



# NCEA Information Pack Level 1 Spanish

This document is a synthesis of the information available to teachers  
on the NZQA and TKI websites.

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## LEARNING LANGUAGES NEWSLETTER

Every quarter, on behalf of the Ministry of Education, Future Learning Solutions – Centre for Languages produces a comprehensive newsletter with information about what is happening in the language teaching community. The newsletter has general information as well as subject specific articles and stories.

If you would like to contribute or subscribe to the Learning Languages newsletter, please contact Kath Doody, Programme Coordinator – [fls.languages@uniservices.co.nz](mailto:fls.languages@uniservices.co.nz)

## LEARNING LANGUAGES Facebook page

Our social media page allows you to stay informed about what is happening in Languages across the country – events, workshops, scholarships etc. Like our page to remain informed and connected.

Clara Gomez Jimeno is the National Spanish Adviser, based in Wellington where she is part of the Centre for Languages Team and works closely with the Spanish Office of Education at the Embassy of Spain in Canberra, Australia.

She also shares information on networking opportunities for teachers of Spanish, providing advice and guidance on immersion opportunities, scholarships and professional learning opportunities both in New Zealand and Spain. In particular her focus is on:

- Offering workshops, courses and meetings focusing on teaching materials, resources and pedagogy that promote intercultural communicative language teaching in Spanish
- Supporting schools with advice and guidance on establishing and sustaining Spanish language programmes
  
- Providing information on networking opportunities for teachers of Spanish
- Providing advice and guidance on immersion opportunities, scholarships and professional learning opportunities both in New Zealand and Spain
- Providing opportunities for higher education students from both New Zealand and Spain to experience life and education in New Zealand or Spain working as an English or Spanish language assistant
- Participating in academic and cultural events
  
- Here is a link to the Spanish page on the NZQA website - [Spanish Resource](#). You will find links to all the NCEA levels, past examinations, assessments, moderator reports etc.
- NZQA NCEA internal assessment exemplars of student work - [Spanish student exemplars](#). This link takes you to exemplars of student work to help you with your own judgements when marking internal assessments for your students:
- Other Resources for teachers: The STANZA Website provides valuable information for teachers. The link <https://www.stanza.org.nz/>

## [MODERATOR NEWSLETTERS](#)

The link above will take you to the webpage for the Moderator Newsletters. These will now come out twice per year, and will give you updates and information on any changes to NCEA. Please **ensure** that you check this page from time to time, as the information they provide can be very important and have a significant effect on the way you are assessing your students. The moderator newsletters are for ALL languages in the learning languages area.

**Examples** from 2017 – 2018 include:

### September 2018

#### Evidence requirements for standards

NZQA encourages innovative ways of collecting student evidence that may be used for assessment purposes. This could include evidence that contributes to multiple standards (integrated assessment), or different modes of collecting evidence such as blogs, video clips, etc.

Teachers are reminded that students submitting evidence beyond the requirements of a standard may impact on student workload. Additionally, a succinct response addressing standard criteria is preferable to a large volume of student evidence that may not necessarily deliver evidence of all the criteria of the standard(s) in question.

For more information on gathering evidence, refer to [Gathering evidence of achievement](#).

### Digital submission of Languages materials for moderation

Please see the [guide to making digital submissions \(DOCX, 85KB\)](#).

It is important that students in the Interaction standards are clearly identified – this is beyond simply identifying the first speaker, e.g. if it is not video, then some sentences in English which give an indication of what the assessed speaker says are required.

### February 2017

The Ministry of Education published updated versions for the Level 3 Achievement Standards in most subjects in November, 2016. The changes appear to be limited to a new planned review date of 31 December 2018, and Explanatory Note 1 now including a reference to Te Marautanga o Aotearoa for all subjects except Te Reo, English and Learning Languages.

However, assessors are advised to check the revised Level 3 standards relating to their programmes against the previous versions. Both the new and the previous versions appear together on the relevant NZQA [subject pages](#)

For previous newsletters see link :

<https://www.nzqa.govt.nz/ncea/subjects/languages/moderator-newsletters/february-2017>

# Spanish L6: Context elaborations

Students are expected to communicate information, ideas and opinions, and express and respond to personal ideas and opinions in areas of most immediate relevance. The content and language of the communication is targeted beyond the immediate context to include the expression of opinions. Students are expected to understand and produce a variety of text types.

- [Context and text type](#)
- [Examples showing how the student](#)
- [Intercultural communicative competence](#)
- [What are context elaborations?](#)

## Example 1: Healthy looking

Jessie — ¿Qué piensas del chico en la foto?

Teresa — Está demasiado gordo. ¿no crees?

Jessie — Estoy de acuerdo. Es guapo pero creo es adicto al chocolate y come mucha comida basura.

Teresa — Si, es muy guapo pero debería hacer algo para estar en forma.

Jessie — Por supuesto. En mi opinión tiene que comer menos grasas y hacer más ejercicio. Es importante tener una dieta equilibrada y dormir ocho horas al día.

[TOP](#)

## Context and text type

Jessie from New Zealand and her Spanish host sister, Teresa, comment on the health of the person they are looking at in a picture.

### Text type

Conversation, informal. Interactive.

[TOP](#)

## Examples showing how the student is:

### Communicating information, ideas and opinions beyond the immediate context

Jessie asks a question to initiate the discussion:

- ¿Qué piensas del chico en la foto?

Teresa responds by asking Jessie if she agrees with her opinion:

- Está demasiado gordo. ¿no crees?

In this way, she stimulates a response from Jessie:

- Estoy de acuerdo. Es guapo pero creo es adicto al chocolate y come mucha comida basura.

Jessie uses the structure 'tener que' (+ infinitive) to strongly express her views on what the person should do to become healthy:

- Tiene que comer menos grasas.

She uses the impersonal expression 'es importante' (+ infinitive) to communicate a general opinion about important steps that should be taken:

- Es importante seguir una dieta equilibrada y dormir ocho horas al día.

This is a conversation, so spoken features such as pronunciation, intonation, rhythm, speed, audibility, and stress have a bearing on the overall effectiveness of the communication and must be taken into consideration.

Jessie says:

- Es guapo pero creo es adicto al chocolate ... but Spanish speakers would be more likely to say: ... creo **que** es adicto ...

Learners of Spanish from an English-speaking background often omit the linking conjunction 'que' that Spanish speakers use. In English, it is fine to say, "I think he is addicted" instead of "I think that he is addicted." But this omission by Jessie does not appear to disrupt communication.

### **Expressing and responding to personal ideas and opinions**

Jessie expresses a personal opinion:

- Creo es adicto al chocolate.

Jessie responds to Teresa's response by reiterating her personal viewpoint:

- En mi opinión tiene que comer menos grasas y hacer más ejercicio.

Jessie responds to Teresa's observation by expressing her agreement:

- Estoy de acuerdo.

### **Communicating appropriately in different situations**

Jessie uses questions to elicit an opinion from Teresa:

- ¿Qué piensas del chico en la foto?

She makes a comment, 'Es importante tener una dieta equilibrada y dormir ocho horas al día', that summarises her recipe for keeping healthy.

Teresa seeks reassurance from her friend:

- ¿No crees?

and Jessie responds by supporting her opinion:

- Estoy de acuerdo.

Jessie thinks the boy in the photo is fat, however she finds a positive quality, which softens her criticism:

- Es muy guapo pero ...

### **Understanding how language is organised for different purposes**

Expressions such as 'creo que' and 'en mi opinión' signal that what follows is personal opinion.

Jessie has strong views about what is needed for a healthy lifestyle, and she expresses these using language forms such as 'tiene que comer' ... and Es 'importante' ...

