



SPANISH



SPO3000W
WRITING PORTFOLIO GUIDE
NCEA LEVEL 3

SPANISH WRITING PORTFOLIO

NCEA LEVEL 3

Expected time to complete work

This work will take you about fifteen hours to complete.

You will work towards the following standard:

Achievement Standard 91572 (version 1) Spanish 3.5

Write a variety of text types in clear Spanish to explore and justify varied ideas and perspectives

Level 3, Internal

5 credits

In this guide you will focus on:

Developing a writing portfolio in which you will gather evidence of your ability to write a variety of text types in clear Spanish to explore and justify varied ideas and perspectives.

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1 INTRODUCTION

The assessment for Achievement Standard 91572 requires you to submit **at least two pieces** of writing in a writing portfolio, showing your ability to write a variety of texts in Spanish to explore and justify varied ideas and perspectives.

There are four separate tasks for you to choose from in this guide.

You can submit up to four pieces of writing, from which you will then choose at least two for your final submission.

The pieces of writing for your **final submission** will add up to a combined total of about **400–500 words**. At all times quality is more important than quantity.

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 writing portfolio includes this guide and four separate tasks for you to choose from.
- You should complete the related module first before you attempt the writing task. For example, do SPO3002 first, and then do the writing assessment SPO3002Y1.
- You have one opportunity to get general feedback from your teacher and improve on your writing on each task you submit.
- You should aim to complete the writing tasks (including any reworking after receiving feedback from you teacher) by the **end of September**.

2 CONDITIONS

- All the work that you include in your writing portfolio **must be entirely your own work**. Extracts from external sources should not be included without acknowledging the sources. Any extracts from external sources will not be considered in the final achievement judgement.
- 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 drafting and reworking.
- As you are expected to be able to work consistently at the level of language you display in your portfolio writing, we strongly advise you to **only** use the Spanish you have learnt during this course, or Spanish you know to be correct, and to use any additional resources with caution. The course material provides sufficient language for you to gain Excellence in this standard.
- Spanish from the Spanish language samples in the assessment schedule may not be used unless it is significantly reworked.
- There are **no reassessment opportunities** for this standard, so make sure you choose your best two pieces and let your teacher know before the end of September. If you are in doubt, you may discuss your choice with your Te Kura Spanish teacher.
- **The work you submit must be your own.** You may not copy or otherwise reuse Spanish that has been created by someone else. You may not ask someone else to do any writing for you.
- Plagiarism detection software may be used to check this is your own work.

SUPERVISOR REQUIREMENTS

- Supervision is not required for this assessment.
- Upload your draft and writing submissions to the **SP3000W Writing dropbox**.

3 PORTFOLIO TASKS

OVERVIEW

The following four writing tasks will help you provide evidence for the writing portfolio submission for Achievement Standard 91572.

Each task has separate instructions. You will find these below.

- SPO3002Y1 The importance of being healthy – write an article**
- SPO3004Y1 How to improve the education system – write a formal letter**
- SPO3006Y1 The New Zealand Government – write a blog entry**
- SPO3007Y1 People and places – write a commentary**

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

SPO3002Y1: THE IMPORTANCE OF BEING HEALTHY

TASK 1: WRITE AN ARTICLE IN SPANISH FOR A MAGAZINE AIMED AT TEENS ON THE IMPORTANCE OF BEING HEALTHY

You may include information like the following, but you can add anything you think is relevant:

- your opinion about why it is important to be healthy and your reason
- the consequences of being unhealthy
- the factors which contribute to having good health
- how teens can achieve good health through the factors above
- your opinion and justification of the benefits of having good health
- challenge or support an idea or perspective on something you read about general health
- how teens can reduce or avoid things or activities detrimental to their health
- a slogan to end your article.

SPO3004Y1: HOW TO IMPROVE THE EDUCATION SYSTEM

TASK 2: WRITE A FORMAL LETTER

Write a letter in Spanish to Sr. Eduardo Solís Alba (a Minister of Education of a Spanish speaking-country) in which you suggest aspects in the education system which could be improved.

You may include information like the following, but you can add anything you think is relevant:

- an introduction statement about why you have written the letter
- the things which can be improved, for example:
 - allowing students to wear casual clothes in secondary schools and why

PORTFOLIO TASKS

- improving the literacy rate and what can be done to achieve this
 - inclusion of a topic ‘choosing a career’ in the form class (consejería) in the final year of secondary school and why
 - suggestions about what should be covered when teaching the topic and why
 - promotion of tertiary education in the country and why
 - suggestions on how to encourage the population to undertake tertiary study
 - better training/professional development for primary and secondary school teachers and university lecturers and why. What needs to be done for the training to take place
 - a concluding statement.
- In your letter you could also include examples comparing other education systems you know about.

