**Internal Assessment Resource**

Achievement Standard Languages 91152: Write a variety of text types in Spanish to convey information, ideas, and opinions in genuine contexts

Resource reference: Languages 2.5B Spanish

Resource: Submissions for School Journal

Credits: 5

| Achievement | Achievement with Merit | Achievement with Excellence |
| --- | --- | --- |
| Write a variety of texts types in Spanish to convey information, ideas, and opinions in genuine contexts. | Write a variety of texts types in convincing Spanish to convey information, ideas, and opinions in genuine contexts. | Write a variety of texts types in effective Spanish to convey information, ideas, and opinions in genuine contexts. |

Student instructions

Introduction

This assessment activity requires you to write at least three texts for inclusion in a “school journal” that your class is producing to send to your sister school in a Spanish speaking country.

The length of the texts may vary. The total length (across the texts) should be approximately 400 words, however, quality is more important than quantity. Make sure that your texts collectively demonstrate the quality of writing of which you are capable.

The work you submit must be your own. You may not copy or otherwise reuse language that has been created by someone else, nor may you ask someone else to do any writing for you.

Unmodified extracts from any external source may not be included without acknowledgement of sources and will not be considered for the final achievement judgement. You may not use the language samples from the assessment schedule in your own work without substantial modification.

The writing will take place throughout the year, during or at the conclusion of a relevant programme of work and **will be submitted at the end of term 3**

Task

In consultation with your teacher, choose a text type from at least three of the seven categories in Resource A.

Use your language and cultural knowledge to create texts that are appropriate for the school journal project. In your texts, you will communicate information and express and justify ideas and opinions.

Draft and rework your writing over time. You may use resources such as search engines, word lists, spelling and grammar checkers, pamphlets, dictionaries, textbooks, and grammar notes to help you. But you may not ask someone else to proofread or correct your writing.

See Resource B for information on quality writing and the language expected at Level 2

Select and submit the final version of at least three texts for assessment. Texts may be submitted in electronic form or handwritten.

*Keep all drafts of your work. You may be asked to verify the authenticity of your work by doing further writing in class time.*

Resource A: **Possible text scenarios**

Category 1

My favourite:

* person e.g. singer, actor, sportsperson, family member, character in EXTRA
* place
* thing
* memory
* holiday destination.

Category 2

Reviews:

* film/book/show
* restaurant
* TV programme
* video game
* a new technology e.g. iPhone.

Category 3

How to:

* make a food item
* play a game/sport
* wear an item of national significance.
* find and/or keep a part-time job
* have a more healthy lifestyle

Category 4

Share an opinion on an issue:

* social e.g. driving age, alcohol, body art
* environmental e.g. pollution, endangered animals
* school e.g. rules, uniform, bullying.

Category 5

Get creative:

* retell a myth or legend
* write a story based on a picture or a series of pictures
* create a cartoon
* write a poem or a song.

Category 6

Real life accounts of:

* being a secondary student
* having a part-time job
* going on a language exchange to another country
* being a member of a sports team.
* preparing for the school ball

Category 7

Culture corner:

* report on a cultural event in the Spanish speaking world – information, your views and if you would like to take part in it

Resource B: Quality writing

Quality writing:

* effectively communicates information and expresses and justifies ideas and opinions that are relevant in the context
* uses language and cultural knowledge appropriate for the task and the intended audience
* uses language appropriate to the text type
* uses appropriate formats and styles
* develops and connects the opinions, information, and ideas to produce an integrated whole
* gives examples and makes comparisons to illustrate points
* gives convincing reasons and explanations
* clearly sequences information and ideas
* uses connecting words
* uses language expected at Level 7 of the NZ Curriculum (see final page of this booklet)

Quality writing may also show knowledge of cultural aspects of Spain in order to make comparisons where appropriate.

Communication will not be hindered by inconsistencies in, for example, format, spelling, lexical choice, level of formality, language conventions, language features.

