



TE REO PĀNIORA
SPANISH



SPO1000W
WRITING PORTFOLIO GUIDE
NCEA LEVEL 1



SPANISH PORTFOLIO WRITING

NCEA LEVEL 1

Expected time to complete work

This work will take you about 15 hours to complete.

You will work towards the following standard:

Achievement Standard 90912 (version 2) Spanish 1.5

Write a variety of text types in Spanish on areas of most immediate relevance

Level 1, Internal assessment

5 credits

Cover images

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INTRODUCTION

The Achievement Standard 90912 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 on areas of most immediate relevance.

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

You will select **two of your written texts** for your final submission. The two texts will add up to a combined total of about **300 words**. At all times quality is more important than length.

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

INSTRUCTIONS

- You should complete the corresponding module first before you attempt the writing task. For example, do SPO1004 first, and then do the writing assessment SPO1004Y1.
- 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 language 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 final writing submissions to the **SP1000W Writing dropbox**.

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WRITING PORTFOLIO TASKS

OVERVIEW

The following writing portfolio tasks will help you provide evidence for Achievement Standard 90912. They are organised in broad themes and contain a number of tasks each.

You will need to choose a minimum of three tasks from the following and submit writing texts that have a combined length of approximately **300 words**.

SPO1004Y1	A diary entry about a typical school day
SPO1008Y1	A postcard about places you have visited in New Zealand
SPO1011Y1	Your autobiography for a writing competition

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.

SPO1004Y1 A diary entry about a typical school day

Write a diary entry in Spanish for a typical school day.

You could include the following in your writing:

- the time you have breakfast
- the time you go to school
- the form of transport that you use to get there
- what your school is like (if you are not attending a school now, write about a school you have attended or visited, or about a school that is close to where you live)
- the subjects you study
- the subjects you like and dislike
- the things you have to do each day.

SPO1008Y1 A postcard about places you have visited in New Zealand

Write a postcard in Spanish to a friend about places you have visited in New Zealand.

You could include the following in your writing:

- date
- greeting
- some of the places you have visited in New Zealand
- where those places are located
- what you have done in these places
- your favourite city in New Zealand
- when you have visited there (season, month, how many times)
- what you have done there
- an explanation of your opinion about the city.

End your writing with a farewell and your name.

WRITING PORTFOLIO TASKS

SPO1011Y1 Your autobiography for a writing competition

Write your autobiography in Spanish for a writing competition.

You could include the following in your writing:

- when and where you were born
- where you lived when you were a child and what it was like
- what you used to like doing and with whom
- one of your most important childhood memories (an occasion, story or friend)
- where you live now and what it's like
- what you are doing now (school, work, family)
- what you like doing in your free time
- what you want to do in the future (study, work, travel, dreams)
- what you are going to do next year.

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 about **300 words**. Remember quality is more important than length
- communicate basic personal information, ideas and opinions
- 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 and any other details carefully.
- Go back through the modules of the SP1000 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 the SP1000 course. Remember to refer to the Grammar Supplement, a grammar reference book, grammar notes, a dictionary, spell and grammar checkers.
- Brainstorm your ideas or make a mind map, then write a draft. Edit it carefully as many times as you like, and then write your final version in PDF or Word format.
- 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 and develop your information/ideas/opinions as fully as you can. Some parts of a task – such as the recipe ingredients – will not require full sentences.
- Show that you know how to use language in a variety of ways and use language that is fit for the purpose and audience, e.g. use formal language if addressing the principal.
- Proofread your work very carefully to make sure that understanding is not hindered by inconsistencies.