The noun 'la basura' (rubbish) is used here adjectivally ('Come mucha comida basura') to intensify what the speaker thinks about food the boy is supposed to be eating.

Jessie uses formulaic expressions that are typically used in informal conversations, for example:

- Estoy de acuerdo, Por supuesto.

[TOP](#)

## **Opportunities for developing intercultural communicative competence**

Teachers could encourage students to use a variety of questions to ensure that conversation continues and opinions are explored in depth, so that genuine social interaction is achieved.

In some cultures, it would be thought inappropriate to make a frank comment about a person's size. Students could explore other Spanish texts on health issues, noting what language they use, the issues dealt with, and issues that are not dealt with. They could then compare their findings with findings from comparable texts in English.

How might students use the knowledge they have gained to communicate more effectively with speakers of Spanish?



## NCEA Level 1 Languages

### Conditions of Assessment

#### General Information

<b>Subject Reference</b>	Spanish
<b>Domain</b>	Spanish
<b>Level</b>	1

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This document provides guidelines for assessment against internally assessed standards. Guidance is provided on:

- appropriate ways of, and conditions for, gathering evidence
- ensuring that evidence is authentic
- any other relevant advice specific to an achievement standard.

**NB:** It is expected that teachers are familiar with additional generic guidance on assessment practice in schools published on the [NZQA](#) website. This should be read in conjunction with these Conditions of Assessment.

This document should be read in conjunction with *The New Zealand Curriculum* (Ministry of Education, 2007).

#### For All Standards

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs or film) or a portfolio of evidence.

It is also recommended that the collection of evidence for internally assessed standards should not use the same method that is used for any external standards in a



programme/course, particularly if that method is using a time bound written examination. This could unfairly disadvantage students who do not perform well under these conditions.

A separate assessment event is not needed for each standard. Often assessment can be integrated into one activity that collects evidence towards two or three different standards from a programme of learning. Evidence can also be collected over time from a range of linked activities (for example, in a portfolio). This approach can also ease the assessment workload for both students and teachers.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students and be valid and fair.

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This needs to be in line with school policy. For example, for an investigation carried out over several sessions, this could include teacher observations or the use of milestones such as meetings with students, journal or photographic entries recording progress etc.

Unmodified extracts from any external source should not be included without acknowledgement of sources and will not be considered for the final achievement judgement.

### **Specific Information for Individual Internal Achievement Standards**

<b>Achievement Standard Number</b>	<b>1.2</b>
<b>Title</b>	Give a spoken presentation in SPANISH that communicates a personal response
<b>Number of Credits</b>	4
<b>Version</b>	2

This achievement standard involves using SPANISH to give a spoken presentation that communicates a personal response.

#### **Sufficiency of Evidence**

Provided the evidence given meets the communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

One minute is a suggested guideline for appropriate length.

Where a presentation is made by a group, each person will be assessed individually.

#### **Collection of Evidence**

Digital audio or video evidence are suitable ways of collecting evidence.

#### **Prompts**

Communication is the focus of the assessment. The presentation may be supported by prepared notes/cue cards/props/other supporting material/a copy of the text, but not read verbatim/in its entirety.

Aids to memory such as those suggested above should enhance and not detract from the presentation.

### **Feedback and Feed Forward**

Teachers may provide suitable feedback and feed forward during the preparation phase of the presentation. This may be on the written or oral aspects of the presentation.

Teacher feedback and feed forward on student's drafts should be holistic to ensure the final presentation remains a true representation of the student's ability. More than one opportunity for feedback could compromise authenticity.

### **Presentation**

This standard assesses the student's ability to present to an audience. The audience will be determined by the purpose of the presentation e.g. a Youtube clip, a speech competition, a podcast to an exchange school.

<b>Achievement Standard Number</b>	<b>1.3</b>
<b>Title</b>	Interact using spoken SPANISH to communicate personal information, ideas and opinions in different situations
<b>Number of Credits</b>	5
<b>Version</b>	2

This achievement standard involves a range of spoken interactions in SPANISH to share personal information and opinions in personal and transactional situations.

### **Sufficiency of Evidence**

A range of interactions involves at least two interactions.

Tasks should provide opportunities for students to demonstrate language use across a range of contexts and for a range of purposes, and enable achievement at all levels. Provided the evidence given meets the communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

A total of three minutes speaking time is a guideline for this standard.

Where an interaction involves a pair or group, each person will be assessed individually.

The focus of this standard is the successful negotiation of meaning in a realistic context.

In interactions, there is a level of spontaneity not apparent in prepared oral presentations. Features of interactions which contribute to natural communication include such things as:

- referring back to things that have already been said
- clarifying
- negotiating meaning
- using colloquial and formulaic expressions appropriate for the contexts.

### **Collection of Evidence**

The interactions could involve pair, group or class based interactions, which may be 'free' and/or 'controlled' production (*Ellis, 2005*).

It may be appropriate for prompts such as photos, mind-maps or diagrams to be available to students during an interaction.

It is expected that at least one piece of evidence will be in digital format.

Records of evidence could be digital recordings in various formats e.g. video, cell phone, or other appropriate digital formats.

### **Feedback and Feed Forward**

Teacher feedback and feed forward after listening to interactions may improve students understanding of the interaction criteria for future interactions.

<b>Achievement Standard Number</b>	<b>1.5</b>
<b>Title</b>	Write a variety of text types in SPANISH on areas of most immediate relevance
<b>Number of Credits</b>	5
<b>Version</b>	2

This achievement standard involves writing a variety of texts to communicate in SPANISH for genuine purposes with the support of resources.

### **Evidence**

A range of commonly used real life resources which may be used to support drafting and reworking could include search engines, word lists, spell and grammar checkers, pamphlets, dictionaries, text books, grammar notes, people – friends, family, native speakers.

### **Sufficiency of Evidence**

A variety of texts involves at least two pieces of writing.

Tasks should provide opportunities for students to demonstrate language in different contexts and for a range of purposes, and enable achievement at all levels. Provided the evidence meets the communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

300 words, 600 kana or 300 Chinese characters is a suggested guideline for this standard.

### **Collection of Evidence**

Evidence of at least two text types should be collected. This ensures that the assessor has sufficient evidence to attest that a student is working at the specified level reasonably consistently rather than accidentally and occasionally. Selection of evidence would be made by the student. Types of written evidence could be handwritten or electronic. The final selection is considered as a whole for grade allocation.

Stages of writing may include brainstorming, outlining, drafting, revising, proof-reading and final draft. The selection of evidence will showcase the individual's final work.

### **Feedback and Feed Forward**

Teacher feedback and feed forward on student's drafts should be holistic to ensure the final product remains a true representation of the student's ability. More than one opportunity for feedback could compromise authenticity.

## Achievement Standard

<b>Subject Reference</b>	Spanish 1.2		
<b>Title</b>	Give a spoken presentation in Spanish that communicates a personal response		
<b>Level</b>	1	<b>Credits</b>	4
		<b>Assessment</b>	Internal
<b>Subfield</b>	Languages		
<b>Domain</b>	Spanish		
<b>Status</b>	Registered	<b>Status date</b>	9 December 2010
<b>Planned review date</b>	31 December 2020	<b>Date version published</b>	20 November 2014

This achievement standard involves using Spanish to give a spoken presentation that communicates a personal response.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Give a spoken presentation in Spanish that communicates a personal response.</li> </ul>	<ul style="list-style-type: none"> <li>Give a convincing spoken presentation in Spanish that communicates a personal response.</li> </ul>	<ul style="list-style-type: none"> <li>Give an effective spoken presentation in Spanish that communicates a personal response.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Curriculum Level 6 includes the communication skills, language and cultural knowledge needed to communicate a personal response.
- Definitions  
*A personal response* could include but is not limited to:
  - describing and/or responding to images or cultural practices
  - telling a story or stories
  - reporting family, personal, or everyday events
  - describing opinions, emotions, or feelings elicited by stimulus material
  - self-introduction or welcome.