SPO3006Y1: THE NEW ZEALAND GOVERNMENT

TASK 3: WRITE A BLOG ENTRY ABOUT THE NEW ZEALAND GOVERNMENT.

You may include information like the following, but you can add anything you think is relevant:

- an introduction statement about the New Zealand Government
- the division of power of the New Zealand government
- democracy in New Zealand
- whether there is any threat to democracy in New Zealand and why
- participation of New Zealand citizen in the proposal and creation of laws
- your opinion and justification about the New Zealand government
- recommendation or advice to the New Zealand government about any issue you consider important
- an ending statement.

SPO3007Y1: PEOPLE AND PLACES

TASK 4: WRITE A COMMENTARY FOR A SHORT FILM

Write a commentary in Spanish to promote a Spanish-speaking country or a region in a Spanish-speaking country.

You may include information like the following, but you can add anything you think is relevant:

- identify the country or region, and explain where it is in relation to other places
- describe the country or region (for example: geography, climate, people, history, government, economy)
- describe what you can do or see there, such as activities, attractions, food, festivals
- give recommendations as to why people should visit this country or region
- make suggestions about when to visit, what to bring and how to travel in the country or region.

4 TIPS FOR SUCCESSFUL WRITING

Key things you need to do to gain this standard:

- submit two pieces of writing. The total length of your writing is approximately **400–500** words.
- Remember quality is more important than quantity.
- 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, the 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. Remember to refer to the Grammar Supplement (SPGS), a grammar reference book, grammar notes, a dictionary, spell and grammar checkers.
- Brainstorm your ideas or make a mind map, then write/type a draft. Edit it carefully as many times as you like, and, once you have received global feedback on your draft, incorporate suggestions for improvement into your final version.
- Make sure that your writing is structured in a way that fits the task (e.g. by using paragraphs, or by starting and finishing a letter appropriately) and that your information/ideas and/or opinions flow logically. Where appropriate, start a new paragraph for each new idea or example.
- Write using full sentences if appropriate, and explore and justify your ideas and perspectives as fully as you can. Show that you know how to use Spanish in a variety of ways.
- Proofread your work very carefully to make sure that understanding is not hindered by inconsistencies.

5 THE STANDARD AND EXPLANATORY NOTES

ACHIEVEMENT STANDARD 91572 (VERSION 1) SPANISH 3.5

Write a variety of text types in clear Spanish to explore and justify varied ideas and perspectives

Level 3, Internal

5 credits

ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Write a variety of text types in clear Spanish to explore and justify varied ideas and perspectives.	Write a variety of text types in clear convincing Spanish to explore and justify varied ideas and perspectives.	Write a variety of text types in clear effective Spanish to explore and justify varied ideas and perspectives.

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

Write a variety of text types in clear Spanish involves organising text in a linguistically and culturally appropriate format and style, and organising informed content which is fit for purpose and audience. Communication is achieved overall, despite inconsistencies such as:

- format
- spelling
- lexical choice
- level of formality
- language conventions
- language features.

Merit

Write a variety of text types in clear convincing Spanish involves developing ideas and perspectives in Spanish which is generally credible and connected. A range of language and language features are selected and used that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

Excellence

Write a variety of text types in clear effective Spanish involves developing ideas and perspectives in Spanish which is controlled and integrated. Language and language features are capably selected and successfully used that are fit for purpose and audience. Communication is not hindered by inconsistencies.

3. *Variety of text types* refers to a range of different text types which have been created for different audiences and purposes.
4. *Clear* refers to language that gives no doubt as to intended meaning.
5. *Explore and justify varied ideas and perspectives* involves evaluating and giving explanations or evidence to support own ideas and perspectives as well as supporting or challenging those of others.
6. The quality of the texts, considered as a whole, is more important than length.
7. Look this link for clear, simple explanations about how to do this standard.
www.nzqa.govt.nz/ncea/subjects/languages/clarifications/3/writing/

