



Rangi Ruru
Girls' School

SPANISH PĀNIORA LEVEL 3



Programme of Learning 2025

Achievement Objectives

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

- Recognise fine detail in spoken and written text and draw inferences and conclusions from
- Interact flexibly in familiar social situations.
- Communicate a critical response to stimulus material in clear, effective spoken Spanish.
- Write a variety of text types in clear effective Spanish to explore and justify varied ideas and perspectives.

Course of Study

By the end of this course students should have an understanding of and ability to use all the communication functions up to the end of Level 8 Spanish in the New Zealand Curriculum.

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

A list of the level 3 NCEA language (vocabulary and features), which will be used in the two end of year reading and listening external assessments can be found on our 13 Spanish Class OneNote notebook.

The themes studied this year are:

- Social contemporary issues (science and technology, ethical issues, politics, education, religion).
- The environment (pollution, environmental campaigns and initiatives).
- Multicultural society (immigration, refugees, racism).

Study Hints for Year 13 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 OneNote notebook.
- 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 Education Perfect website to do the tests online.
- Be methodical and conscientious about learning vocabulary and grammar structures (especially level 8) as well.
- Regularly work on improving your spoken language. Practise conversations in and out of class (eg on your phone, Teams etc). Use spoken Spanish as much as possible!

The Languages Learning Area's Whakataukāi is:

Ko tōu reo, ko tōku reo, te tuakiri tangata. Tīhei uriuri, tīhei nakonako.

Your language and my language are expressions of identity. May our descendants live on and our hopes be fulfilled.

The whakapapa and meaning of the Learning Languages Whakataukāi

The Learning Languages whakataukāi came from Tāmaki Makaurau through Rewa Paewai of Auckland College of Education, gifted by the late Tuteira Brightwell Pohatu of Ngāti Porou.

The Learning Languages Whakataukāi brings to life the **why** and **how** of language learning.

Communication is a vital aspect of human connection. Language helps us to share our ideas, build relationships, and create communities. There are inextricable connections between language, culture, and identity. Languages carry within them cultural values and practices that have developed over time, including cultural protocols such as tikanga.

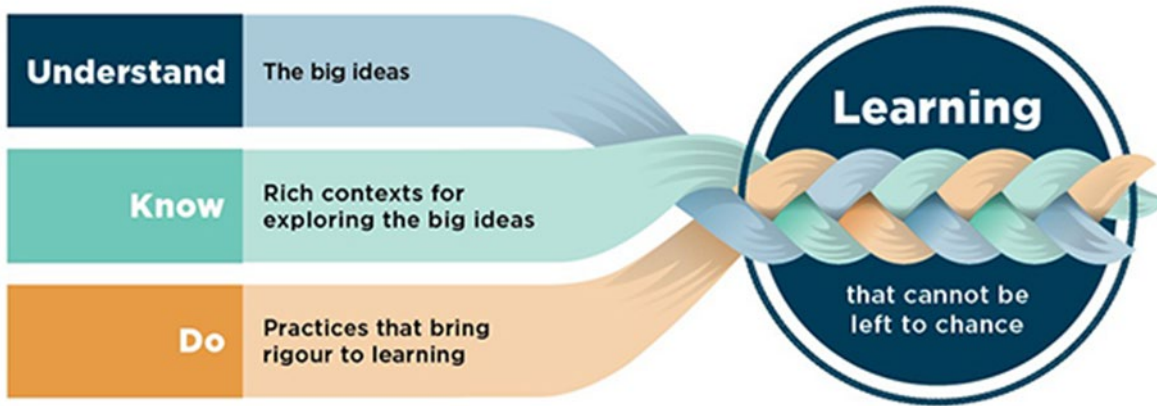
There are strong connections between the movements in the Māori creation story and the process of language learning. Like the movement from Te Kore (nothingness) to Te Pō (darkness and night) and finally, Te Ao (light and life), language learning brings students on a similar journey.

Learners begin in the state of Te Kore, represented by their initial incomprehension of the language. This is also the state where unlimited potential exists. When students begin their language learning process, they enter the state of Te Pō, where they face all the challenges that are involved with language learning. And finally, through resilience, perseverance, and guidance, students emerge into the state of Te Ao, where they gain a sense of clarity, meaning, linguistic proficiency, and cultural understanding.