*Communicates a personal response* refers to expressing personal information, ideas and opinions in culturally appropriate spoken Spanish.

Communication is achieved overall, despite inconsistencies, such as:

- language features
- pronunciation
- intonation
- rhythm patterns
- delivery speed or audibility
- stress patterns
- tones.

*Convincing* means that there is development of the information, ideas and opinions which is generally credible and connected. The presenter selects and uses a range of language and language features that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

*Effective* means that there is development of the information, ideas and opinions which is controlled and integrated. The presenter capably selects and successfully uses language and language features that are fit for purpose and audience. Communication is not hindered by inconsistencies.

- 4 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

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### Replacement Information

This achievement standard replaced unit standard 12162 and AS90126.

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### Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

## Internal Assessment Resource

### Languages Level 1

This resource supports assessment against:

Achievement Standard 90909 version 2

Give a spoken presentation in Spanish that communicates a personal response

**Resource title: On Exchange!**

4 credits

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published by Ministry of Education	March 2017 Version 4 To support internal assessment from 2017
Quality assurance status	These materials have been quality assured by NZQA. NZQA Approved number: A-A-03-2017-90909-04-4765
Authenticity of evidence	Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

## Internal Assessment Resource

**Achievement Standard Languages 90909:** Give a spoken presentation in Spanish that communicates a personal response

**Resource reference:** Languages 1.2A v4 Spanish

**Resource title:** On Exchange!

**Credits:** 4

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### Teacher guidelines

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The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Languages 90909. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

### Context/setting

This assessment activity requires students to give a presentation in culturally appropriate spoken Spanish, expressing personal information, ideas, and opinions.

A variety of contexts and scenarios are possible for a spoken presentation, and the selection will depend on individual teaching programmes and the interests and needs of your students.

Students need to be aware that, at this level, they are required to communicate beyond the immediate context, for example, about the past and/or the future. Discuss with students how this might be done.

### Conditions

Presentations will be recorded for assessment purposes. They should be about one minute in length, but quality is more important than quantity. They may be technologically facilitated, e.g. podcast, YouTube clip etc.

Students may work alone, in pairs, or in a group. Where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so there is sufficient evidence for assessment of individual performance.

When delivering their presentation, students may have with them: prepared notes, cue cards, props, other supporting material, or a copy of the text, but they may not read directly from their notes. To do so will mean they have not met the standard.

### Resource requirements

Recording equipment will be required.



## **Additional information**

This resource material should be read in conjunction with:

- the Senior Secondary Teaching and Learning Guides for Languages: <http://seniorsecondary.tki.org.nz/>
- NCEA Level 1 Languages Conditions of Assessment: <http://ncea.tki.org.nz/>.

## Internal Assessment Resource

**Achievement Standard Languages 90909:** Give a spoken presentation in Spanish that communicates a personal response

**Resource reference:** Languages 1.2A v4 Spanish

**Resource title:** On Exchange!

**Credits:** 4

Achievement	Achievement with Merit	Achievement with Excellence
Give a spoken presentation in Spanish that communicates a personal response.	Give a convincing spoken presentation in Spanish that communicates a personal response.	Give an effective spoken presentation in Spanish that communicates a personal response.

### Student instructions

#### Introduction

This assessment activity requires you to give a presentation in culturally appropriate spoken Spanish, expressing personal information, ideas, and opinions.

Your presentation should be approximately one minute long, but quality is more important than quantity. Your presentation needs to be recorded for assessment and moderation purposes.

Before the assessment, your teacher will discuss the requirements of the standard, including what you need to show in your spoken presentation.

#### Task

Your class has won a prize offered by the local Spanish cultural association – an exchange trip to Spain! The association would like to see evidence of your ability to give a presentation, either in Spain or at home on your return. Possible spoken presentations could include but are not limited to the following.

#### *On exchange*

- A self-introduction, including your personal details, hobbies, interests, and hopes, and your wishes for your time in Spain.
- An autobiography of your life so far, for example, using a photo album (paper or digital) to talk to your host family about your life (both past and present) and family.
- A description (for Spanish school students) of a typical school day for a New Zealand teenager (using yesterday or tomorrow as examples of your own day).
- A presentation (for Spanish school students) on your home town, including what you hope they will do when they come to visit New Zealand.

- An explanation (for Spanish school students) about what you do in your free time or on the weekend (giving an example of what you did last weekend or hope to do next weekend).
- A thank-you to your host family or host school, with special mention of what was your favourite part of the trip.

### ***On return to school in New Zealand***

- A presentation on the trip, describing where you went, what you did, saw, ate, and so on.
- Your experiences and impressions of a Spanish school or family life, with examples from your time there.
- A presentation of uniquely Spanish things you discovered whilst on the trip, for example, customs, meals, celebrations, and so on.

### ***On the Spanish exchange students' return visit to New Zealand***

- A welcome speech, which also gives a presentation on what they will do during their stay, for example, an itinerary, visits, group activities, and so on.

All work must be your own. Extracts from external sources should not be included without acknowledging the sources. Any extracts from external sources will not be considered in the final achievement judgement.

You may not use the language from the language samples unless it has been significantly reworked.

You may use prepared notes, cue cards, props, or other supporting material. However, you must not read from these verbatim. If you do, you will not achieve the standard.

## Assessment schedule: Languages 90909 Spanish – On Exchange!

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student provides a recording of a spoken presentation related to an exchange trip to Spain.</p> <p>The spoken presentation is approximately one minute long.</p> <p>In the presentation, the student shares personal information, ideas, and opinions that are relevant to the task.</p> <p>There is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>Communication is achieved overall, although understanding may be hindered in some places by inconsistencies.</p> <p>For example:</p> <p><i>Quiero ir a España porque me gusta el país y los españoles. Hace dos años visité Sevilla con mi colegio y este año espero visitar Madrid.</i></p>	<p>The student provides a recording of a convincing spoken presentation related to an exchange trip to Spain.</p> <p>The spoken presentation is approximately one minute long.</p> <p>In the presentation, the student shares personal information, ideas, and opinions that are relevant to the task.</p> <p>There is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>There is development of the information, ideas, and opinions that is generally credible and connected.</p> <p>The student selects and uses a range of language and language features appropriate for the purpose and audience.</p> <p>Communication is achieved, and understanding is not significantly hindered by inconsistencies.</p> <p>For example:</p> <p><i>Me gustaría ir a España para hablar español y a visitar el país. Hace dos años visité Sevilla con mi colegio y este año espero visitar Madrid. Sobre todo quiero pasar un día en el Prado.</i></p>	<p>The student provides a recording of an effective spoken presentation related to an exchange trip to Spain.</p> <p>The spoken presentation is approximately one minute long.</p> <p>In the presentation, the student shares personal information, ideas, and opinions that are relevant to the task.</p> <p>There is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>There is development of the information, ideas, and opinions that is controlled and integrated.</p> <p>The student capably selects and successfully uses a range of language and language features appropriate for the purpose and audience.</p> <p>Communication is achieved, and understanding is not hindered by inconsistencies.</p> <p>For example:</p> <p><i>Me encantaría ir a España. Me gustaría hablar español y visitar los magníficos monumentos madrileños, especialmente el Prado. Hace dos años visité el Real Alcázar en Sevilla con mi colegio. España es un país grande con muchas cosas que ver.</i></p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

## Clarifications for Level 1 Languages

### Presentation

Show: [Languages Homepage](#) | [All Languages clarifications](#)

#### Give a spoken presentation that communicates a personal response

Updated December 2016. The section on feedback and feed forward has been updated.