6 ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
<p>In clear Spanish, the student has produced at least two written texts of various types for the agreed scenarios.</p> <p>The total length of the texts is approximately 400–500 words.</p> <p>Across the texts, the student explores and justifies varied ideas and perspectives.</p> <p>They do this by:</p> <ul style="list-style-type: none"> evaluating and giving explanations or evidence to support their own ideas and perspectives supporting or challenging the ideas and perspective of others. <p>Their writing:</p> <ul style="list-style-type: none"> is organised in a linguistic and culturally appropriate format and style consists of content that is informed and fit for the purpose and audience makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example: 	<p>In clear, convincing Spanish, the student has produced at least two written texts of various types for the agreed scenarios.</p> <p>The total length of the texts is approximately 400–500 words</p> <p>Across the texts, the student explores and justifies varied ideas and perspectives.</p> <p>They do this by using language that is generally credible and connected to:</p> <ul style="list-style-type: none"> evaluate and give explanations or evidence to support their own ideas and perspectives support or challenge the ideas and perspectives of others. <p>Their writing:</p> <ul style="list-style-type: none"> demonstrates use of a range of language and language features that are fit for the purpose and audience is organised in a linguistic and culturally appropriate format and style makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example: 	<p>In clear, effective Spanish, the student has produced at least two written texts of various types for the agreed scenarios.</p> <p>The total length of the texts is approximately 400–500 words.</p> <p>Across the texts, the student explores and justifies varied ideas and perspectives.</p> <p>They do this by using language that is controlled and integrated to:</p> <ul style="list-style-type: none"> evaluate and give explanations or evidence to support their own ideas and perspectives support or challenge the ideas and perspectives of others. <p>Their writing:</p> <ul style="list-style-type: none"> demonstrates capable selection and successful use of a range of language and language features that are fit for the purpose and audience is organised in a linguistic and culturally appropriate format and style makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:

<p><i>Esta semana vimos la película “El mar adentro” y me ha llamado mucho la atención. El protagonista es alguien que después de 30 años sin poder moverse de la cama, tiene como deseo terminar su vida dignamente. Nunca he pensado en el tema de la eutanasia hasta ahora. Realmente no es algo que tenga una respuesta sencilla.</i></p> <p>Communication is achieved overall despite inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).</p> <p><i>The examples above are indicative samples only</i></p>	<p><i>Esta semana fui a ver la película “El mar adentro” de Alejandro Amenábar y tengo que decir que me impresionaron la historia y los temas de los que trata.</i></p> <p><i>Ramón, el protagonista, lleva más de 30 años sin poder moverse de la cama y su único deseo es terminar con su vida dignamente. El tema de la eutanasia no es algo en lo que haya pensado antes de ahora. De hecho, dudo que sea un tema en el que los adolescentes hayan pensado mucho.</i></p> <p>Communication is not significantly hindered by inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).</p> <p><i>The examples above are indicative samples only</i></p>	<p><i>Esta semana fui a ver una película española dirigida por Alejandro Amenábar, llamada “El mar adentro”. Tengo que decir que me impresionaron tanto la historia como los temas de los que trata.</i></p> <p><i>El protagonista, Ramón, es una persona que tras un accidente, se encuentra limitado a estar en cama. Después de 30 años, uno puede entender que quiera acabar con su propia vida. El tema de la eutanasia ha estado en los medios de comunicación en Nueva Zelanda, pero dudo que sea un tema al que muchos adolescentes hayan dedicado mucho tiempo.</i></p> <p><i>Realmente, si yo estuviera en la misma situación, no sé lo que haría. Lo mires como lo mires, es un tema que no tiene una respuesta sencilla.</i></p> <p>Communication is not hindered by inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).</p> <p><i>The examples above are indicative samples only</i></p>
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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 writing assessment task (e.g. SPO3002Y1), upload it to the **SP3000W Writing dropbox**.

Your teacher will give you **general feedback** about your writing to support your learning. You may then rework and improve it. Make sure you name your file with the task code e.g.:

SPO3002Y1_(your first name)_(your surname)_your ID

SPO3004Y1_(your first name)_(your surname)_your ID

After it is returned to you, keep your writing in a safe place (e.g. a folder or file on your computer) as you may choose to submit this piece as part of your final writing portfolio for AS91572.

CHECKLIST

Have you:

- written on the topic
- organised your writing in an appropriate format and style
- communicated information, and explored and justified varied ideas and perspectives
- 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:

- completed at least two tasks
- acted on the general feedback and guidance given by your Te Kura teacher to improve your writing. Your Te Kura teacher will also be happy to give you advice and guidance about your final choice of two texts, but the choice you make is ultimately your responsibility
- named the digital files appropriately with the task code, your name and student ID number
- upload them to the **SP3000W Writing dropbox**
- notified your teacher of the two tasks you want to include in your portfolio. Do this **well before** the final submissions are due so that you have time to consider and choose the best examples of your writing skills.

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