



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

Exemplar for Internal Achievement Standard

Spanish Level 3

This exemplar supports assessment against:

Achievement Standard 91569

Give a clear spoken presentation in Spanish that communicates a critical response to stimulus material.

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

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to give a clear, effective spoken presentation in Spanish that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint, in Spanish that is controlled and integrated. There will be capable selection and successful use of a range of language and language features. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will not be hindered by inconsistencies.</p> <p>This student gives a critical response to stimulus material, e.g. <i>'me pareció como si cada cuadro estuviera vivo'</i>, analyses the importance of <i>'la casa azul'</i>, gives her perspective, justifies her point of view, and allows herself to be challenged by relating it to her own experience and impressions, e.g. <i>'me dio cuenta que había mucho más en la vida...pienso que fue una idea muy extraña, me enseñó una manera diferente de vivir'</i>.</p> <p>The student capably selects and successfully uses a range of language features that are fit for purpose, e.g. <i>'si vas a Mexico recomiendo que visites la casa azul'</i>, <i>'estarás asombrado por su biografía'</i>, <i>'valió todo el dinero'</i>, <i>'aún lleno de colores'</i>, <i>'también hay su pasión en los derechos sociales y de la mujeres y su amor por las tradiciones indígenas de Mexico'</i> and <i>'creo que los colores son mucho más vivos que esos de aquí en Nueva Zelanda'</i>.</p> <p>For a more secure Excellence, the student needs to work on delivery speed and stress patterns to ensure successful use of a range of language features.</p> <p>Further, inconsistencies will have less impact on communication of the message.</p>

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to give a clear, convincing spoken presentation in Spanish that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint, in Spanish that is credible and connected. There will be a range of language and language features. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>Credible and connected development is shown by describing the cultural practice of <i>'El camino de Santiago'</i>, explaining its origin, interpreting its significance from various perspectives and evaluating it in relation to New Zealand, e.g. <i>'al aprender del camino'</i>, <i>'inmediatamente quise aprender más'</i>, <i>'he descubierto que, es importante que hagas'</i>, <i>'el camino por sus propias razones'</i>, <i>'debe significar algo diferente para cada persona también'</i>, <i>'el camino es para cualquier persona'</i> and <i>'pero sería difícil para NZ a adoptar, a causa de la gran diversidad'</i>.</p> <p>There is selection and appropriate use of language features that are fit for the purpose of the presentation and the intended audience intended, e.g. <i>'si quisiera hacer el camino'</i>, <i>'podrías ir en bicicleta'</i>, <i>'si el camino no fuera religioso'</i>, <i>'sería más fácil para adoptarlo aquí en Nueva Zelanda'</i>, <i>'si personas hicieran el camino'</i> and <i>'visitarían y gastarían dinero y la economía se beneficiará'</i>.</p> <p>To reach Excellence, there needs to be consistent evidence of controlled and integrated development particularly in terms of lists. Inconsistencies would have less impact on the delivery of the presentation, e.g. stress and intonation patterns.</p>

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to give a clear, convincing spoken presentation in Spanish that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint, in Spanish that is credible and connected. There will be a range of language and language features. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>The development of the presentation is credible and connected as the student describes and sometimes analyses the international festival of music and dance in Granada, and gives her own personal experiences of attending it, e.g. <i>‘este festival fue introducido en 1952’</i>, <i>‘creo que todo el mundo debe saber que fue uno de los mejores tiempos de mi vida’</i> and <i>‘estoy segura de que no hay nada mejor en el mundo mejor que estar debajo de las estrellas’</i>.</p> <p>There is a range of language and language features selected and used which are fit for purpose and audience, e.g. <i>‘no dudo que si vas’</i>, <i>‘lo disfrutarás también’</i>, <i>‘ojalá que algún día tengamos festivales de este tipo en Nueva Zelanda’</i>, <i>‘la celebración fue tocado por músicos en vivo’</i> and <i>‘no se puede negar que, sería una buena manera de relajarse’</i>.</p> <p>For a more secure Merit, the development of the presentation would explore and challenge the views of others and will additionally justify and evaluate the stimulus material rather than being largely descriptive.</p> <p>Also, there could be additional evidence of language and language features that support critical response, i.e. language which includes analysis, interpretation or evaluation.</p>

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to give a clear spoken presentation in Spanish that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The student gives a critical response to stimulus material by describing <i>'el día de los muertos'</i> and describing her personal experience of it, comparing it to other cultures and discussing the benefits of it to society, e.g. <i>'esta fiesta es para honrar la muerte de queridos y recordar'</i>, <i>'los miembros de la familia que han muerto'</i>, <i>'cuando fui a este festival'</i>, <i>'me sorprendió encontrar gente celebrando la muerte'</i> and <i>'debido a que en Nueva Zelanda pensamos de la muerte como algo triste'</i>.</p> <p>There is evidence of some selection and use of language and language features, e.g. <i>'por lo tanto mi opinión cambió, debido que, si usted fuera a esta fiesta'</i>, <i>'qué haría, estoy contenta de que haya visto esta fiesta'</i>.</p> <p>To reach Merit, there would be additional evidence of credible and connected development by justifying and evaluating their own or others perspectives.</p> <p>Further, inconsistencies will not significantly hinder communication, e.g. inconsistencies in the delivery speed and stress patterns, as well as the mispronunciation of some words.</p>

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to give a clear spoken presentation in Spanish that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The student shows evidence of a critical response to stimulus material by describing the festival San Fermin and giving their personal experience of it, likening the Spanish festival to Waitangi Day, e.g. <i>'en España, las personas mayores de 18 años, corren con los toros por las calles y la celebración es conocida como el encierro'</i>, <i>'pensé que era muy divertido y no me sentía asustada'</i>, <i>'los toros parecían poderosos y muy enfadados'</i>, <i>'son una celebración de su patrimonio'</i>, <i>'como nuestro Waitangi Day'</i> and <i>'los encierros tienen importancia histórica y deben celebrarse'</i>.</p> <p>The language features show an understanding of the selection of the language, which is fit for purpose and intended audience, e.g. <i>'es conocido como, antes de que vaya'</i>, <i>'espero que se prohíba'</i> and <i>'ojala que visites, había aprendido'</i>.</p> <p>For a more secure Achieved, there needs to be consistent evidence of exploring and challenging perspectives, e.g. the perspectives of others.</p> <p>Further, inconsistencies in language features would have less impact in communicating the message, e.g. <i>'el año pasado hace esto, alguien pueden'</i>, <i>'no me había dado cuenta'</i>, <i>'son una vez del año celebración'</i> and <i>'mucha diferente'</i>.</p> <p>Pronunciation and stress patterns will not threaten to impede delivery of message.</p>

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to give a clear spoken presentation in Spanish that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>There is some evidence of critical response as the student engages the audience with two perspectives of pro and cons of <i>'corridas'</i> and gives personal opinión, e.g. <i>'mucho del público piensa al respecto que es una actividad violenta y cruel'</i>, <i>'los otros son divididos'</i>, <i>'ambos tienen puntos válidos'</i>, <i>'la tradición es más importante que la crueldad'</i> and <i>'me gustaría señalar'</i>.</p> <p>There is an attempt to use language features that are fit for purpose, e.g. <i>'aparece que no hay punto intermedio'</i>, <i>'diría que es importante que encuentre una tradición que sea menos cruel'</i>, <i>'quiero que todos piensen'</i>.</p> <p>To reach Achieved, inconsistencies will not hinder communication, e.g. pronunciation and intonation of words and confusion in verb tenses. The delivery of the presentation will not hinder the message being communicated.</p>