



SPANISH



SPO3000C
INTERACTION PORTFOLIO GUIDE
NCEA LEVEL 3

SPANISH INTERACTION PORTFOLIO

NCEA LEVEL 3

Expected time to complete work

This work will take you about 15 hours to complete.

You will work towards the following standard:

Achievement Standard 91570 (version 1) Spanish 3.3

Interact clearly using spoken Spanish to explore and justify varied ideas and perspectives in different situations

Level 3, Internal

6 credits

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1 INTRODUCTION

This assessment activity for Achievement Standard 91570 requires you to **submit at least two spoken interactions** in an interaction portfolio.

Your ability to interact using Spanish to explore and justify varied ideas and perspectives in different situations will be assessed from these interactions.

Your overall contribution to the total interactions is about **four to five minutes**. At all times quality is more important than length.

The following instructions provide you with a way to structure your work to demonstrate what you have learned to allow you to achieve success in this standard.

INSTRUCTIONS

- The interaction portfolio includes this guide and four separate tasks for you to choose from.
- You should complete the related module first before you attempt the interaction task. For example, do SPO3001 first, and then do the interaction assessment SPO3001Y3.
- Record your interactions. **All interactions need to be recorded as videos**. Record your interactions digitally using the My Te Kura facility, cell phone or other mp4 format.
- If you are having the conversation with your Te Kura teacher, you do not have to record it. They will do that. To give you the best opportunity to achieve this standard, only one interaction should be with your teacher. See the box below for instructions for other conversation partners.
- When you record your conversation. You **MUST NOT** read anything on paper or on the screen. Try to be spontaneous and natural.
- Your teacher will give you **general feedback** about each interaction to support your learning.
- You should aim to complete the interaction tasks by the **end of September**.

FOR YOUR CONVERSATION PARTNER

Please print and give a copy of the following to your conversation partner.

Thank you for helping with this interaction.

The best way to support this student is by:

- allowing them to take the lead in the conversation from time to time
- encouraging a range of views to be explored
- taking part in natural communication. That means the communication must not be pre-planned and must not be like an interview. Natural communication includes such things as:
 - referring back to things that have already been said
 - clarifying
 - negotiating meaning
 - using colloquial and formulaic expressions appropriate for the contexts.

2 CONDITIONS

- All the work that you include in your interaction portfolio **must be entirely your own work**. **Interaction is vital** in a conversation. You cannot script in advance.
- The context for each assessment must be different so that you have the opportunity to use a variety of language and language features in Spanish.
- You can use relevant resources such as the course materials, vocabulary lists, grammar summaries and a range of commonly used real life resources, including the internet, which may be used to support your information and justify ideas and opinions. However, we strongly advise you to **only** use the language you have learnt during this course, or language you know to be correct.
- Language from the language samples in the assessment schedule may not be used unless it is significantly reworked.
- There are **no reassessment opportunities** offered for this standard so make sure you consult with your Te Kura Spanish teacher so that your choices for your portfolio provide the best evidence of your interaction skills.
- **The work you submit must be your own**. You may not copy or otherwise reuse language that has been created by someone else. You may not ask someone else to script any interaction for you.

SUPERVISOR REQUIREMENTS

- Supervision is not required for this assessment.
- Upload your interaction submissions to the **SP3000C Interaction dropbox** or a link to your video.

3 PORTFOLIO TASKS

OVERVIEW

The following four interaction tasks will help you provide evidence for the interaction portfolio submission for Achievement Standard 91570.

Each task has separate instructions below.

SPO3001Y3	Future plans
SPO3003Y3	Advertising
SPO3005Y3	Ecological problems which threaten the environment
SPO3007Y3	Learning another language

SPO3001Y3 Future plans

Interact with your Spanish teacher/friend/conversation partner about future plans.

You may include information like the following and you can add anything else you think is relevant.