The Learning Languages Learning Area, including its whakataukāi, inform our Spanish course Significant Learning – learning that is critical for students to **know, understand, and do** in Spanish by the end of each Curriculum Level. This covers knowledge, skills, competencies, and attitudes. It also includes level-appropriate contexts students should encounter in their Level 6, 7, and 8 learning.

Big Ideas and Significant Learning for Spanish are collated into a Learning Matrix for Curriculum Level 6 and **indicative** learning for Levels 7 and 8.

Year 13 – Curriculum Level 8



Spanish Learning Matrix Curriculum Levels 6, 7, and 8

Learning Area Whakatauaiki:

Ko tōu reo, ko tōku reo, te tuakiri tangata. Tihei uriuri, tihei nakonako. Your language and my language are expressions of identity. May our descendants live on and our hopes be fulfilled.

Nā, Tuteira Brightwell Pohatu, Ngāti Porou

Big Ideas			
Learning languages is about connecting and <u>communicating</u> within and across cultures and communities	Languages express meaning through unique forms of communication	Language, culture, and identity are inextricably linked	Learning languages encourages diverse ways of thinking, doing, and being
Language learning is an empowering process that <u>involves</u> risk-taking and fosters resilience and perseverance			
Significant Learning			
Across all Curriculum Levels, students will...			
<ul style="list-style-type: none"> engage with others respectfully when communicating and exchanging information, ideas, and opinions be exposed to, practise, and enjoy experimenting with a wide range of spoken, written, and visual communication in Spanish build a growing awareness of the processes involved in additional language acquisition, including sustained, repeated practice, risk taking, and learning from mistakes show increasing awareness of differences and connections between Spanish and their first language(s) and develop the ability to navigate between them grow intercultural awareness by questioning assumptions and stereotypes, and exploring how language and culture affect, and work together in, communication. 			
At Curriculum Level 6, students will...	At Curriculum Level 7, students will... (indicative only)	At Curriculum Level 8, students will... (indicative only)	
<ul style="list-style-type: none"> explore language commonly used to express personal information, ideas, and opinions in everyday contexts with reference to events or experiences in the present, as well as the past or future engage with and make meaning of a variety of text types, featuring connected sentence and paragraph-level expression and a range of very high frequency vocabulary develop interactive skills and strategies to exchange simple information, ideas, and opinions in a range of predictable situations develop one-way communicative skills to express simple information, ideas, and opinions develop a foundational awareness of and use the key linguistic building blocks and patterns of language acquire simple linguistic strategies and basic knowledge of how to use resources to make meaning from unfamiliar language recognise values and practices of Spanish-speaking cultures and the values and practices of their own cultures and communities. 	<ul style="list-style-type: none"> explore language used to elaborate on information, ideas, and viewpoints in personal and community contexts, including giving justifications, comparing information and making links, communicating about possibilities or future plans, and providing suggestions or advice engage with and make meaning of a variety of text types, featuring connected paragraph-level expression and a range of high frequency vocabulary develop interactive skills and strategies to exchange and connect information, ideas, and viewpoints in more detail develop one-way communicative skills to expand on and support information, ideas, and points of view with relevant examples develop a growing awareness of and use a range of linguistic building blocks and patterns of language expand their linguistic strategies and use resources effectively to make meaning from unfamiliar language compare and connect values and practices of Spanish speaking cultures with values and practices of their own cultures and communities. 	<ul style="list-style-type: none"> explore language used to delve into information, ideas, and perspectives related to topics of both personal and societal relevance, as well as to express abstract concepts, including developing a course of action or an argument, using language persuasively or imaginatively, communicating about conditionality, probability or uncertainty, and making and responding to predictions engage with and make meaning of a variety of text types, featuring extended connected paragraph-level expression and more specialised vocabulary develop interactive skills and strategies to exchange varied information, ideas, and perspectives and to adapt to less predictable situations strengthen one-way communicative skills to vary, structure, and enhance the sustained expression of information, ideas, and perspectives develop an awareness of and use more complex linguistic building blocks and patterns of language select with growing confidence from a range of linguistic strategies and resources to make meaning from unfamiliar language. examine and reflect on the ways in which cultural values, practices, and perspectives shape experiences and influence opinions. 	

