



Rangi Ruru Girls' School

YEAR 12 SPANISH



Course Information 2017

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Achievement Objectives

Students will demonstrate their ability, against the background of Spanish culture:

- Comprehend detail and summarise meaning in spoken and written Spanish
- Initiate and maintain a conversation that may have some unpredictable content
- Write extended passages, presenting ideas and information logically and demonstrating their expanding knowledge of Spanish vocabulary and language features.

Course of Study

The main resources for each topic (see Course Outline) will be on Kerboodle or will be presented in a student booklet. This will also include appropriate language grammar structures and vocabulary lists on which the internal writing and interaction portfolio assessments will be based. Other resources, including online resources, will be used as appropriate.

A list of the Level 2 NCEA language, (vocabulary and grammar structures) which will be used in the two end of year reading and listening external assessment can be found on our 12 Spanish OneNote page.

Study Hints for Year 12 Spanish

- Keep your folder (or digital notes) well-organised (using subject dividers) and up-to-date.
- Complete all writing tasks/assignments on time and file these in your writing folder/portfolio.
- Learn vocabulary regularly and well and don't leave your study until tests – make study cards/notes well in advance. You will usually have one test a week. We will be using the Language perfect website to do the tests online this year.
- Be methodical and conscientious about learning vocabulary and grammar structures as well.
- Regularly work on improving your spoken language. Practise conversations in and out of class (eg on your phone, skype etc). Use spoken Spanish as much as possible!

Year 12 – Curriculum Level Seven

Proficiency Descriptor

Students can use language variably and effectively to express and justify their own ideas and opinions and support or challenge those of others. They are able to use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts.

Communication

In selected linguistic and sociocultural contexts, students will:

Selecting and using language, symbols and texts to communicate

- Communicate information, ideas, and opinions through increasingly complex and varied texts.

Managing self and relating to others

- Explore the views of others, developing and sharing personal perspectives.

Participating and contributing in communities

- Engage in sustained interaction and produce extended text.

Language Knowledge

Students will:

- Analyse ways in which the target language is organised in different texts and for different purposes.
- Explore how linguistic meaning is conveyed across languages.

Cultural Knowledge

Students will:

- Analyse ways in which the target culture(s) is (are) organised for different purposes and for different audiences.
- Analyse how the use of the target language expresses cultural meanings.

**The Language Faculty Habits of Mind for
2017 are:**

- **Applying Past Knowledge to new situations**
- **Perseverance**
- **Striving for Accuracy**
- **Responding with Wonderment and Awe**



Key Competencies in the Language Faculty

THINKING

- ✓ Plans for written tasks
- ✓ Uses strategies to overcome difficulties in communication
- ✓ Makes connections about language features

RELATING TO OTHERS

- ✓ Acts appropriately in learning situations by listening actively and supporting other learners
- ✓ Understands and applies different cultural practices and points of view
- ✓ Is capable of communicating with others in different situations in the target language

UNDERSTANDING LANGUAGE, SYMBOLS AND TEXTS

- ✓ Uses language effectively to communicate at an appropriate curriculum level in a range of receptive and productive contexts
- ✓ Uses ICT resources effectively to enhance language learning

MANAGING SELF

- ✓ Is committed to using the target language in class
- ✓ Sets goals and takes responsibility for independent learning of target language
- ✓ Approaches tasks positively and is prepared to take risks and make mistakes in the process of improving their language skills
- ✓ Arrives at class with correct equipment and positive attitude
- ✓ Sustains focus in class and perseveres

PARTICIPATING AND CONTRIBUTING

- ✓ Seeks opportunities actively to use target language and culture in a range of situations both inside and outside the classroom
- ✓ Maintains progress and language level after pursuing these opportunities
- ✓ Promotes participation in the wider community to peers

NCEA Assessment 2017 - Level Two

There will be **4** different assessment tasks for which you can gain a total of **20 credits**.