You could:

- greet your conversation partner
- talk about future plans:
 - how you expect to achieve your future plans
 - the purpose of achieving your future plans
- justify some of your ideas and perspectives and those of your conversation partner
- agree or disagree with some of the ideas and perspectives.

SPO3003Y3 Advertising

Interact with your Spanish teacher/friend/conversation partner about advertising.

You may include information like the following and you can add anything else you think is relevant.

Watch on TV, or read from a newspaper or magazine, an advertisement which you will talk about with your teacher/friend/conversation partner. Think about the positive or negative effects of the advertisement on people.

You could:

- greet your conversation partner
- talk to your conversation partner about:
 - why you got interested in advertising
 - why the advertisement was interesting/bad/good to you
 - your idea and perspective about what advertising is for

PORTFOLIO TASKS

- effects of advertising on people
- how you would see advertisements now that you have learnt some of their effects
- an advertisement which has caught the attention of your conversation partner
- justify some of your ideas and perspectives and those of your conversation partner
- agree or disagree with some of the ideas and perspectives.

SPO3005Y3 Ecological problems which threaten the environment

Interact with your Spanish teacher/friend/conversation partner about ecological problems which threaten the environment.

You may include information like the following and you can add anything else you think is relevant.

You could:

- greet your conversation partner
- give your opinion about the environment and ask the opinion of your conversation partner
- talk about any concern you and your conversation partner have about the environment
- talk about any environmental organisation and your idea or perspective about it
- give your opinion about how a particular problem could be solved and ask the opinion of your conversation partner
- talk about what advice you and your conversation partner will give to the government to overcome specific environmental problems
- talk about what you and your conversation partner would like the international community to do regarding specific environmental problems
- justify some of your ideas and perspectives and those of your conversation partner
- agree or disagree with some of the ideas and perspectives.

SPO3007Y3: Learning another language

Interact with your Spanish teacher/friend/conversation partner about learning another language.

You may include information like the following and you can add anything else you think is relevant.

You could:

- greet your conversation partner
- talk about whether you and your conversation partner have learned a foreign language(s) why and where
- talk about your and your conversation partner experiences of learning the foreign language(s)
- talk about the things that helped you and your conversation partner learned the language(s)
- talk about the things that you and your conversation partner did to improve the learning of the language(s)

- ask your conversation partner for any recommendations and advice on how you can improve your Spanish
- justify some of your ideas and perspectives and those of your conversation partner.
- agree or disagree with some of the ideas and perspectives.

You may also submit other authentic interaction in Spanish that you have done. This might be some interaction that you have done in addition to the interaction portfolio tasks e.g. talking to a friend about your current lifestyle. However, you **must** discuss this with your Te Kura Spanish teacher first, to ensure you are providing the best evidence possible.

KEY THINGS TO REMEMBER

This is an interaction assessment, so you need to contribute towards the conversation by exploring and justifying varied ideas and perspectives. It is not just answering questions someone asks you.

You can do your interaction in one of these ways:

- **With another student you know or another person who speaks Spanish.** If you do this, you must video your interaction, and tell your teacher which person you are in the video. Show the other person these interaction guidelines (SPO3000C) so they know what is required. You need to have a conversation with each other, rather than you only answering questions.
- **With your Te Kura teacher.** You need to contact your Te Kura teacher to arrange a time. They will record the conversation. To give you the best opportunity to achieve this standard, only one interaction should be with your teacher.

If you have videoed an interaction you have done with another person, identify yourself at the beginning of the conversation by saying your name. Once you finished the conversation upload it to the **SP3000C Interaction dropbox** in mp4 format.

Name your completed task, for example, **SPO3001Y3_your name_your Te Kura ID number**. Add a note to tell your Te Kura teacher which person you are in the video (for example – the person on the left, the person wearing a blue top).