Developing Key Competencies through Languages

Learning languages is inherently about extending the ability to relate to, and interact appropriately with, others in more than one cultural setting through the fine-tuning of linguistic skills. The language learning process itself requires students to manage self, participate, and contribute. The new ways of thinking about the world they will be exposed to will encourage students to think about their place in it as well as how they can use those skills to participate in, and contribute to, their communities and the wider world around them.

Thinking

Students of Spanish will:

- deduce rules, recognise patterns, and use their problem-solving abilities to make meaning with an imperfect set of linguistic skills
- evaluate and choose from a range of vocabulary, structures, and communicative strategies to engage with different audiences, sometimes having to think on their feet to improvise and adapt for different contexts and purposes
- explore and reflect on the many ways language, culture, and thinking influence each other
- compare their own language(s), culture(s), and ways of thinking to those of Spanish language and culture and critically reflect on their assumptions and identities in a way that fosters intercultural competence and global citizenship.

Using language, symbols, and texts

This competency being at the core of language learning, students of Spanish will:

- develop increased proficiency in using language, symbols, and texts effectively to communicate information, opinions, and ideas, not just in the additional language they are learning, but also in their own language(s)
- recognise how choices of language, symbols, or text work together and affect people's understanding of and responses to communications and how they work together in different languages
- think about the type of language which is appropriate to use in a range of contexts and formats and for different purposes and audiences
- expand their ability to express themselves in increasingly independent and imaginative ways and improvise and adapt in a range of communicative situations.

Relating to others

As communication and understanding are prerequisites of relating to others and the very essence of what language learning is about, students of Spanish will:

- build upon their listening skills, recognise different points of view, negotiate, and share ideas, embracing different cultural practices
- explore how language, culture, and identity are interrelated and thereby develop the ability to relate to people, both from other cultures but also their own, with more empathy and insight
- develop an appreciation of diverse backgrounds, experiences, and perspectives in Aotearoa New Zealand and the wider world
- experience how a curious, open-minded, and respectful engagement with the values and identities of others can lead to valuable insights into their own identity and offer opportunities for self-development.

Managing self

Students of Spanish will:

- be encouraged to take ownership of their own learning process and find ways of learning and practising that work for them
- use their understanding of how language acquisition works, for example, lots of input, lots of output, making mistakes as part of the process, and so on, to actively engage in the practice necessary to make steady progress
- build on their own strengths and address their own identified learning needs, setting and meeting their own learning goals
- be involved in reporting processes
- participate actively and responsibly in group activities.

Participating and contributing

Students of Spanish will:

- be encouraged to take risks, learn from mistakes, and take responsibility for initiating and maintaining communication; through this they will gain confidence to participate and contribute in and outside of the classroom with the skills they have
- mature as local and global citizens by getting to know the worldviews and needs of other people
- recognise the interconnected nature of societies and communities in the world and Aotearoa New Zealand and be encouraged to think of their place in and responsibility to it.

Languages Skills and Dispositions 2025

Well-rounded	Prepared to give things a go. Demonstrates varied skills, capabilities and knowledge.
Empathy	Being able to understand the thoughts, feelings and emotions of others. Put empathy into action by understanding and supporting others.
Compassion	Able to recognize the suffering of others and then take action to help.
Connectedness	A sense of belonging; being part of something and having affinity with a particular person or group.



NCEA Assessment 2025 - Level Three

There will be 4 different assessment tasks for which you can gain a total of **18 credits**.