#### Feedback and feed forward on drafts

Teacher feedback and feed forward on students' drafts should be holistic to ensure that the final product remains a true representation of the student's ability. More than one opportunity for feedback will compromise authenticity. Complex language, with few or no errors, may indicate that too much feedback has been given.

Language should be the student's own work. Resources should be used appropriately and large chunks of lifted language should be either avoided completely or referenced and not included in the assessed work.

#### Content

These standards involve expressing personal information, ideas and opinions. In order to fulfil the NZC level requirements, the student must also show that they are able to communicate beyond the immediate context, for example, past and future events. The context for the presentation will decide whether students communicate about past and/or future events within the presentation.

The best presentations are to the point and close to the allocated times. Development does not equal length. Suggested time for a level 1 presentation is one minute.

The purpose of this presentation is delivery to an audience. This could be either a face to face or an online audience. Tasks should ensure that students will have a context which requires a presentation as opposed to a piece of writing, e.g. a video/podcast recording introducing yourself to an intended host family.

#### Communication and language

As this is a spoken presentation, inconsistencies do not relate solely to errors in vocabulary or grammar. Inconsistencies in communication may relate to the following: language features, pronunciation, intonation, rhythm patterns, delivery speed, audibility, stress patterns, tones. Incorrect language/inconsistencies will affect the grade to the extent that they hinder communication.

Language features should be taken into account when allocating a grade. A speaker who speaks very quickly without pausing appropriately for new sentences may have a presentation which, would receive Excellence as a piece of writing, but which will receive a Merit for this standard. Inconsistencies in delivery speed and stress patterns may mean that the communication of the message is hindered. Delivery may ultimately affect the grade.

The nature of the language features used will also be determined by the fact that this is a spoken presentation, e.g. at level 1 this could be the use of simple rhetorical questions such as 'don't you think?'

#### Delivery of presentation

Cue cards/text should only be used for support, and students may not read their presentation in its entirety. If they do so, they cannot be awarded the standard.

## Achievement Standard

<b>Subject Reference</b>	Spanish 1.3		
<b>Title</b>	Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations		
<b>Level</b>	1	<b>Credits</b>	5
		<b>Assessment</b>	Internal
<b>Subfield</b>	Languages		
<b>Domain</b>	Spanish		
<b>Status</b>	Registered	<b>Status date</b>	9 December 2010
<b>Planned review date</b>	31 December 2020	<b>Date version published</b>	20 November 2014

This achievement standard involves a range of interactions using spoken Spanish to communicate personal information, ideas and opinions in different situations.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>Interact using convincing spoken Spanish to communicate personal information, ideas and opinions in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>Interact using effective spoken Spanish to communicate personal information, ideas and opinions in different situations.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Curriculum Level 6 includes the communication skills, language and cultural knowledge needed to communicate personal information, ideas and opinions.
- Definitions  
*Interact* refers to a range of culturally appropriate spoken and gestural exchanges in Spanish. The interactions are to be for a given purpose and could be face to face or technologically facilitated.

Interactions are characterised by:

- a genuine purpose
- negotiating meaning
- initiating and maintaining
- participating and contributing
- natural language
- using different language for different purpose(s)
- using conventions (eg cultural, courtesies, gestures)
- contextually appropriate language
- using simple interactive strategies such as fillers, questioning, thanking, apologising, pausing, prompting, seeking clarification.

Not all characteristics may be evident in one interaction.

Interaction may be hindered in some places by inconsistencies in:

- language features
- understanding
- pronunciation
- intonation
- rhythm patterns
- delivery speed or audibility
- stress patterns
- tones.

*Personal information* includes opinions, ideas and information that relate to the student's life, and may include formal cultural responses.

*Formal cultural responses* refer to language and cultural responses in formal situations and rituals (eg rituals and protocols around food, gift giving, different ways of interacting with elders).

*Different situations* include a selection of transactional, social, conversational, formal cultural, and routine contexts.

*Communicate personal information, ideas and opinions* means to share information, ideas and opinions that are relevant to the context (eg conversations about past and future events, incidental social exchanges, short plays and unprepared interactions on areas of most immediate relevance).

*Areas of most immediate relevance* refer to language related to basic personal information and past, present and/or future experiences (eg family, shopping, local area, events and activities).

*Convincing spoken Spanish* refers to interaction showing use of a range of language that is fit for the context and generally successful selection from a repertoire of language features and strategies to support the interaction. Interaction is not significantly hindered by inconsistencies.

*Effective spoken Spanish* refers to interaction showing successful use of a range of language that is consistently fit for the context and skilful selection from a repertoire of language features and strategies to support the interaction. Interaction is not hindered by inconsistencies.

- 4 At all times, the quality of the selection of interactions, considered as a whole, is more important than the length.
  - 5 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.
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### **Replacement Information**

This achievement standard replaced unit standard 12161 and AS90127.

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### **Quality Assurance**

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233





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## Internal Assessment Resource

### Languages Level 1

This resource supports assessment against Achievement Standard 90910 version 2

**Standard title:** Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations

**Credits:** 5

**Resource title:** Win a Trip

**Resource reference:** Languages 1.3A v4 Spanish

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published by Ministry of Education	January 2016 Version 4 To support internal assessment from 2016
Quality assurance status	These materials have been quality assured by NZQA. NZQA Approved number A-A-01-2016-90910-03-4703
Authenticity of evidence	Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

## Internal Assessment Resource

**Achievement standard:** 90910

**Standard title:** Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations

**Credits:** 5

**Resource title:** Win a Trip

**Resource reference:** Languages 1.3A v4 Spanish

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### Teacher guidelines

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The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

### Context/setting

This activity requires students to present selected recordings of a range of their spoken interactions in a variety of situations. The type of interaction will depend on the scenario or activity chosen. Guide students about the types of interactions they might have, and/or create/adapt interactions to suit the topic being studied at the time.

Students are told that the local cultural association is offering a trip to Spain. The organisation is looking for students who have made a real effort to talk in Spanish as much as possible. For their entry for the competition, the students have to make a collection of their best Spanish interactions.

Provide or ensure students select for themselves situations that allow them to show their control of language rules and culture in language. For further details, see the Senior Secondary Teaching and Learning Guides for Languages: <http://seniorsecondary.tki.org.nz/>.

Include a range of interactions that involve free, meaning-focused language production, as well as more controlled and form-focused production. It is not appropriate for students to learn, rehearse, and then present scripted role plays.

### Conditions

Students will need to begin recording interactions from the beginning of the assessment process (which may be as early as term 1) and manage the storage of their recordings.

Methods for recording interactions could include videoing role play, recording with a cell phone a conversation in the classroom, or digitally recording a conversation in a computer lab. You or the students will need to store each recording in a safe and accessible location.

Students will select for assessment a minimum of two recorded interactions from different situations. Their total individual spoken contribution over their selected interactions needs to be about three minutes.

Make sure you give feedback to students throughout the year to help them submit recordings that represent their best work. You might ask a student to change their selection if you think it does not reflect their full ability.

Students are rewarded for contributing to and maintaining the interaction. Their range of language in the interactions is shown mainly through their ability to use a range of appropriate conversational strategies to maintain and sustain the interaction, rather than through their ability to use grammatical structures.