The **internally** assessed tasks are:

Speaking	Writing
5 Credits	5 Credits
AS 91149 (Version 4) 2.3 Interaction Portfolio Interact using spoken Spanish to share and justify information, ideas and opinions in different situations.	AS 91152 (Version 4) 2.5 Writing Portfolio Write a variety of text types in Spanish to convey information, ideas and opinions in genuine contexts.

The **externally** assessed tasks are:

Listening	Reading
5 Credits	5 Credits
AS 91148 (Version 3) 2.1 Demonstrate understanding of a variety of spoken Spanish texts on familiar matters.	AS 91151 (Version 3) 2.4 Demonstrate understanding of a variety of written and/or visual Spanish text(s) on familiar matters.

Interact (2.3)

- A portfolio of interactions is to be compiled during the year. You will have the opportunity to record 3 to 4 interactions. You will submit your final selection of your best interactions (a minimum of 2, totalling about 4 minutes) and your logbook by the end of Week 2, Term 4.
- You will create a folder in your Year 12 Spanish page on OneNote to store your recordings. It is your responsibility to manage this and to ensure that on completion of each recording, you ask your teacher for feedback.
- In addition, you will be given a logbook to record details of the task, your reflection and your teacher's feedback and verification. This will also be submitted with your recordings.

Writing Portfolio (2.5)

- Your writing portfolio is to be compiled during the year and will show that you are able to write a variety of text types.
- You will submit your final selection of your best texts (a minimum of 2 texts, totalling about 400 words) by the end of week 2, Term 4.
- You will create a folder in your Year 12 Spanish page on OneNote to store your texts. It is your responsibility to manage this and to ensure that on completion of each text you ask your teacher for feedback.

The External Achievement Standards will be assessed in the NZQA examination in November/December. For the timing of the Internal Assessment Standards, students should refer to the Year Plan.

Topic Tests and the end of year "practice examination" in September will serve as formative tests to check on student progress and to identify learning needs. There will also be regular testing of vocabulary.

Signing Off

After each assessment you will be able to look through your marked work feedback form and check the results. If you agree that the mark is accurate, you will sign the acceptance form.

Storage of Student Work

Both Achievement Standards 2.3 and 2.5 will be recorded and stored in the Year 12 Spanish OneNote page.

Course Completion Requirements

You must attend class regularly and be present at all assessments. It is essential that students who miss an NCEA Assessment follow the correct procedure.

Please refer to ULTRANET / STUDENTS / NCEA INFORMATION for information on assessment policy, authenticity, appeals, etc.

Year 12 - STUDENT RECORD SHEET

Language _____

Name _____

Class: _____

Internal Achievement Standards

Achievement Standard	Credits	Summative/Final
2.3 Interaction Portfolio	5	
2.5 Writing Portfolio	5	

External Achievement Standards

Achievement Standard	Credits	Formative Assessment	
		Test 1	School Exam
2.1 Listening	5		
2.4 Reading	5		

Formative assessments are used to show progress.

They are not the final result.

Year 12 Spanish
YEAR PLAN 2017

Topics	Assessment
<p>TERM 1</p> <p>Las amistades y la familia Weeks 1 - 3</p> <p>Problemas sociales (machismo) Weeks 4 - 5</p> <p>El futuro Weeks 6 - 8</p> <p>El ciberespacio Weeks 9 -10</p>	<p>Ongoing assessment (interaction portfolio and writing portfolio)</p>
<p>TERM 2</p> <p>El cine Weeks 1 – 3</p> <p>La música Weeks 4 - 7</p> <p>El medio ambiente (El turismo sostenible) Weeks 8 - 10</p>	
<p>TERM 3</p> <p>La identidad regional de España Weeks 1 - 2</p> <p>El patrimonio cultural Weeks 3 - 4</p> <p>Repaso Week 5</p> <p>School Exams Weeks 5 - 7</p> <p>Los medios/La publicidad Week 8 - 10</p>	
<p>TERM 4</p> <p>La vida sana Weeks 1 – 2</p> <p>PORTFOLIOS DUE</p> <p>Repaso Weeks 3 - 4</p>	<p>(Exam Leave – Week 4 onwards external assessment 2.1, 2.4)</p>