Here is an overview of the standards:

Achievement Standard Number	Subject reference	Version number	Topic/Title	Mode of Assessment	Credits
91569	3.2	1	Give a clear spoken presentation in Spanish that communicates a critical response to stimulus material.	Internal	3
91572	3.5	1	Write a variety of text types in clear Spanish to explore and justify ideas and perspectives.	Internal	5
91568	3.1	2	Demonstrate understanding of a variety of extended spoken Spanish texts.	External	5
91571	3.4	1	Demonstrate understanding of a variety of extended written and/or visual Spanish texts.	External	5

The **internally** assessed tasks are:

Speaking	Writing
3 Credits	5 Credits
AS 91569 (Version 1) 3.2 Spoken Presentation Give a clear spoken presentation in Spanish that communicates a critical response to stimulus material	AS 91572 (Version 1) 3.5 Writing Portfolio Write a variety of text types in clear Spanish to explore and justify ideas and perspectives.

The **externally** assessed tasks are:

Listening	Reading
5 Credits	5 Credits
AS 91568 (Version 2) 3.1 Demonstrate understanding of a variety of extended spoken Spanish texts.	AS 91571 (Version 1) 3.4 Demonstrate understanding of a variety of extended written and/or visual Spanish texts

Spoken Presentation (3.2)

- You will give a spoken presentation in Spanish that communicates a critical response to stimulus material.
- If you do not achieve this standard, you may be given a second assessment opportunity on a different topic.
- You will be allowed to refer to cue cards for this assessment, but you must not just “read” from the cards. You should speak for about three minutes.
- You will create a folder in the Year 13 Spanish Class Notebook to store your recording.

Writing Portfolio (3.5)

- 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 400/500 words) by the end of Term 3.
- You will create a folder in the Year 13 Spanish Class Notebook to store your texts.

Signing Off

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

Storage of Student Work

Both Achievement Standards 3.2 and 3.5 will be recorded and/or stored on the Year 13 Spanish Class Notebook.

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 THE HUB / SCHOOL / CURRICULUM & LEARNING / ASSESSMENT for information on assessment policy, authenticity, appeals etc.

Year 13 - STUDENT RECORD SHEET

Language _____

Name _____

Class: _____

Internal Achievement Standards

Achievement Standard	Credits	Summative Assessment
3.2 Spoken Presentation	3	
3.5 Writing Portfolio	5	

External Achievement Standards

Achievement Standard	Credits	Formative Assessment	
		Test 1	School Exam
3.1 Listening	5		
3.4 Reading	5		

Formative assessments are used to show progress.

They are not the final result.

Year 13 Spanish

Year Plan 2025

Topics	Assessment
<p>TERM 1</p> <p>Asuntos Sociales / Cultura (El cine) Weeks 1 - 5</p> <p>La tecnología Weeks 6 - 8</p> <p>La educación Weeks 9 - 10</p>	
<p>TERM 2</p> <p>La religión (La Semana Santa) Weeks 1 - 3</p> <p>Una región del mundo hispanohablante Weeks 4 - 6</p> <p>El medio ambiente Weeks 7 - 9</p>	<p><i>SPOKEN PRESENTATION</i></p>
<p>TERM 3</p> <p>Historia y política Weeks 1 - 3</p> <p>La sociedad multicultural Week 4</p> <p>School Exams Week 5</p> <p>La sociedad multicultural Weeks 6 - 9</p>	<p><i>WRITING PORTFOLIO</i></p>
<p>TERM 4</p> <p>Español en Nueva Zelanda Weeks 1 – 2</p> <p>Revision for external examinations Weeks 3 - 4</p>	<p>(Exam Leave – Week 4 onwards and external assessment 3.1, 3.4)</p>

Main Year 13 language features to use in standards:

- The Present Subjunctive as an imperative eg Hable / Vaya / Venga / Coma
- A Present subjunctive sentence eg Es importante que vengas
- A Present Perfect Subjunctive sentence eg No creo que lo haya hecho
- An Imperfect Subjunctive sentence eg Me dijo que lo hiciera
- A Pluperfect subjunctive sentence eg Era probable que hubiera visto un fantasma
- Any Conditional Perfect sentence eg Habría hablado con ella
- Correct Government of Verbs eg Sueño con ir / Busco algo
- Al + infinitive
- A negative conjunction eg Sino / Ni siquiera
- Using an infinitive as a noun eg Ver es creer
- A Passive sentence eg Fue escrito por / Ha sido escrito por / Será escrito por