Assess the students holistically across the range of evidence provided. Students need to show they can use the language consciously and reasonably consistently, rather than accidentally and occasionally.

## **Resource requirements**

The students will need access to audio and/or video recording equipment.

## **Additional information**

This resource material should be read in conjunction with:

- the Senior Secondary Teaching and Learning Guides for Languages:  
<http://seniorsecondary.tki.org.nz/>
- NCEA Level 1 Languages Conditions of Assessment:  
<http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

## Internal Assessment Resource

**Achievement standard:** 90910

**Standard title:** Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations

**Credits:** 5

**Resource title:** Win a Trip

**Resource reference:** Languages 1.3A v4 Spanish

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### Student instructions

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#### Introduction

This task requires you to interact in Spanish in a range of different situations. You will interact with a classmate, your teacher, and/or in groups.

You will complete this work over time, throughout the year.

You will be assessed on how well you are able to use spoken Spanish to communicate personal information, ideas and opinions in different situations.

#### Task

During the year, you will make audio or video recordings of yourself using Spanish in a range of spoken interactions.

As you work, record each interaction and store it in a suitable manner. Your teacher will provide specific details.

Teacher note: Provide specific instructions to suit your context, for example, on the school server or on a class page set up on a digital site.

At the end of the assessment period, select a minimum of two of your recorded interactions for assessment.

Make sure that in your selected interactions, your total spoken contribution is about three minutes and all the work is your own. Quality is more important than quantity.

You may not use the language from the language samples unless it has been significantly reworked.

Cue cards may not be used. You may use authentic context material suitable to the task, for example, a shopping list or map, but you may not read from it.

#### Scenario

A local organisation is offering a huge prize – a trip to Spain! They are looking for students who have made a real effort to talk in Spanish as much as possible. For your entry for the competition, you have to make a collection of your best Spanish interactions.

The organisation wants you to choose your own interactions for submission to the competition.

Make sure you choose different situations for each interaction and check each choice with your teacher before you begin work on it.

Base each interaction on the topic you are studying at the time.

The organisation has provided the following examples to guide you.

- A discussion planning an everyday event, such as a party or what to do on the weekend.
- A phone call to your friend after a day away from school to find out what you have missed and what you need to prepare for the next day.
- A conversation between you and a partner in which you discuss what you hope to see and do if you win the prize.
- A conversation in which you help a Spanish-speaking tourist in your town.
- A television commercial for a Spanish product, in which you give some information about the product (real or imaginary) and discuss what you like about it.

Teacher note: Adapt these examples to suit your students and context.

## Assessment schedule: Languages 90910 Spanish – Win a Trip

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student interacts using spoken Spanish to communicate personal information, ideas and opinions in different situations.</p> <p>The student provides a collection of recordings of at least two different spoken interactions.</p> <p>The total student contribution to the interactions is about three minutes.</p> <p>The interactions are in different situations, for example, planning an event, discussing a party, or helping a tourist.</p> <p>The interactions show the student sharing personal information, ideas and opinions that are relevant to the task.</p> <p>Over the interactions there is evidence of communicating beyond the immediate context, for example, communicating about the past and/or future.</p> <p>The student achieves communication overall, although inconsistencies may hinder understanding in some places.</p> <p>For example:  A: <i>¿Qué tal si vamos al cine esta noche?</i>  B: <i>¿A qué hora?</i>  A: <i>¿A las siete y media enfrente del cine?</i>  B: <i>Me gustaría ver Eclipse.</i>  A: <i>Yo también, ¡hasta luego!</i></p> <p><i>The examples above are indicative samples only.</i></p>	<p>The student interacts using convincing spoken Spanish to communicate personal information, ideas and opinions in different situations.</p> <p>The student provides a collection of recordings of at least two different spoken interactions.</p> <p>The total student contribution to the interactions is about three minutes.</p> <p>The interactions are in different situations, for example, planning an event, discussing a party, or helping a tourist.</p> <p>The interactions show the student sharing personal information, ideas and opinions that are relevant to the task.</p> <p>Over the interactions there is evidence of communicating beyond the immediate context, for example, communicating about the past and/or future.</p> <p>The student uses a range of language that is fit for the context.</p> <p>The student is generally successful in selecting from a repertoire of language features and strategies to support the interaction.</p> <p>The student achieves communication, and inconsistencies do not significantly hinder understanding.</p> <p>For example:  A: <i>¿Qué tal si vamos al cine esta noche?</i>  B: <i>Vale, me gustaría ver Eclipse. ¿Has leído estos libros?</i></p>	<p>The student interacts using effective spoken Spanish to communicate personal information, ideas and opinions in different situations.</p> <p>The student provides a collection of recordings of at least two different spoken interactions.</p> <p>The total student contribution to the interactions is about three minutes.</p> <p>The interactions are in different situations, for example, planning an event, discussing a party, or helping a tourist.</p> <p>The interactions show the student sharing personal information, ideas and opinions that are relevant to the task.</p> <p>Over the interactions there is evidence of communicating beyond the immediate context, for example, communicating about the past and/or future.</p> <p>The student successfully uses a range of language that is consistently fit for the context.</p> <p>The student skilfully selects from a repertoire of language features and strategies to support the interaction.</p> <p>The student achieves communication, and inconsistencies do not hinder understanding.</p> <p>For example:  A: <i>¿Qué tal si vamos al cine esta noche?</i>  B: <i>Vale, me gustaría ver Eclipse. Leí el libro el año pasado y me encantó.</i></p>

	<p>A: Sí, y miré las otras películas el mes pasado. ¿A qué hora nos encontramos?</p> <p>B: ¿A las siete y media enfrente del cine?</p> <p>A: Vale, ¡hasta luego!</p> <p><i>The examples above are indicative samples only.</i></p>	<p>A: He visto New Moon, y me lo gustó. ¿A qué hora nos encontramos?</p> <p>B: ¿A las siete y media enfrente del cine?</p> <p>A: Vale, ¡hasta luego!</p> <p><i>The examples above are indicative samples only.</i></p>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

## **Interact**

Show: [Languages Homepage](#) | [All Languages clarifications](#)

### **Interact to communicate personal information, ideas and opinions in different situations**

Updated December 2016. This document has been updated to include language features.

#### **Language Features**

A repertoire of language features and strategies to maintain the interaction is required for this standard. For this reason, it does not produce evidence towards this standard if students write and learn scripted role plays by heart, or otherwise prepare the total interaction beforehand. Indicators of the ability to maintain an interaction will not be evident in such exchanges.

Features and strategies such as pausing, negotiating meaning, prompting, seeking clarification etc. can only be seen in evidence when the student is unaware of all questions that are asked, and has not prepared all answers. For this reason, the use of cue cards would also render evidence invalid.

Interactions where students can react in a genuine way, and where they are able to naturally control the direction of the interaction, give students the opportunity to meet the criteria.

#### **Range**

The standard calls for a minimum of two interactions, and these must be in different situations. This will mean that the context and/or purpose and/or type will be different for each interaction, e.g. negotiating the best way to spend a Saturday evening with friends will necessitate different language from a discussion of what students did in the holidays.

#### **Assessing the collection of evidence**

The grade will be awarded for the collection of interactions assessed as a whole, i.e. each interaction will not be assessed individually - the grade will be derived from the overall quality of the work. Students must show that they are working consciously and reasonably consistently at the level, rather than accidentally and occasionally.

The sample tasks suggest about three minutes interaction in total for level 1.

#### **Language**

Incorrect language/inconsistencies will only affect a grade if they hinder communication. It is important to note that accuracy is not a criterion of this standard. In a realistic conversation by learners of a second language errors are natural and should not be overly penalised.

