

TASK

Write a short article about an aspect of your 2nd year exchange trip to Granada that you enjoyed. Choose a suitable image to accompany the article. This article will be read by the current 2nd year Spanish students who will be doing this exchange.

FORMAT

Written

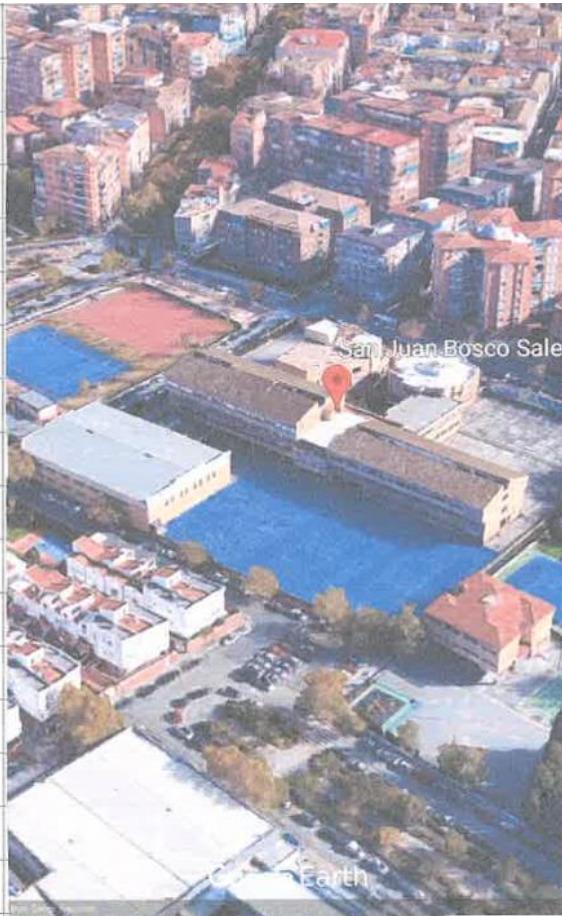
TITLE

Granada

TEACHING AND LEARNING CONTEXT

In 2nd year students in this class went on an exchange trip to Granada. The following year they were asked to write a short article about an aspect of the trip that they enjoyed and to include an appropriate image. This would be compiled into a booklet for the current 2nd year class to give them an insight into the exchange.

Student Work



colegio salesiano en Granada

Elegí esta imagen del colegio salesiano en Granada porque hice intercambio Español en Granada y pensé que el colegio era muy interesante. Es muy diferente de mi colegio.

En la imagen puedes ver el colegio. Entrás a través de una gran puerta negra. El colegio tiene una pared pintada. Hay tres plantas. Hay un recepción, una cancha deportiva azul, muchas aulas, una cantina y cuartos de baño. Detrás del colegio hay otro campo de fútbol. En el recreo comimos bocadillo allí. En la cantina puedes comer comida

caliente. En la planta baja hay un recepción, aulas, servicios, una sala de tecnología y una cantina. En la primera planta hay aulas y un estudio de televisión. En la última planta hay aulas y tenía una aula en esa planta.

El día colegio empezamos a las ocho y media. Todos vienen y chatean. Las clases empiezan a las nueve. Vas a tu clase y el profesor viene a ti. La hora comida después de cuatro clases. Las clases terminan después de otras cuatro clases, a las tres.

Me gusta esta imagen porque me recuerda de mi viaje divertido. Fue muy interesante ver cómo el colegio es tan diferente. Los estudiantes y los profesores fueron muy simpáticos.

Features of Quality: Student Language Portfolio

<p>Exceptional</p> <p>A piece of work that reflects these features to a very high standard. The strengths of the work far outstrip its flaws.</p>	<p>Ideas are communicated very clearly, with very good fluency, accuracy and range of vocabulary</p> <p>The text shows very good awareness of language and social conventions and of language patterns</p> <p>The text reveals a very good understanding of the purpose and potential audience for the communication and, where appropriate, aspects of the target language country/countries or culture</p>
<p>Above expectations</p> <p>A piece of work that reflects these features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention but, on the whole the work is of a high standard.</p>	<p>Ideas are communicated clearly, with good fluency, accuracy and range of vocabulary</p> <p>The text shows good awareness of language and social conventions and of language patterns</p> <p>The text reveals a good understanding of the purpose and potential audience for the communication and, where appropriate, aspects of the target language country/countries or culture</p>
<p>In line with expectations</p> <p>A piece of work that reflects most of these features well. It shows a good understanding of the task in hand. Feedback might point to areas needing further attention but the work is generally competent.</p>	<p>Ideas are communicated clearly enough to be understood, with limited fluency, accuracy and range of vocabulary</p> <p>The text shows a limited awareness of language and social conventions and of language patterns</p> <p>The text reveals some understanding of the purpose and potential audience for the communication and, where appropriate, aspects of the target language country/countries or culture</p>
<p>Yet to meet expectations</p> <p>A piece of work that falls some way short of the demands of the Classroom-Based Assessment and its associated features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental shortcomings that need to be addressed.</p>	<p>Ideas are frequently communicated unclearly and are limited to very basic words and phrases</p> <p>The text shows little or no awareness of language and social conventions or of language patterns</p> <p>The text reveals little or no understanding of the purpose and potential audience for the communication or aspects of the target language country/countries or culture</p>

Students select their best texts within the timeframe stipulated by the NCCA. They are free to choose any three items they have created over the time period, to submit for assessment, as long as at least one text is in oral format and at least one text shows awareness of aspects of the country/ countries and/ or culture of the language. Teachers assess each text individually using the features of quality. Expectations of the standard they achieve will be at a level appropriate to their age and experience at that stage in their language learning in junior cycle.

TEACHER ANNOTATIONS USING THE FEATURES OF QUALITY

Ideas are communicated very clearly in the text, with very good accuracy and a wide range of vocabulary including effective use of nouns, adjectives and verbs.

Prepositions are used very well notably '*a través*', an advanced preposition at this age and stage of learning. In general, very good word order is evident and correct agreements are made between nouns and adjectives e.g. *una cancha deportiva*, '*una pared pintada*', '*la primera planta*'. Feedback might point to some minor errors in accuracy (e.g. '*un recepción / el profesores viene / empezan*') although they do not impede communication.

The text shows good awareness of language and social conventions and a very good awareness of language patterns, with an impressive manipulation of tenses, which are appropriate and relevant to the text (e.g. '*hice*'; '*era*'; '*puedes ver*'; ' *fueron*'; '*tiene*').

The text reveals a very good understanding of the purpose and the potential audience for communication. The piece is coherently written and would be comprehensible to 2nd year students for the intended purpose as it takes the reader through the school and going on a tour '*Entras a través de una gran puerta negra.*' It also explains the kind of food that students can expect in the canteen, which is very relevant to the potential audience. The text also reveals a very good understanding of the target language country and culture by providing an insight into school life in Spain and noting a difference between school there and their own school in Ireland.

Overall this piece of work is of a very high standard and its strengths far outstrip its flaws.

LEVEL OF ACHIEVEMENT

Best fit on balance judgement =



Exceptional

The annotations capture observations by the student's teacher, using the features of quality, with a view to establishing the level of achievement this work reflects. The annotations and judgments were confirmed by a Quality Assurance group, consisting of practicing MFL teachers and representatives of the Inspectorate, the State Exams Commission and the Junior Cycle for Teachers support service.



Exceptional



Above expectations



In line with expectations



Yet to meet expectations