

Achievement Standard 90909 (Version 2) Subject Reference: Spanish 1.2

Achievement Standard Purpose Statement: Give a spoken presentation in Spanish that communicates a personal response.

4 Credits

Assessment Title: Sightseeing in New Zealand

Student Instruction Sheet

Working towards	At	Above	Beyond		
You have: yet to complete your script for your speech	You have: provided an adequate script	You have: provided a script with some detail and some language features given a oral presentation with the support of cue cards	You have: provided a detailed script including a range of the languages features required given a oral presentation with the support of cue cards		
		NCEA Achieved Give a spoken presentation in Spanish that communicates a personal response.	NCEA Achievement with Merit Give a convincing spoken presentation in Spanish that communicates a personal response.	NCEA Achievement with Excellence Give an effective spoken presentation in Spanish that communicates personal response.	

Sightseeing in New Zealand:

You are travelling to Spain on a three week exchange programme. You need to write and deliver an oral presentation in front of your class at your Spanish school. For the MHJC assessment you will write a script (in Spanish) for the oral presentation on the topic of 'what to do in New Zealand while on a sightseeing holiday'. If you wish to attempt the NCEA Achievement Standard, you are going to deliver the oral presentation without reading the whole script, to demonstrate your Spanish communication skills. You will be allowed to have some support like cue cards or a presentation with bullet point form.

This assessment is due: 22nd of Ma

ASSESSMENT CONDITIONS

In- class/out of class time allowed:

The assessment will be handed out to you in Week 1 Term 2. You will be given 8 sessions in Spanish to work on your script and your oral presentation. You will also be expected to work at home on this assessment.

KEY ASSESSMENT PROCEDURES

Authenticity

All students will sign an authenticity declaration. All work must be your own.

Missed Assessment

(a) Students who are absent from an assessment must provide a signed absence note, giving a reason for their absence, on their return to school. This should be brought to Reception copied, and the copy forwarded to the NZQA Liaison teacher by reception (Mrs Hewlett). The original should be given to your AP.

(b) Approval will be given for sickness, bereavement, serious family reason or on other compassionate grounds. **Prior** approval should be sought for sporting and cultural representation using the Missed Assessment Opportunity form on MHO. Student's should not be penalised when they are representing the school in a school sanctioned event. Family holidays are not normally considered a reason for missing an assessment or assignment deadline.

Lateness

(a) Work is to be handed in on the due date, in the timetabled period for that class, or prior to that date.

(b) If a student is absent on the due date work can be delivered to reception.

(c) Late work may not be assessed, but students will be eligible for the normal reassessment for that task.

Student Instruction Sheet

Situation/Setting/Context - Sightseeing in New Zealand:

You are spending three weeks in Spain with other students from your Spanish class on your school trip. You are going to prepare and give a spoken presentation in Spanish to the students at your host school in Spain about what they should see and do in New Zealand on their return trip. Your audience will be students of your own age that speak Spanish.

MHJC Assessment

Your script could include the following:

What New Zealand is like, and your city in particular

Your opinion about what the students should see and do in New Zealand, with reasons

An description about a tourist activity in New Zealand that you would like to do

Advice any cultural differences that the students may encounter

Where you will like to go for your next holiday in New Zealand, *with reasons*

Task Instructions

Read through the Assessment Criteria so you know what is required for Excellence.

Brainstorm appropriate language and language features for the Assessment Task.

Write a draft copy of your script.

Use the Student Checklist to make sure your presentation is up to standard.

Modify your script accordingly.

Write a good copy of your script.

NCEA Assessment

Practice reading it aloud to a native speaker.

Make up cue cards (or a powerpoint presentation) with your presentation in bullet point form, if desired.

Practice your presentation using just your cue cards or (powerpoint presentation).

Success criteria: You must....

Student Checklist

MHJC Assessment

1. Upload your presentation with the images chosen for your oral presentation.

2. Your script about Sightseeing in New Zealand:

My presentation is about sightseeing in New Zealand and includes information about what New Zealand is like (and my city), what I think visitors should see and do (with reasons), a story about a sightseeing activity, advice about cultural differences and where I will like to go for my next New Zealand holiday (with reasons).

3. Not use the same word repeatedly or repeatedly my ideas.
4. Use a wide variety of interesting vocabulary.
5. Develop your ideas with adverbs, linking words, reasons and explanations
6. Check my script for accuracy.

Achievement Standard 90909

1. My presentation is about 1 minute in length. Quality is more important than quantity.
2. Your spoken presentation may be (but doesn't have to be) supported by prepared notes or visual material (such as cue cards or a data show), but it cannot be directly read out in its entirety.
3. You must speak in front of an audience and your presentation will be digitally recorded.
4. Use a wide range of language features to communicate a personal response beyond the immediate context.