Whilst inconsistencies that do not affect communication will not affect the grade, for Excellence, there needs to be sufficient language, outside the language with errors, that contributes to the criteria of successful use of a range language.

At level 1, students will show evidence of language to communicate personal information, ideas and opinions. Over the collected evidence there will be evidence of each of these.

In order to fulfil the NZC level requirements, the student must also show that, within the collected evidence, they are able to communicate beyond the immediate context, for example about past and/or future events (NZC levels 5 and 6 Learning Languages).



## Achievement Standard

<b>Subject Reference</b>	Spanish 1.5		
<b>Title</b>	Write a variety of text types in Spanish on areas of most immediate relevance		
<b>Level</b>	1	<b>Credits</b>	5
		<b>Assessment</b>	Internal
<b>Subfield</b>	Languages		
<b>Domain</b>	Spanish		
<b>Status</b>	Registered	<b>Status date</b>	9 December 2010
<b>Planned review date</b>	31 December 2020	<b>Date version published</b>	20 November 2014

This achievement standard involves writing a variety of text types to communicate in Spanish on areas of most immediate relevance.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Write a variety of text types in Spanish on areas of most immediate relevance.</li> </ul>	<ul style="list-style-type: none"> <li>Write a variety of text types in convincing Spanish on areas of most immediate relevance.</li> </ul>	<ul style="list-style-type: none"> <li>Write a variety of text types in effective Spanish on areas of most immediate relevance.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Curriculum Level 6 includes the communication skills, language and cultural knowledge needed to write a variety of texts on areas of most immediate relevance.
- Definitions  
*Write* refers to composing and organising text in a linguistically and culturally appropriate format and style, and may include:
  - drafting
  - reworking over a period of time.

*Write on areas of most immediate relevance* refers to using language, related to basic personal information and past, present, and/or future experiences, in order to express personal information, ideas and opinions in culturally appropriate written Spanish.

Communication is achieved overall, despite inconsistencies, such as:

- format
- spelling
- lexical choice
- level of formality
- language conventions
- language features.

*Convincing* means that there is development of the information, ideas and opinions which is generally credible and connected. The writer selects and uses a range of language and language features that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

*Effective* means that there is development of the information, ideas and opinions which is controlled and integrated. The writer capably selects and successfully uses language and language features that are fit for purpose and audience. Communication is not hindered by inconsistencies.

*Variety* refers to texts selected from a range of different text types, which have been created for different purposes. At all times the quality of the texts in the selection, considered as a whole, is more important than length.

- 4 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

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### Replacement Information

This achievement standard replaced unit standard 12164, unit standard 12165, AS90129 and AS90130.

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### Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233



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## Internal Assessment Resource

### Languages Level 1

This resource supports assessment against:  
Achievement Standard 90912 version 2

**Standard title:** Write a variety of text types in Spanish on areas of most immediate relevance

**Credits:** 5

**Resource title:** Planning a School Exchange

**Resource reference:** Languages 1.5A v5 Spanish

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published by Ministry of Education	March 2017 Version 5 To support internal assessment from 2017
Quality assurance status	These materials have been quality assured by NZQA. NZQA Approved number: A-A-03-2017-90912-05-4768
Authenticity of evidence	Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

## Internal Assessment Resource

**Achievement standard:** 90912

**Standard title:** Write a variety of text types in Spanish on areas of most immediate relevance

**Credits:** 5

**Resource title:** Planning a School Exchange

**Resource reference:** Languages 1.5A v5 Spanish

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### Teacher guidelines

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The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

### Context/setting

This activity requires students to develop a writing portfolio in which they gather evidence of their ability to write in Spanish. The students will keep all of their writing throughout the year and then select a minimum of two pieces of writing that they decide are the best and most effective.

The context of this portfolio is a school exchange. The writing work that students complete during the year is in preparation for the exchange and allows students to make contact with the (imaginary) exchange school.

For this portfolio, a variety of contexts and scenarios for writing are possible, and the selection will depend on individual teaching programmes and the interests and needs of your students.

It is important that you require students to write a range of different text types that are for genuine purposes and that allow students to show their control of written language in different contexts. For further details, see the Senior Secondary Teaching and Learning Guides for Languages: <http://seniorsecondary.tki.org.nz/>

The writing tasks could be in both free (spontaneous) and controlled (prepared) situations.

The writing for the exchanges could include, for example:

- a poster the student creates and adds to during the year, which gives information about them and their school
- a letter the student writes to their prospective host family telling them about themselves and asking about the host family
- the text of a speech about their home town in case the student is asked to talk in front of students in Spain
- contributions to a class blog planning the itinerary, with things the student wants and doesn't want to do

- a list of useful expressions the student thinks they might need when they are there. Students will need to think about the types of situations they might be in and anticipate the language they will need.

Adapt these to suit your students and context or use them as a guide to create your own texts.

## Conditions

Students will need to begin writing and storing texts from the beginning of the assessment process (which may be as early as term 1).

You or the students will need to store each piece of writing in a safe and accessible location. See Additional information for some suggestions.

Students should not include extracts from external sources without acknowledging the sources. Do not include any extracts from such sources for consideration in your final achievement judgement.

Provided a student's writing meets the communicative purposes of the tasks, the length may vary. A total minimum length of about 300 words is suggested. However, at all times, quality is more important than length.

Make sure you give feedback to students throughout the year to help them to submit written texts that represent their best work. You might ask a student to change their selection if you think it does not reflect their full ability.

Assess the students holistically across the range of evidence provided. Students need to show they can use the language consciously and reasonably consistently, rather than accidentally and occasionally.

## Resource requirements

If students write a glog or blog, they will need access to a computer.

## Additional information

Decide at the beginning of the year on a suitable method of storing the writing, for example:

- in a named plastic or manila folder kept at school, for all hard copies
- in a named file on the teacher's laptop or a suitable school computer, for digital entries
- in a named file in a digital portfolio tool such as a class wiki, blog, or Moodle page.

For more information about creating a poster glog, go to Software for Learning at <http://softwareforlearning.tki.org.nz/> and search for "Glogster".

## Internal Assessment Resource

**Achievement standard:** 90912

**Standard title:** Write a variety of text types in Spanish on areas of most immediate relevance

**Credits:** 5

**Resource title:** Planning a School Exchange

**Resource reference:** Languages 1.5A v5 Spanish

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### Student instructions

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#### Introduction

This activity requires you to write a variety of texts of different types in Spanish. All of your writing will be based on the topics and language you are studying at the time.

You will complete this work over time, throughout the year. Your teacher will provide specific details.

Teacher note: Provide specific details to suit your context, including such aspects as final submission due date, in- or out-of-class work, and whether or not you will allow them to rework their writing before their final submission.

You will be assessed on how well you use written Spanish to communicate personal information, ideas and opinions in a range of different text types.

#### Task

During the year, write a variety of texts in Spanish to communicate personal information, ideas and opinions.

At the end of the year, select your best work for assessment.

#### *School exchange scenario*

Over the Christmas holidays, you are going with your Spanish class on an exchange to Spain. A Spanish school will billet you. Your teachers have arranged for you to have various written exchanges with the Spanish students during the year so you can get to know each other a bit better.

The writing for the exchanges could include, for example:

- a poster you add to during the year, which gives information about you and your school
- a letter you write to your prospective host family telling them about yourself and asking about the host family
- the text of a speech about your home town in case you are asked to talk in front of students in Spain
- contributions to a class blog planning the itinerary, with things you want and don't want to do

- another text type that you agree on with your teacher.

As you complete these, store them safely as directed by your teacher.

