



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

## **Exemplar for Internal Achievement Standard Spanish Level 2**

This exemplar supports assessment against:

**Achievement Standard 91150**

**Give a spoken presentation in Spanish that communicates information,  
ideas and opinions**

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

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|    | Grade Boundary: Low Excellence   |
| 1. | <p>For Excellence, the student needs to give an effective spoken presentation in Spanish that communicates information and expresses and justifies ideas and opinions.</p> <p>Effective Spanish will be shown by the capable selection and successful use of a range of language and language features that are fit for purpose and audience. There will be development of the information, ideas and opinions which is controlled and integrated.</p> <p>Communication will not be hindered by inconsistencies.</p> <p>There is a range of language and language features, e.g. <i>‘Mis amigos me pidieron si pudiera decir...’, ‘cuando vivirás y estudiarás...’, ‘me acuerdo cuando nos vimos por primera vez...’</i>. Language features fit the purpose, e.g. the informal ‘tú’ form in the verbs, and informal phrases such as <i>‘¡qué triste para mí y qué emocionante para ti!’</i>.</p> <p>The student expresses and justifies information, ideas and opinions, e.g. <i>‘Sin duda que lo vas a pasar de maravilla el año próximo cuando vivirás y estudiarás en Nueva York. Ya sé que estarás un poco estresada pero no tengas miedo. Será una experiencia inolvidable que enseñará mucho’</i>.</p> <p>Development of ideas is evident, e.g. <i>‘Me acuerdo que me dijiste que tuviste miedo de las chicas más grandes de la escuela y que nos escondimos en el baño sin pensando en la profesora que nos estaba esperando’</i>.</p> <p>For a more secure Excellence there could be more consistent evidence of controlled and integrated development. There are instances where information could be integrated/linked, rather than individual pieces of information. Also, further attention to intonation, rhythm patterns and use of pauses would make the delivery more effective.</p> |

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|    | Grade Boundary: High Merit  |
| 2. | <p>For Merit, the student needs to give a convincing spoken presentation in Spanish that communicates information and expresses and justifies ideas and opinions</p> <p>Convincing Spanish will be shown by the selection and use of a range of language and language features that are fit for purpose and audience. There will be development of the information, ideas and opinions which is generally credible and connected.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>The student expresses and justifies information, ideas and opinions, e.g. <i>‘Me pregunto si será más difícil de estudiar la música cuando se enseña en un otro idioma. Tal vez no porque la música es un idioma universal’.</i></p> <p>Development is generally expressed in a credible and connected way, e.g. <i>‘Va a viajar a España el mes que viene. Es increíble que pueda ir. Es muy caro pero ha trabajado por dos años para ganar el dinero’.</i></p> <p>There is a range of language that fits the specific purpose, e.g. <i>‘Jake, te recuerdo muy bien en Raro. Nos conocimos in de Whanau room y hablabas sobre tu programa de televisión preferido con tu amigo y por casualidad y dije...’</i></p> <p>To reach Excellence, communication will not be hindered by inconsistencies such as <i>‘y intentabas jugar a la guitarra por mí’</i> and <i>‘Ahora no gusta la misma música’.</i></p> <p>Also, there will be additional evidence of capable selection of language, such as the use of <i>‘ser vs estar’</i> in <i>‘Tú eras conmigo para ayudarme porque yo era muy triste’</i> and <i>‘Hay muchas cosas que Jake quiere hacer cuando es a España’.</i></p> |