4 TIPS FOR SUCCESSFUL INTERACTIONS

Key things you need to do to gain this standard:

- Submit two pieces of interaction. The total length of your interaction is about **four to five minutes**. Remember quality is more important than length.
- Communicate information, and explore and justify varied ideas and perspectives.
- Communicate overall, despite any inconsistencies in language.

If you are aiming for merit or excellence, take careful note of what you need to do by looking at the standard and explanatory notes in the next section of this guide.

Other useful tips:

- Read the instructions, the topic, assessment schedule and any other details.
- Go back through the modules of the SP3000 course and take note of any relevant information e.g. useful vocabulary or structures, advice on how to develop and/or sequence your information/ideas/opinions.
- Use a range of the vocabulary and structures that you have learnt and are familiar with especially those from SP3000 course.
- Explore information and justify ideas and opinions.
- Brainstorm possible ideas you can talk during the interactions. Think about the structures and language you might need to communicate these ideas.
- Use interactive strategies (i.e. seek clarification – ¿Podrías repetir de nuevo, por favor?).
- Use appropriate cultural conventions (i.e. courtesies and gestures).
- Show that you know how to use language in a variety of ways.

SURVIVAL SKILLS FOR INTERACTING IN SPANISH

Consider using some of the following questions and phrases to help keep your interaction going and to help it sound as natural as possible. They will show that you know how to listen actively, and can also provide you with some thinking before you answer a question.

Conversation starters	<ul style="list-style-type: none">• Hola (hello)• ¿Qué tal?/¿Cómo está(s)? (How are you?)• Estoy bien gracias. ¿Y tú/usted? (I'm fine , and you?)• Hace buen tiempo hoy, ¿no? (Great weather today, isn't it?)• Sí, ¡es fantástico! (Yes, it's great!)
Expressing astonishment	<ul style="list-style-type: none">• ¿Qué? (What?)
Showing you are impressed	<ul style="list-style-type: none">• ¡Es fantástico!/¡Qué bien! (That's great!)• ¡Es increíble! (That's incredible!)

Expressing agreement	<ul style="list-style-type: none"> • Seguro/Estoy totalmente de acuerdo. (Of course, I totally agree.) • Creo/pienso que sí. (I think so too) • Sí. (Yes.) • Entiendo (totalmente/perfectamente). (I (totally) understand.)
Giving your opinion	<ul style="list-style-type: none"> • No lo sé. (I don't know.) • En mi opinión ... / Creo que ... (In my opinion ...)
Interruptions/cutting in	<ul style="list-style-type: none"> • Pero ... (But ...) • ¿Qué? (What?) • ¿De verdad? (Really?)
Incomplete sentences	<ul style="list-style-type: none"> • Ahh (Umm) • Mmm ... Estoy pensando que ... (Mmm ... I'm thinking ...)
Expressing difficulty understanding the person	<ul style="list-style-type: none"> • Lo siento, no comprendí lo que dijiste. (Sorry, I didn't understand that.) • Por favor, ¿puede(s) repetir nuevamente lo que dijiste? (Could you please repeat that?) • ¿Me puede(s) explicar un poco más, por favor? (Could explain that a bit more?) • ¿Puede(s) esperar un momento, por favor? (Could you wait a bit please?) • ¿Puede(s) hablar un poco más despacio, por favor? (Could you speak more slowly please?)
Things to do if you want to gain more time to think	<ul style="list-style-type: none"> • Repeat the question you've just been asked • Reformulate what the other person has said (also to be sure that you have understood him/her correctly) • Use filler words/phrases like: <ul style="list-style-type: none"> – Ahh ... – Estoy pensando. (I'm thinking.)
Things to say if you have problems with your answer, especially not knowing a key word	<ul style="list-style-type: none"> • Try to use an explanation/example ¿Qué es la cosa que ... (what is the thing that ...) • Try to use a similar or opposite word Es lo opuesto a alto. (It's the opposite of short.)
Ending a conversation	<ul style="list-style-type: none"> • Gracias. (Thank you.) • Bueno me tengo que ir. (Well, I have to go.)