Teacher note: Provide specific instructions to suit your context, for example, in a manila folder or clear file in the classroom, on the school server, or on a class page set up on a digital site such as a blog, wiki, or Moodle page.

At the end of the assessment period, select a minimum of two of your written texts for your final portfolio for assessment.

Select for your portfolio the pieces of your writing you think are the best and most effective. Include a variety of text types and make sure that in your selected texts, your total written contribution is about 300 words or more. Quality is more important than quantity.

All work must be your own. You should not include extracts from external sources without acknowledging the sources, and these extracts will not count towards the assessment.

You may not use the language from the language samples unless it is significantly reworked.

## Assessment schedule: Languages 90912 Spanish – Planning a School Exchange

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student writes a variety of text types in Spanish on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about 300 words.</p> <p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The student achieves communication overall, despite inconsistencies in aspects such as format, spelling, lexical choice, level of formality, language conventions, or language features.</p> <p>For example:</p> <p><i>En Nueva Zelanda hay mucho de interés. En Rotorua se pueden visitar las tribus maorís. En Auckland se pueden ver partidos de rugby y en Queenstown se puede esquiar. Durante las vacaciones de invierno, el año pasado, mi familia y yo fuimos a Queenstown por una semana y nos divertimos mucho, así que vamos a ir de nuevo el próximo año.</i></p> <p><i>The examples above are indicative samples only.</i></p>	<p>The student writes a variety of text types in convincing Spanish on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about 300 words.</p> <p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The texts show development of the information, ideas and opinions that is generally credible and connected.</p> <p>The student selects and uses a range of language and language features that are fit for the purpose and audience of the tasks.</p> <p>Inconsistencies do not significantly hinder communication.</p> <p>For example:</p> <p><i>En Nueva Zelanda hay mucho de interés para los jóvenes y los adultos. Rotorua es una ciudad interesante, allí se pueden visitar las tribus maorís. En Auckland durante el invierno se pueden ver partidos de rugby y en Queenstown, si ha nevado, se puede esquiar. Durante las vacaciones de invierno del año pasado, mi familia y yo fuimos a Queenstown por una semana y nos divertimos mucho, así que vamos a ir de nuevo el próximo año.</i></p> <p><i>The examples above are indicative samples only.</i></p>	<p>The student writes a variety of text types in effective Spanish on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about 300 words.</p> <p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The texts show development of the information, ideas and opinions that is controlled and integrated.</p> <p>The student capably selects and successfully uses a range of language and language features that are fit for the purpose and audience of the tasks.</p> <p>Inconsistencies do not hinder communication.</p> <p>For example:</p> <p><i>En Nueva Zelanda hay mucho de interés para todo el mundo. Los maorís han vivido en Rotorua desde hace muchísimo tiempo y allí todavía se pueden visitar sus tribus. Auckland era la capital del país en 1841, pero ya no. En esta ciudad se pueden ver partidos de rugby durante el invierno. Finalmente, en Queenstown, en invierno hace mucho frío y si ha nevado, esquiar es la actividad favorita de muchísimos turistas. Yo fui allí por dos semanas y me divertí mucho.</i></p> <p><i>The examples above are indicative samples only.</i></p>



Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

## Writing

Show: [Languages Homepage](#) | [All Languages clarifications](#)

### Write a variety of text types on areas of most immediate relevance

Updated December 2016. The section on feedback and feed forward has been updated.

#### Feedback and feed forward on drafts

Teacher feedback and feed forward on students' drafts should be holistic to ensure that the final product remains a true representation of the student's ability. More than one opportunity for feedback will compromise authenticity. Complex language, with few or no errors, may indicate that too much feedback has been given.

#### Use of resources

Authentic texts, native speakers, exemplars and digital tools are resources. Students need to be aware that they cannot copy large chunks of text, and that they must adapt and rework the language. Students need to reference direct text in their work, and this will not count as evidence of language. It is inappropriate to have native speakers providing large chunks of language or correcting drafts.

#### Text type

The context and/or purpose and/or text type (a minimum of two) will be different for each piece, e.g. at level 1 a personal email to a French host family, a blog posting on the class French site about an activity that has taken place and their opinion about it, an invitation to a future party including instructions on what to bring, etc.

#### Curriculum level

The standard requires students to use language related to basic personal information and past, present and/or future experiences. Whilst students are free to use all language they have at their disposal, the task cannot expect students to use language beyond that required to achieve the standard.

NZC level 6 requires students to communicate beyond the immediate context, e.g. about past and/or future events. The past/future does not, however, have to be used in all pieces of writing.

#### Assessing the collection of evidence

The grade will be awarded for the pieces of writing assessed as a whole, i.e. each piece will not be assessed individually; rather, the grade will be derived from the overall quality of the work. Students must show that they are working consciously and reasonably consistently at the level, rather than accidentally and occasionally.

Incorrect language/inconsistencies will only affect a grade if they hinder communication. Whilst inconsistencies that do not affect communication will not affect the grade, for Excellence, there needs to be sufficient language, outside the language with errors, that contributes to the criteria of capable selection and successful use of language.

The sample tasks suggest the following approximate word/character/kana count for level 1: 300 characters for Chinese, 600 kana for Japanese, or 300 words for all other languages. These are a realistic expectation of the amount that may be needed to provide sufficient evidence from which to make a judgement. At all times quality is more important than quantity.

## Level 1 Spanish 2020

### General information

<b>Domain</b>	Spanish
<b>Mode of assessment</b>	Written examination
<b>Standards</b>	<a href="#">90908</a> <a href="#">90911</a>

### Information relating to both achievement standards

Instructions and questions will be in English.

Candidates are expected to be able to recognise:

- where a noun, adverb, or adjective can easily be constructed from the verb, or vice versa
- obvious loan words
- numbers and dates
- structural words such as articles, pronouns, and prepositions.

Words in the texts that are not in the [NCEA Level 1 Spanish Appendix for external assessment](#) will be glossed only if they are *essential* to understand the texts and answer the questions.

Texts will relate to basic personal information and past, present, and/or future experiences.

The assessment will be available to candidates in paper and digital format. Further information about digital external assessments can be found on the [Digital Assessment: NCEA Online](#) page.

### Specific information for individual achievement standards

<b>Standard</b>	<b>90908</b>
<b>Title</b>	Demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance
<b>Version</b>	2
<b>Number of credits</b>	5

#### Format of the assessment

Candidates will listen and respond to recordings of up to 3 spoken texts, which they will hear as a whole and twice in sections, with a pause after each section.

As candidates listen, they may make notes in the listening notes boxes provided. Before each spoken text begins, they will have 30 seconds per question to preview the questions. At the end of each text, they will have time to review their notes and answers. The total duration of the recordings will be up to 45 minutes.

In the digital format, candidates will listen to recordings through the device they are working on, using headphones. They will have control over when they start listening to the full passage and each repeated section, but will not be able to pause once a passage or section has started.

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<b>Standard</b>	<b>90911</b>
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**Title** Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance

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**Version** 2

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**Number of credits** 5

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**Format of the assessment**

Candidates will read and respond to up to 3 written texts representative of different text types in a resource booklet.

