

**Assessment Schedule – 2005**

**Spanish: Listen to and understand spoken language in Spanish in familiar contexts (90125)**

**Evidence Statement**

Question	Evidence	A	AM	AE
<b>ONE</b>	<b>Section One: Pablo</b>			
(a)	<ul style="list-style-type: none"> <li>diet</li> <li>exercise</li> </ul> (1/2 = A)			
(b)	<ul style="list-style-type: none"> <li>good health depends on these (diet and exercise)</li> <li>he eats everything/a lot</li> <li>but doesn't look fat/isn't fat</li> <li>he plays a lot of sport/sports</li> <li>soccer/football (in winter) and swimming (in summer)</li> </ul> (ANY 4/5 = AM; ANY 3/5 = A) (detail in brackets NOT required)			
<b>Section Two: Lorena</b>				
(c)	Breakfast			
(d)	<ul style="list-style-type: none"> <li>is the most important meal/food</li> <li>(some days) she has (a glass of) juice, yoghurt and (fried) eggs</li> <li>when she's in a hurry/late</li> <li>she has toast and butter</li> </ul> (3/4 w/detail = AM; 1/4 w/out detail = A) (detail in brackets)			
<b>Section Three: Pilar</b>				
(e)	<ul style="list-style-type: none"> <li>fast food</li> <li>lollies</li> </ul> (1/2 = A) (detail in brackets NOT required)			
(f)	<ul style="list-style-type: none"> <li>are bad (for health)</li> <li>she doesn't like sweet things</li> <li>her mother doesn't buy them</li> <li>(when they are hungry) she gives them/they get fruit/a piece of fruit</li> </ul> (3/4 = AM; 2/4 = A) (detail in brackets NOT required)			
<b>Section Four: Rogelio</b>				
(g)	Sleep			

Question	Evidence	A	AM	AE
<b>ONE Section Four continued</b>				
(h)	<ul style="list-style-type: none"> <li>• students sleep badly</li> <li>• they get up early</li> <li>• go to bed late</li> <li>• they are sleepy/tired (all the time)</li> <li>• young people need to sleep (a minimum of) nine hours (each night)</li> </ul> <p>(4/5 w/detail = AE; 4/5 w/out detail OR 3/5 w/detail = AM; 2/5 w/out detail = A) (detail in brackets)</p>			
<b>TWO Section One</b>				
(a)	To invite him to a (surprise) party (detail in brackets NOT required)			
(b)	(i) Tuesday (ii) May (iii) 12 (1/3 = A)			
(c)	(i) Friday (ii) 7.00 (pm) (iii) Rosa's house (iv) eat (in a café), listen to music, dance (4/4 =AM; 2/4 = A) (detail in brackets NOT required)			
<b>Section Two</b>				
(d)	<ul style="list-style-type: none"> <li>• to thank her (for the invitation)</li> <li>• to explain/tell her why he couldn't come to the party</li> </ul> <p>(2/2 w/detail = AE; 2/2 w/out detail = AM; 1/2 = A) (detail in brackets)</p>			
(e)	(i) Puerto Rico / San Juan (ii) his brother (iii) 9 May (iv) 16 May (3/4 = AM; 2/4 = A)			
(f)	To visit their aunt and uncle /uncles (in San Juan) (detail in brackets NOT required)			
(g)	A week			

Question	Evidence	A	AM	AE
<b>THREE Section One</b>				
(a)	(i) 28 (ii) April (iii) 1974 (ALL = A)			
(b)	<ul style="list-style-type: none"> <li>• they had P�nelope when they were (only) 20/20-year-olds</li> <li>• they named her after a song (of the same name)</li> </ul> (2/2 w/detail = AE; 2/2 w/out detail = AM; 1/2 = A) (detail in brackets)			
<b>Section Two</b>				
(c)	<ul style="list-style-type: none"> <li>• beautiful / pretty</li> <li>• dark / brown skin / olive skin</li> <li>• long, straight hair</li> <li>• black eyes</li> </ul> (2/4 = A)			
(d)	<ul style="list-style-type: none"> <li>• she’s a vegetarian / doesn’t eat meat</li> <li>• she cooks well</li> <li>• makes (very) delicious vegetable / vegetarian hamburgers</li> <li>• she likes Japanese food, chocolate and Coca Cola</li> </ul> (4/4 w/detail = AE; 3/4 w/detail = AM; 2/4 w/out detail = A) (detail in brackets)			
<b>Section Three</b>				
(e)	<ul style="list-style-type: none"> <li>• dance</li> <li>• cinema / movies / films</li> <li>• read</li> <li>• sleep</li> </ul> (3/4 = A)			
(f)	<ul style="list-style-type: none"> <li>• she feels best</li> <li>• wearing comfortable clothes</li> <li>• like jeans and T-shirts</li> </ul> (2/3 = AM; 1/3 = A)			

In some cases, evidence of performance that is not quite at the level of Achievement with Excellence may provide evidence of Achievement with Merit or Achievement. Similarly, evidence of performance that is not quite at the level of Achievement with Merit may provide evidence of Achievement.

**Judgement Statement**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
Any <b>nine</b> correct answers.	Achievement plus <b>six</b> additional correct answers, <b>three</b> of which must be Merit/Excellence answers.	Merit plus <b>three</b> additional correct answers, <b>two</b> of which must be Excellence answers.