5 THE STANDARD AND EXPLANATORY NOTES

ACHIEVEMENT STANDARD 91570 (VERSION 1) SPANISH 3.3

Interact clearly using spoken Spanish to explore and justify varied ideas and perspectives in different situations

Level 3, Internal

6 credits

ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Interact using spoken Spanish to explore and justify varied ideas and perspectives in different situations.	Interact using convincing spoken Spanish to explore and justify varied ideas and perspectives in different situations.	Interact using effective spoken Spanish to explore and justify varied ideas and perspectives in different situations.

EXPLANATORY NOTES

1. This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2012.

2. Achieved

Interact clearly using spoken Spanish involves taking an active part in discussion with a degree of fluency and spontaneity. Taking an active part in discussion may be demonstrated by accounting for and sustaining own views. Spontaneity refers to the ability to maintain and sustain an interaction without previous rehearsal. Interaction may be hindered in some places by inconsistencies in, for instance:

- language features
- pronunciation
- intonation
- rhythm patterns
- delivery speed or audibility
- stress patterns
- tones.

Merit

Interact clearly using convincing spoken Spanish involves interaction showing:

- use of a range of language that is fit for purpose and audience
- generally successful selection from a repertoire of language features and strategies to maintain the interaction.

Interaction is not significantly hindered by inconsistencies.

Excellence

Interact clearly using effective spoken Spanish involves interaction showing:

- successful use of a range of language that is consistently fit for purpose and audience
- skilful selection from a repertoire of language features and strategies to maintain the interaction.

Interaction is not hindered by inconsistencies.

3. *Clearly* refers to language that gives no doubt as to intended meaning.
4. *Explore and justify varied ideas and perspectives* involves finding out about, evaluating, and giving explanations or evidence to support or challenge the ideas and perspectives of others.
5. *Different situations* refers to a range of culturally appropriate contexts in spoken Spanish e.g. informal and formal, social, conversational, cultural, familiar and impromptu or unrehearsed contexts. Interactions may be face-to-face or technologically facilitated.
6. Interactions are characterised by:
 - a genuine purpose
 - negotiating meaning
 - initiating and maintaining
 - participating and contributing
 - contextually appropriate language
 - use of cultural conventions e.g. courtesies, gestures
 - use of interactive strategies, such as fillers, questioning, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, apologising, pausing, prompting, seeking clarification.
7. Not all characteristics may be evident in one interaction.
8. The quality of the selection of interactions, considered as a whole, is more important than the length.
9. Look at the conditions for this achievement standard at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards/Learning-languages/Spanish>
10. This link has clear, simple explanations about how to do this standard: www.nzqa.govt.nz/ncea/subjects/languages/clarifications/3/interact/

6 ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
<p>The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student's overall contribution to the total interactions is about four to five minutes.</p> <p>Across the recordings, the student has interacted clearly using spoken Spanish.</p> <p>The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.</p> <p>The student accounts for and sustains their own views.</p> <p>The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.</p> <p>The student's participation is characterised by:</p> <ul style="list-style-type: none"> a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal) use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification appropriate use of cultural conventions such as courtesies and gestures. 	<p>The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student's overall contribution to the total interactions is about four to five minutes.</p> <p>Across the recordings, the student has interacted clearly using convincing spoken Spanish.</p> <p>The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.</p> <p>The student accounts for and sustains their own views.</p> <p>The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.</p> <p>The student's participation is characterised by:</p> <ul style="list-style-type: none"> use of a range of language that is fit for purpose and audience generally successful selection from a repertoire of language features and strategies to maintain the interaction a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal) use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification 	<p>The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student's overall contribution to the total interactions is about four to five minutes.</p> <p>Across the recordings, the student has interacted clearly using effective spoken Spanish.</p> <p>The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.</p> <p>The student accounts for and sustains their own views.</p> <p>The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.</p> <p>The student's participation is characterised by:</p> <ul style="list-style-type: none"> successful use of a range of language that is consistently fit for purpose and audience skilful selection from a repertoire of language features and strategies to maintain the interaction a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal) use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification

	<ul style="list-style-type: none"> appropriate use of cultural conventions such as courtesies and gestures. 	<ul style="list-style-type: none"> appropriate use of cultural conventions such as courtesies and gestures.
<p>The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</p> <p><i>No creo que crecer en España sea mejor que crecer en Nueva Zelanda.</i> <i>¿En serio? ¿Por qué?</i> <i>Porque en Nueva Zelanda podemos conducir desde los 16 años y eso nos da mucha libertad ya que no tenemos que depender de nuestros padres para ir a donde queremos.</i> <i>Sí, pero la vida social parece mucho más activa en los países hispanos.</i></p> <p>Communication is achieved overall, although interactions may be hindered in some places by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p>	<p>The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</p> <p><i>Es difícil para mí decir en qué país es mejor crecer, pero en mi opinión Nueva Zelanda tiene que ser uno de los mejores países para los adolescentes</i> <i>¿y qué te hace pensar así?</i> <i>Bueno, pues el hecho de que podamos conducir desde los 16 años, nos da más independencia de nuestros padres a la hora de planear nuestro tiempo libre.</i> <i>Pues sí, tienes razón, pero también hay que considerar que la vida social en Nueva Zelanda es bastante aburrida. Prácticamente no existen las fiestas en la calle.</i></p> <p>Interactions are not significantly hindered by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p>	<p>The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</p> <p><i>Todo el mundo piensa que su país es el mejor para la juventud y para disfrutar de la vida. Yo, no soy diferente y no dudo que Nueva Zelanda sea uno de los mejores lugares del mundo en el que crecer.</i> <i>Hombre, sí que está bien, pero si lo comparamos con, por ejemplo, España, diría que la vida social en Nueva Zelanda deja mucho que desear.</i> <i>Sí, ya, cada uno ve lo positivo de su patria, pero lo cierto es que hay cosas en Nueva Zelanda, como por ejemplo el hecho de que podamos conducir desde los 16 años, que no son accesibles en España, y la independencia que esto nos da a la hora de planear nuestro tiempo libre es digna de mención.</i></p> <p>Interactions are not hindered by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the achievement standard.

7 SUBMITTING YOUR TASKS AND PORTFOLIO

SUBMIT EACH TASK

Once you have completed each interaction assessment task (e.g. SPO3001Y3), upload it to the **SP3000C Interaction dropbox**.

Your teacher will give you **general feedback** about your interaction to support your learning and may suggest you complete more than two tasks. Make sure you name each file with the task code e.g.:

SPO3001Y3_(your first name_(your surname)_your ID

SPO3003Y3_(your first name_(your surname)_your ID

Keep your interaction video files in a safe place (e.g. a folder on your computer) as you may choose to submit this piece as part of your final interaction portfolio for AS91570.

CHECKLIST

Have you:

- interacted on the topic
- communicated information and justified ideas and opinions
- selected language features and strategies to maintain interaction
- communicated overall, despite inconsistencies?

Any questions about this, ask your Te Kura teacher.

SUBMIT YOUR PORTFOLIO

Before you finalise your portfolio with your teacher, check you have done the following:

- Completed at least two interaction tasks.
- Named the digital files appropriately with the task code, your name and student ID number
- Uploaded them to the **SP3000C Interaction dropbox**.
- Notified your teacher of the two interactions you want to include in your portfolio. Your Te Kura teacher will also be happy to give you advice and guidance about your final choice of two interactions, but the choice you make is ultimately your responsibility. Do this **well before** the final submissions are due so that you have time to consider and choose the best examples of your interaction skills.

The date for final submission of portfolios is the **end of September**.