



Rangi Ruru  
Girls' School

## YEAR 13 SPANISH



**Course Information 2022**

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## **Achievement Objectives**

Students will demonstrate their ability, against the background of Spanish culture to:

- Interact flexibly in familiar social situations
- Recognise fine detail in spoken and written text and draw inferences and conclusions from it
- Write a variety of text types in clear effective Spanish to explore and justify varied ideas and perspectives.

## **Course of Study**

The main resources for each topic (see Year Plan) will be on Kerboodle or will be presented in a student booklet. This will also include appropriate language features and vocabulary lists on which the internal interaction portfolio and the writing portfolio assessments will be based. Other resources, including online resources, will be used as appropriate.

A list of the level 3 NCEA language (vocabulary and features), which will be used in the two end of year reading and listening external assessments can be found on our 13 Spanish Class Notebook.

## **Study Hints for Year 13 Spanish**

- Keep your folder (or digital notes) well-organised (using subject dividers) and up-to-date.
- Complete all writing tasks/assignments on time and file these in your writing folder/My portfolio.
- Learn vocabulary regularly and well and don't leave your study until tests – make study cards/notes well in advance. You will usually have one test a week. We will be using the Language Perfect website to do the tests online this year.
- Be methodical and conscientious about learning vocabulary and grammar structures (especially level 8) as well.
- Regularly work on improving your spoken language. Practise conversations in and out of class (eg on your phone, skype etc). Use spoken Spanish as much as possible!

# Year 13 – Curriculum Level Eight

## **Proficiency Descriptor**

Students can use language variably and effectively to express and justify their own ideas and opinions and support or challenge those of others. They are able to use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts.

### *Communication*

*In selected linguistic and socio-cultural contexts, students will:*

#### **Selecting and using language, symbols and texts to communicate**

- Communicate information, ideas, and opinions through increasingly complex and varied texts.

#### **Managing self and relating to others**

- Explore the views of others, developing and sharing personal perspectives.

#### **Participating and contributing in communities**

- Engage in sustained interaction and produce extended text.

### *Language Knowledge*

*Students will:*

- Analyse ways in which the target language is organised in different texts and for different purposes.
- Explore how linguistic meaning is conveyed across languages.

### *Cultural Knowledge*

*Students will:*

- Analyse ways in which the target culture(s) is (are) organised for different purposes and for different audiences.
- Analyse how the use of the target language expresses cultural meanings.
- Engage in sustained interaction and produce extended text.

## Languages Skills and Dispositions 2022

<b>Well-rounded</b>	Prepared to give things a go. Demonstrates varied skills, capabilities and knowledge.
<b>Empathy</b>	Being able to understand the thoughts, feelings and emotions of others. Put empathy into action by understanding and supporting others.
<b>Compassion</b>	Able to recognize the suffering of others and then take action to help.
<b>Connectedness</b>	A sense of belonging; being part of something and having affinity with a particular person or group.



## Key Competencies in the Language Faculty

### THINKING

- ✓ Plans for written tasks
- ✓ Uses strategies to overcome difficulties in communication
- ✓ Makes connections about language features

### RELATING TO OTHERS

- ✓ Acts appropriately in learning situations by listening actively and supporting other learners
- ✓ Understands and applies different cultural practices and points of view
- ✓ Is capable of communicating with others in different situations in the target language

### UNDERSTANDING LANGUAGE, SYMBOLS AND TEXTS

- ✓ Uses language effectively to communicate at an appropriate curriculum level in a range of receptive and productive contexts
- ✓ Uses ICT resources effectively to enhance language learning

### MANAGING SELF

- ✓ Is committed to using the target language in class
- ✓ Sets goals and takes responsibility for independent learning of target language
- ✓ Approaches tasks positively and is prepared to take risks and make mistakes in the process of improving their language skills
- ✓ Arrives at class with correct equipment and positive attitude
- ✓ Sustains focus in class and perseveres

### PARTICIPATING AND CONTRIBUTING

- ✓ Seeks opportunities actively to use target language and culture in a range of situations both inside and outside the classroom
- ✓ Maintains progress and language level after pursuing these opportunities
- ✓ Promotes participation in the wider community to peers

## NCEA Assessment 2022 - Level Three

There will be 4 different assessment tasks for which you can gain a total of **18 credits**.

Here is an overview of the standards:

Achievement Standard Number	Subject reference	Version number	Topic/Title	Mode of Assessment	Credits	Literacy/Numeracy
91569	3.2	1	Give a clear spoken presentation in Spanish that communicates a critical response to stimulus material.	Internal	3	-
91572	3.5	1	Write a variety of text types in clear Spanish to explore and justify ideas and perspectives.	Internal	5	-
91568	3.1	2	Demonstrate understanding of a variety of extended spoken Spanish texts.	External	5	-
91571	3.4	1	Demonstrate understanding of a variety of extended written and/or visual Spanish texts.	External	5	-

The **internally** assessed tasks are:

<b>Speaking</b>	<b>Writing</b>
<b>3 Credits</b>	<b>5 Credits</b>
<b>AS 91569 (Version 1)</b> <b>3.2 Spoken Presentation</b> Give a clear spoken presentation in Spanish that communicates a critical response to stimulus material	<b>AS 91572 (Version 1)</b> <b>3.5 Writing Portfolio</b> Write a variety of text types in clear Spanish to explore and justify ideas and perspectives.