Assessment schedule: Languages 91152 Spanish Submissions for School Journal

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Spanish is used to communicate and justify opinion(s) and/or information, and/or ideas in at least three different text types with genuine purposes. The texts fulfil the communicative intents of the tasks and are characterised by the selection of language and language features fit for the task and audience. Cultural conventions are used where appropriate.Communication is achieved overall, although there may be inconsistencies in choice and use of language features. The overall selection of text types is approximately 400 words.*Example*Nuestro país es muy bonito. Si te gusta caminar, deberías ir a Waitakere en Auckland. ¡Es precioso!También se pueden practicar muchos deportes de aventura: rafting, paracaidismo, la vela o visitar el glaciar Franz Joseph. También hay muchas actividades culturales: el museo Te Papa en Wellington, para aprender sobre la cultura maorí o pueblos antiguos como Russel. En Rotorua te bañarás en piscinas de agua caliente, ¡es fantástico! | Convincing Spanish is used to develop and justify opinion(s) and/or information, and/or ideas in at least three different text types with genuine purposes. Opinions, information, and ideas are generally expressed in a credible and connected way. A range of language and language features are used that fit the specific purpose and audience for each text type, using cultural conventions where appropriate. Communication is not significantly hindered by inconsistencies in choice and use of language and language features. The overall selection of text types is approximately 400 words.*Example*Nueva Zelanda te va a encantar. Tanto en verano como en invierno, hay miles de actividades para hacer. Si te gustan los deportes, ¡estás en el lugar perfecto! Aquí podrás practicar la vela o bien hacer rafting o saltar en paracaídas. Si por el contrario prefieres conocer en profundidad mi cultura, en tal caso, deberías ir al museo Te Papa en Wellington que es uno de los mejores del mundo y es muy interesante, culturalmente hablando. También recomiendo ir a Rotorua, que es muy famoso por sus géiseres y sus zonas termales. Bañarte en una piscina de agua caliente es una experiencia que nunca olvidarás. | Effective Spanish is used to develop and justify opinion(s) and/or information, and/or ideas in at least three different text types with genuine purposes. Opinions, information, and ideas are expressed in a controlled and integrated way. A range of language and language features are capably selected and successfully used to fit the specific purpose and audience for each text type, using cultural conventions where appropriate. Communication is not hindered by inconsistencies in choice and use of language and language features. The overall selection of text types is approximately 400 words.ExampleLa ciudad más grande, Auckland, es mundialmente conocida como “la ciudad de las velas.” Si vienes, practicaremos el deporte rey, la vela. El puerto es muy hermoso así que será una experiencia que nunca olvidarás.Te sugiero que traigas suficiente dinero porque podremos hacer rafting o saltar en paracaídas, ¡es muy popular! No podemos olvidarnos de la cultura maorí, ¡por supuesto! Trataremos de volar a Wellington para conocer de primera mano Te Papa, un museo autóctono que te encantará… Y para entender las raíces de otro pueblo favorito es indispensable sumergirse en las aguas termales de Rotorua. |

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

Level 2 Language

**To achieve at level 2 your assessment tasks need to show that you can:**

1. Communicate **opinions** using expressions like *creo que, pienso que, según mí*

*(see vocabulary booklet for more examples)*

1. **LINK** your sentences using expressions such as *sin embargo, aunque, por ejemplo, por lo tanto....*
2. Use a **RANGE** of tenses, especially the future and the conditional
3. Use **complex** sentences, eg. *me gustaría escucharlo aunque no estoy de acuerdo con sus opiniones*
4. Give **advice** or suggestions using imperatives, eg. *Ten ciudado, No te preocupes, se feliz*
5. Give advice using **should**, eg. *Deberías ir al instituto*
6. Give **detail** to support your opinions, ideas or information, eg. *Tuve que trabajar porque mi madre no me dio el dinero* not just *tuve que trabajar*
7. Give examples and **make comparisions**, eg. *es mejor vivir en Nelson que en otro lugar porque...,*
8. Make **predictions** or suppositions about the future, eg. *creo que en el futuro el mundo de trabajo será muy distinto, el nivel del mar aumentará..*
9. Use a **range** of vocabulary and expressions. Try to avoid repeating the same phrases

**For each task that you complete make sure that you have covered 3 or 4 of these points and ALL of them when you are ready to submit your portfolios. Use a check sheet to make sure.**