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|    | Grade Boundary: Low Merit  |
| 3. | <p>For Merit, the student needs to give a convincing spoken presentation in Spanish that communicates information and expresses and justifies ideas and opinions</p> <p>Convincing Spanish will be shown by the selection and use of a range of language and language features that are fit for purpose and audience. There will be development of the information, ideas and opinions which is generally credible and connected.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>This student has expressed and justified information, ideas and opinions in a convincing manner, e.g. <i>‘España será bastante diferente a Nueva Zelanda. La comida, la cultura, por supuesto la lengua pero era siempre muy fuerte a las lenguas especialmente español...’</i>.</p> <p>There is selection of a range of language and language features, used in a way that fits the specific purpose, e.g. <i>‘sé que tú crees que estoy muy desorganizada pero organicé esta fiesta el mes pasado. Te dijo que puedo estar organizada cuando es importante pero voy a extrañar tu ayuda para recordar cosas’</i>.</p> <p>For a more secure Merit, the student would demonstrate additional success with attempted language and language features, e.g. <i>‘El tiempo es aquí. Finalmente es tu fiesta de adiós Ana’</i> and <i>‘Siempre has estado ahí para mi y todos sus amigos para nos apoyar’</i>.</p> <p>Further, inconsistencies would have less impact on communication of the message, e.g. <i>‘Todos recordamos el día que regañaste a nuestra profesora por gritando a nuestras y gritabas a nuestros novios y nos defiendes’</i>, <i>‘Has dicho a mi que estás muy emocionada sobre estudiando arte’</i>.</p> |

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|    | Grade Boundary: High Achieved   |
| 4. | <p>For Achieved, the student needs to give a spoken presentation in Spanish that communicates information and expresses and justifies ideas and opinions.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>This student has shown evidence of expressing and justifying information, ideas and opinions, e.g. <i>‘Dormimos en el bosque y nos fuimos de caza para la alimentación. Fue una de las experiencias favoritas en la vida.’</i> and <i>‘sus conocimientos de idiomas sin duda será necesario’</i>.</p> <p>There is also evidence of some use of language features, e.g. <i>‘Esta noche hablaré sobre...’</i>, <i>‘Conocí a Miguel en el jardín de infancia cuando yo tenía 3 años’</i> and <i>‘El es querido por todos sus compañeros’</i>.</p> <p>To reach Merit, there would be additional evidence of a range of language and language features.</p> <p>Also, there will be further evidence of development that is credible and connected (Explanatory Note 2).</p> |

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|    | Grade Boundary: Low Achieved   |
| 5. | <p>For Achieved, the student needs to give a spoken presentation in Spanish that communicates information and expresses and justifies ideas and opinions.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>This student has shown evidence of expressing and justifying information, ideas and opinions, e.g. <i>'Por su España será muy diferente de aquí porque primera la escuela es diferente. El horario es diferente. El tiempo será mucho más caliente. Soy muy celosa'</i>.</p> <p>For a more secure Achieved, the inconsistencies would have less impact on communication of the message, e.g. <i>'En España Natalie estudiará en el español instituto y el puede aprender el idioma de España porque el quiere ser una profesora de española'</i>.</p> <p>Also, there will be additional evidence that the student is able to use language that is appropriate for this level, e.g. by avoiding phrases such as <i>'recuerdo cuando nosotras permació'</i>, <i>'Por su España será muy diferente'</i> and <i>'Natalie es la amiga buena de mía'</i>, as well as use language that avoids repetition.</p> |

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|    | Grade Boundary: High Not Achieved   |
| 6. | <p>For Achieved, the student needs to give a spoken presentation in Spanish that communicates information and expresses and justifies ideas and opinions.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>This student has expressed and justified some information, ideas and opinions, e.g. <i>‘En el futura viajaremos con nuestro otro amigo Conor. Iremos a Italia Francia y Alemania porque queremos comer comido experiencia la cultura juntos y tener divertido’.</i></p> <p>To reach Achieved, inconsistencies in use of language and language features would not hinder the communication of the message, e.g. <i>‘Estará muy simpático persona porque ella es ahora madurada en extraordinario persona’, ‘Charlamos juntos rato el pintar nuestro uñas muchos colores’.</i></p> <p>Areas to consider, so that communication of the message can be understood by the listener, are: pronunciation, intonation and rhythm patterns.</p> |