

Internal Assessment Resource

Achievement Standard Languages 90910: Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations

Resource reference: Languages 1.3B v3 Spanish

Resource title: Interactions in the Community

Credits: 5

| Achievement | Achievement with Merit | Achievement with Excellence |
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| Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations. | Interact using convincing spoken Spanish to communicate personal information, ideas and opinions in different situations. | Interact using effective spoken Spanish to communicate personal information, ideas and opinions in different situations. |

Student instructions

Introduction

This activity 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 the Google file called "interactions" that your teacher has shared with you

At the end of the assessment period, select three to five 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.

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.

Choose interactions for assessment that are in different contexts. For example, it is not appropriate to include pre-learned role play or dialogue for every assessment.

Do not use language from the examples in the assessment schedule unless you have significantly reworked it.

Assessment schedule: Languages 90910 Spanish – Interactions in the Community

| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
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| <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 three to five 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 three to five 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 (in a restaurant, Peter and Mary):</p> <p><i>Peter: Oiga, camarero.</i></p> <p><i>Waiter: Sí, ¿qué desea?</i></p> <p><i>Peter: Para mí una hamburguesa y para mi amigo una tortilla de patata, por favor.</i></p> <p><i>Waiter: ¿Y para beber?</i></p> <p><i>Mary: Hm ... ¿Te gusta la limonada, Peter?</i></p> <p><i>Peter: Sí, me encanta.</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 three to five 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 three to five 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 (in a restaurant, Peter and Mary):</p> <p><i>Peter: Oiga, camarero.</i></p> <p><i>Waiter: Sí, buenos días. ¿Qué desean los señores?</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 three to five 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 three to five 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 (in a restaurant, Peter and Mary):</p> <p><i>Peter: Oiga, camarero.</i></p> <p><i>Waiter: Hola, buenos días. ¿Qué desean los señores?</i></p> <p><i>Peter: ¿Podemos ver el menú, por favor?</i></p> |

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| <p>Mary: <i>Dos limonadas, por favor.</i> Waiter: <i>No tenemos limonadas, lo siento.</i> Mary: <i>Entonces dos naranjadas.</i> Waiter: <i>Muy bien.</i></p> | <p>Peter: <i>¿Podemos ver el menú, por favor?</i> Waiter: <i>Por supuesto, aquí tienen.</i> (One minute later) Waiter: <i>¿Qué quieren comer?</i> Peter: <i>Pues ... para mí una hamburguesa y para mi amigo una tortilla de patata, por favor.</i> Waiter: <i>Muy bien, no hay problema. ¿Y para beber?</i> Mary: <i>A ver ... ¿Quieres una limonada, Peter?</i> Peter: <i>Vale.</i> Mary: <i>Dos limonadas, por favor.</i> Waiter: <i>Lo siento mucho, pero no nos quedan limonadas. ¿Quiere otra cosa?</i> Mary: <i>¡Qué pena! Quería una limonada pero si no hay, entonces dos naranjadas, por favor.</i> Waiter: <i>Muy bien, naranjadas entonces.</i></p> | <p>Waiter: <i>Por supuesto, aquí tienen.</i> (One minute later) Waiter: <i>¿Qué van a comer?</i> Peter: <i>Hm ... no tengo mucha hambre. Para mí sólo una hamburguesa. Y tú, Mary, ¿tienes hambre?</i> Mary: <i>Yo tengo bastante hambre. Para mí una tortilla de patata, por favor.</i> Waiter: <i>¡Claro! ¡Cómo no! Tenemos unas tortillas y unas hamburguesas buenísimas. ¿Y para beber?</i> Mary: <i>Pues ... ¿Qué tal si tomamos unas limonadas?</i> Peter: <i>Tengo bastante sed, pues una limonada grande para mí, por favor.</i> Waiter: <i>Lo siento mucho, señores, pero no nos quedan limonadas.</i> Mary: <i>¡Qué pena!... entonces dos naranjadas, por favor.</i> Waiter: <i>Naranjadas ... Sí, no hay problema. Naranjadas entonces.</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.