Recommended Sources: (if appropriate – could be MHOL references/websites or books)

Student Resource Notes

Examples of language and language features used to communicate beyond the immediate context:

1. Se puede + infinitive verb **Se puede** meterse en el mar en la playa Piha. **You can** go for a swim at Piha beach.
2. Hace + time period + que + present simple verb **Hace tres años que** estudio español.
I've been studying Spanish **for 3 years.**
3. ¡Qué + noun/adjective! Hice bungee en Queenstown. **¡Qué** divertido! I went bungee-jumping in Queestown. **How** fun!
4. Acabo + de + infinitive verb **Acabo de** regresar de unas vacaciones increíbles. **I've just** returned **ed** from an amazing holiday.
5. Tenía + ganas + de + infinitive verb **Tenía ganas de** probar a hacer surf. **I felt like** trying to surf.
6. Deberías + infinitive verb **Deberías** pasar más tiempo estudiando. **You should** spend more time studying.

7. ¿Qué + te + parece + infinitive? ¿**Qué te parece** ir en bici? **How about** going by bike?
8. Tienes + que + infinitive verb **Tienes que** subir la Torre Del Cielo. **You have to** go up the Sky Tower.
9. No te olvides de + infinitive verb **No te olvides de** sacar fotos. **Don't forget to** take photos.
10. Voy + a + infinitive verb **Voy a** dar un paseo en barco. **I'm going to** go for a boat trip.
11. Me interesa(n) + noun **Me interesan** mucho las culturas latinas. Latino cultures really **interest me**.
12. Paso + time period + gerund verb **Paso muchas horas** entrenando. **I spend hours** training.
13. Al + infinitive verb **Al** volver a la casa, me puse a cocinar. **Once** I got home, I started to cook.
14. Future simple verbs **Iremos** a la Bahía Misión si tenemos tiempo. We'll go to Mission Bay if we have time.

Grammar book in MHOL

Resources in MHOL:

1. Review of verbs in present tense
2. Mi city location and description
3. Weather
4. Places in the city
5. Places in the city (2)
6. Se puede

Assessment Schedule – MHJC Spanish Assessment: Sightseeing in New Zealand

Task	Working Towards At	Above	Beyond
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		<p>provided. Language and language features that are fit for the purpose and audience of the tasks are selected. Communication is achieved overall, although understanding may be hindered in some places by inconsistencies. Example: <i>El mes próximo pasaré tres semanas en México. ¡Me divertiré mucho!</i></p>	<p>language features that are fit for the purpose and audience are selected. Communication is achieved overall, with understanding that is not significantly hindered by inconsistencies. <i>El mes próximo pasaré tres semanas en México. Ojalá encuentre a unas personas muy simpáticas.</i></p>
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Assessment Schedule: 90909 Assessment: Sightseeing in New Zealand

Task	Evidence towards Achieved	Evidence towards Merit	Evidence towards Excellence
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<p>Detail task/task purpose ...</p>	<p>The student:</p> <p>Give a spoken presentation in Spanish that communicates a personal response.</p> <p><i>Has the word count and coverage of information required such as What New Zealand is like, and your city in particular; your opinion about what the students should see and do in New Zealand, with reasons.</i></p> <p>Presentation communicates a personal response and is about 1 minute in length.</p>	<p>The student:</p> <p>Give a convincing spoken presentation in Spanish that communicates a personal response.</p> <p>Has the word count and coverage of information required such as What New Zealand is like, and your city in particular; your opinion about what the students should see and do in New Zealand, with reasons; a story about a tourist activity in New Zealand that you have enjoyed</p> <p>Presentation communicates a personal response and is about 1 minute in length.</p>	<p>The student:</p> <p>Give an effective spoken presentation in Spanish that communicates personal response.</p> <p>Has the word count and coverage of information required such as what New Zealand is like, and your city in particular; your opinion about what the students should see and do in New Zealand, with reasons; a story about a tourist activity in New Zealand that you have enjoyed; advice any about cultural differences that the students may encounter; Where you will like to go for your next holiday in New Zealand, <i>with reasons</i></p> <p>Presentation communicates a personal response and is about 1 minute in length.</p>
<p>Detail task/task purpose...</p>	<p>Coverage of context and development of ideas</p> <p>Evidence of communicating beyond the immediate context is provided.</p>	<p>Coverage of context and development of ideas</p> <p>Evidence of communicating beyond the immediate context is provided, and development of generally</p>	<p>Coverage of context and development of ideas</p> <p>Evidence of communicating beyond the immediate context is provided, and development of controlled and</p>

		credible and connected information, ideas and opinions is shown.	integrated information, ideas and opinions is shown.
Detail task/task purpose.	Language and language features: Language and language features that are fit for the purpose and audience are selected.	Language and language features: A range of language and language features that are fit for the purpose and audience are selected.	Language and language features: A range of language and language features that are fit for the purpose and audience are capably selected and successfully used.
Detail task/task purpose.	Communication Communication is achieved overall, although understanding may be hindered in some places by inconsistencies. <i>Example:</i> <i>El mes próximo pasaré tres semanas en México. ¡Me divertiré mucho!</i>	Communication Communication is achieved overall, with understanding that is not significantly hindered by <u>inconsistencies</u> . <i>Example:</i> <i>El mes próximo pasaré tres semanas en México. Ojalá encuentre a unas personas muy simpáticas.</i>	Communication Communication is achieved overall, with understanding that is not hindered by inconsistencies. <i>Example:</i> <i>El mes próximo pasaré tres semanas en inolvidables en México. Ojalá encuentre a unas personas muy simpáticas. ¡Qué viaje más divertido!</i>