The **externally** assessed tasks are:

<b>Listening</b>	<b>Reading</b>
<b>5 Credits</b>	<b>5 Credits</b>
<b>AS 91568 (Version 2)</b> <b>3.1</b> Demonstrate understanding of a variety of extended spoken Spanish texts.	<b>AS 91571 (Version 1)</b> <b>3.4</b> Demonstrate understanding of a variety of extended written and/or visual Spanish texts

### **Spoken Presentation (3.2)**

- You will give a spoken presentation in Spanish that communicates a critical response to stimulus material.
- If you do not achieve this standard, you may be given a second assessment opportunity on a different topic.
- You will be allowed to refer to cue cards for this assessment, but you must not just “read” from the cards. You should speak for about three minutes.
- You will create a folder in the Year 13 Spanish Class Notebook to store your recording. It is your responsibility to manage this and to ensure that on completion of your recording, you ask your teacher for feedback.

### **Writing Portfolio (3.5)**

- Your writing portfolio is to be compiled during the year and will show that you are able to write a variety of text types.
- You will submit your final selection of your best texts (a minimum of 2 texts, totalling about 400/500 words) by the end of Term 3.
- You will create a folder in the Year 13 Spanish Class Notebook to store your texts. It is your responsibility to manage this and to ensure that on completion of each text you ask your teacher for feedback.

## **Signing Off**

After each assessment you will be able to look through your marked work feedback form results. If you agree that the mark is accurate, you will sign the acceptance form.

## **Storage of Student Work**

Both Achievement Standards 3.2 and 3.5 will be recorded and/or stored on the Year 13 Spanish Class Notebook.

## **Course Completion Requirements**

You must attend class regularly and be present at all assessments. It is essential that students who miss an NCEA Assessment follow the correct procedure.

Please refer to ULTRANET / STUDENTS / NCEA INFORMATION for information on assessment policy, authenticity, appeals etc.

# Year 13 - STUDENT RECORD SHEET

Language \_\_\_\_\_

Name \_\_\_\_\_

Class: \_\_\_\_\_

## Internal Achievement Standards

Achievement Standard	Credits	Summative Assessment
3.2 Spoken Presentation	3	
3.5 Writing Portfolio	5	

## External Achievement Standards

Achievement Standard	Credits	Formative Assessment	
		Test 1	School Exam
3.1 Listening	5		
3.4 Reading	5		

Formative assessments are used to show progress.

They are not the final result.

# Year 13 Spanish

## Year Plan 2022

Topics	Assessment
<p><b>TERM 1</b></p> <p>Asuntos Sociales / Cultura (El cine)                      Weeks 1 - 5</p> <p>La tecnología                              Weeks 6 - 8</p> <p>La educación                                Weeks 9 - 10</p>	<p><b>Ongoing assessment (Writing Portfolio)</b></p>
<p><b>TERM 2</b></p> <p>La religión (La Semana Santa)      Weeks 1 - 3</p> <p>Una región del mundo hispanohablante    Wks 4-6</p> <p>El medio ambiente                        Weeks 7 - 10</p>	<p><b>Spoken Presentation</b></p>
<p><b>TERM 3</b></p> <p>Historia y política                        Weeks 1 - 3</p> <p>La sociedad multicultural                Week 4</p> <p><b>School Exams                              Weeks 4/5</b></p> <p>La sociedad multicultural                Weeks 6 - 9</p> <p><b>PORTFOLIOS DUE</b></p>	
<p><b>TERM 4</b></p> <p>Español en Nueva Zelanda                Weeks 1 – 2</p> <p>Revision for external examinations      Weeks 3 - 4</p>	<p>(Exam Leave – Week 4 onwards and external assessment 3.1, 3.4)</p>

## **Main Year 13 language features to use in standards:**

- The Present Subjunctive as an imperative eg Hable / Vaya / Venga / Coma
- A Present subjunctive sentence eg Es importante que vengas
- A Present Perfect Subjunctive sentence eg No creo que lo haya hecho
- An Imperfect Subjunctive sentence eg Me dijo que lo hiciera
- A Pluperfect subjunctive sentence eg Era probable que hubiera visto un fantasma
- Any Conditional Perfect sentence eg Habría hablado con ella
- Correct Government of Verbs eg Sueño con ir / Busco algo
- Al + infinitive
- A negative conjunction eg Sino / Ni siquiera
- Using an infinitive as a noun eg Ver es creer
- A Passive sentence eg Fue escrito por / Ha sido escrito por / Será escrito por