## Achievement Standard

<b>Subject Reference</b>	Spanish 1.1		
<b>Title</b>	Demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance		
<b>Level</b>	1	<b>Credits</b>	5
		<b>Assessment</b>	External
<b>Subfield</b>	Languages		
<b>Domain</b>	Spanish		
<b>Status</b>	Registered	<b>Status date</b>	9 December 2010
<b>Planned review date</b>	31 December 2020	<b>Date version published</b>	20 November 2014

This achievement standard involves listening to, and demonstrating understanding of, a variety of spoken Spanish texts on areas of most immediate relevance.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate clear understanding of a variety of spoken Spanish texts on areas of most immediate relevance.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate thorough understanding of a variety of spoken Spanish texts on areas of most immediate relevance.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Curriculum Level 6 includes the communication skills, language and cultural knowledge needed to demonstrate understanding of different text types, in a range of situations of immediate relevance.
- Definitions  
*Demonstrate understanding* refers to candidates making meaning of spoken Spanish by responding in their choice of English, te reo Māori, and/or Spanish to the information, ideas and/or opinions about the events, people, places and experiences of the Spanish heard.

*Spoken Spanish texts* refer to aural texts containing language beyond the immediate context (eg past and future events), such as short conversations, voice messages, podcasts, announcements, instructions and reports. The texts will reflect the relationship between language and culture and be adapted as appropriate.

*Areas of most immediate relevance* refer to language related to basic personal information and past, present, and/or future experiences (eg family, shopping, local area, events and activities).

*Clear understanding* means the relevant information, ideas and/or opinions from the texts are selected and unambiguously communicated.

*Thorough understanding* means the relevant information, ideas and opinions from the texts are expanded on with supporting detail to show understanding of the implied meanings or conclusions within the text.

- 4 Evidence might include but is not limited to:
  - clarifying information, ideas and/or opinions
  - summarising information, ideas and/or opinions
  - producing, annotating, amending, or completing visual representations of ideas (eg maps, sketches, diagrams)
  - rephrasing Spanish statements for a different/specific purpose (eg making a recommendation, giving advice).
- 5 Assessment Specifications for this achievement standard can be accessed through the Spanish Resources page found at [www.nzqa.govt.nz/ncea/resources](http://www.nzqa.govt.nz/ncea/resources).

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### **Replacement Information**

This achievement standard replaced unit standard 12160 and AS90125.

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### **Quality Assurance**

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233

## Achievement Standard

<b>Subject Reference</b>	Spanish 1.4		
<b>Title</b>	Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance		
<b>Level</b>	1	<b>Credits</b>	5
		<b>Assessment</b>	External
<b>Subfield</b>	Languages		
<b>Domain</b>	Spanish		
<b>Status</b>	Registered	<b>Status date</b>	9 December 2010
<b>Planned review date</b>	31 December 2020	<b>Date version published</b>	20 November 2014

This achievement standard involves reading and/or viewing, and demonstrating understanding of, a variety of written Spanish texts on areas of most immediate relevance.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate clear understanding of a variety of Spanish texts on areas of most immediate relevance.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate thorough understanding of a variety of Spanish texts on areas of most immediate relevance.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Curriculum Level 6 includes the communication skills, language and cultural knowledge needed to demonstrate understanding of different text types, in a range of situations of immediate relevance.
- Definitions  
*Demonstrate understanding* refers to candidates making meaning of written or written and visual Spanish by responding in their choice of English, te reo Māori, and/or Spanish to the information, ideas and/or opinions about the events, people, places and experiences of the Spanish read or viewed.

*Spanish Texts* may be written or written and visual texts as appropriate. Written or written and visual texts are texts containing language beyond the immediate context (eg past and future events), such as instructions, articles, blogs, images, emails, diary entries, advertisements, diagrams, charts, posters, programmes, and reports. The texts will reflect the relationship between language and culture and be adapted as appropriate.

*Areas of most immediate relevance* refer to language related to basic personal information and past, present, and/or future experiences (eg family, shopping, local area, events and activities).

*Clear understanding* means the relevant information, ideas and/or opinions from the texts are selected and unambiguously communicated.

*Thorough understanding* means the relevant information, ideas and/or opinions from the texts are expanded on with supporting detail to show understanding of the implied meanings or conclusions within the text.

- 4 Evidence might include but is not limited to:
  - clarifying information, ideas and/or opinions
  - summarising information, ideas and/or opinions
  - producing, annotating, amending, or completing visual representations of ideas (eg maps, sketches, diagrams)
  - rephrasing Spanish statements for a different/specific purpose (eg making a recommendation, giving advice).
- 5 Assessment Specifications for this achievement standard can be accessed through the Spanish Resources page found at [www.nzqa.govt.nz/ncea/resources](http://www.nzqa.govt.nz/ncea/resources).

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### **Replacement Information**

This achievement standard replaced unit standard 12163 and AS90128.

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### **Quality Assurance**

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233



## 2020 EXAMINATION TIMETABLE

Exams available digitally shown in blue

Date	Time	Level 1	Level 2	Level 3	Scholarship
<b>Mon 16 Nov</b>	9.30 am	Te Reo Rangatira	Physics	Business Studies	Calculus
	2.00 pm	Chinese	German	Dance	Agricultural & Horticultural Science
<b>Tue 17 Nov</b>	9.30 am	Media Studies	Earth & Space Science	Drama	Chemistry
	2.00 pm		Classical Studies		German
<b>Wed 18 Nov</b>	9.30 am	Agricultural & Horticultural Science	Art History	Statistics	
	2.00 pm	Geography	Spanish	Earth & Space Science	Drama
<b>Thu 19 Nov</b>	9.30 am		Mathematics & Statistics		Biology
	2.00 pm	Music	Accounting	History	French
<b>Fri 20 Nov</b>	9.30 am	Mathematics & Statistics			Classical Studies
	2.00 pm		Drama	Samoan	Statistics
<b>WEEKEND</b>					
<b>Mon 23 Nov</b>	9.30 am	French	Te Reo Māori	Calculus	
	2.00 pm	Economics		Accounting	
<b>Tue 24 Nov</b>	9.30 am		English		Religious Studies
	2.00 pm	History	Chinese	Biology	Economics
<b>Wed 25 Nov</b>	9.30 am	English			Te Reo Rangatira
	2.00 pm	Drama	History	Health	Physics
<b>Thu 26 Nov</b>	9.30 am	Business Studies	Chemistry	Agricultural & Horticultural Science German Chinese	English
	2.00 pm	Biology	Music	Media Studies	Accounting
<b>Fri 27 Nov</b>	9.30 am	Science		Making Music	History
	2.00 pm	Samoan Spanish	Geography	Chemistry	
<b>WEEKEND</b>					
<b>Mon 30 Nov</b>	9.30 am	Te Reo Māori Art History	Japanese	Te Reo Rangatira Social Studies Psychology	Samoan
	2.00 pm	Latin	Agricultural & Horticultural Science		Geography
<b>Tue 1 Dec</b>	9.30 am	Accounting		English	
	2.00 pm	Home Economics	Economics		Media Studies
<b>Wed 2 Dec</b>	9.30 am	German	Biology	Geography	
	2.00 pm	Dance		Physics	
<b>Thu 3 Dec</b>	9.30 am	Physics	Home Economics	Classical Studies	Japanese
	2.00 pm		Media Studies	Home Economics	Art History
<b>Fri 4 Dec</b>	9.30 am	Chemistry	Business Studies	French	Te Reo Māori
	2.00 pm	Classical Studies	Health	Economics	
<b>WEEKEND</b>					
<b>Mon 7 Dec</b>	9.30 am	Japanese	Te Reo Rangatira Latin	Japanese	
	2.00 pm		French	Spanish	Latin
<b>Tue 8 Dec</b>	9.30 am	Health	Samoan Education for Sustainability	Te Reo Māori Latin	Chinese
	2.00 pm		Social Studies	Music Studies	Spanish
<b>Wed 9 Dec</b>	9.30 am	Social Studies	Dance	Art History	Earth & Space Science

**EXAMS END (Term 4 ends 16 Dec)**