TIPS FOR SUCCESSFUL WRITING

Communicating beyond the immediate context	
This includes:	Examples
Past events	<p>Cuando era niña, me levantaba siempre muy temprano.</p> <p>¿Qué ciudades has visitado en Nueva Zelanda? He visitado muchas ciudades, como Taupo, Rotorua, Auckland, Dunedin ...</p> <p>¿Adónde fuiste de vacaciones el verano pasado? Fui a casa de mis abuelos, que viven en un pueblo en la costa este de España.</p> <p>¿Qué te gustaba hacer cuando eras pequeña? Cuando era pequeña jugaba mucho en el parque con mis amigas.</p>
Future events	<p>¿Qué vas a hacer este fin de semana? Este fin de semana voy a estudiar mucho porque el lunes tengo un examen de matemáticas. No voy a poder salir con mis amigos.</p> <p>El año que viene voy a ir de vacaciones a Australia con mi familia.</p> <p>¿Cuándo nos vas a visitar en México? Mañana voy a jugar al rugby con mis amigos.</p>

Expressing and responding to personal ideas and opinions	
This includes:	Examples
Events in the present	<p>Vivo en Wellington.</p> <p>Tengo dos hermanas y un hermano.</p> <p>Me gusta mucho bailar.</p> <p>Tengo que estudiar por las tardes.</p> <p>¿Estudias o trabajas? Siempre leo mucho.</p> <p>Voy al colegio en coche todos los días.</p> <p>¿A qué hora te levantas? Me levanto a las 7 y media pero me despierto a las 7.</p> <p>Ahora estoy escribiendo un mensaje.</p>
Expressing likes and dislikes	<p>No me gusta el invierno porque llueve y hace mucho frío. Prefiero la primavera.</p> <p>Mi estación favorita es el verano. En verano normalmente hace buen tiempo y voy a nadar en el mar. Además estoy de vacaciones y puedo pasar más tiempo con mis amigos.</p>

Understanding, issuing, accepting and declining invitations	<p>¿Quieres ir al cine esta noche?</p> <p>Si, gracias, buena idea.</p> <p>No puedo, lo siento, tengo que estudiar.</p> <p>¿Qué te parece si organizamos una fiesta sorpresa para Tom?</p> <p>Me parece una idea estupenda.</p>
Comparing and contrasting information about people, places and things	<p>Mi hermano es mayor que yo.</p> <p>Auckland es más grande que Thames.</p> <p>El español no es tan difícil como el francés.</p>
Recognising, asking for, and expressing opinions with reasons	<p>¿Qué piensas del uniforme?</p> <p>No me gusta mucho, pero creo que es práctico.</p>
Expressing and responding to concern, surprise, happiness and interest about an event or fact	<p>Me he encontrado un billete de \$50.</p> <p>¡Qué suerte!</p> <p>No voy a poder ir a tu fiesta, lo siento.</p> <p>¡Qué pena!</p>
Understanding and expressing descriptions of activities, events, and facts in a sequence	<p>Primero fuimos al museo. Luego visitamos la torre.</p> <p>Después comimos en el café.</p>
Understanding and describing how to do or use something.	<p>Para hacer una tortilla española: Se baten los huevos, se cortan las cebollas, se pelan las patatas ...</p>

You are not allowed to use these example sentences in your assessment unless they are significantly modified.

5 THE STANDARD AND EXPLANATORY NOTES

Achievement Standard 90912 (version 2) Spanish 1.5

Write a variety of text types in Spanish on areas of most immediate relevance

Level 1, Internal assessment

5 credits

ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Write a variety of text types in Spanish on areas of most immediate relevance.	Write a variety of text types in convincing Spanish on areas of most immediate relevance.	Write a variety of text types in effective Spanish on areas of most immediate relevance.

EXPLANATORY NOTES

1. This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 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, 2010 at <http://seniorsecondary.tki.org.nz>.
2. Curriculum Level 6 includes the communication skills, language and cultural knowledge needed to write a variety of texts on areas of most immediate relevance.
3. Definitions

Write refers to composing and organising text in a linguistically and culturally appropriate format and style, and may include:

- drafting
- reworking over a period of time.

Write on areas of most immediate relevance refers to using language, related to basic personal information and past, present, and/or future experiences, in order to express personal information, ideas and opinions in culturally appropriate written Spanish.

Communication is achieved overall, despite inconsistencies, such as:

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

Convincing means that there is development of the information, ideas and opinions which is generally credible and connected. The writer selects and uses a range of language and language features that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

Effective means that there is development of the information, ideas and opinions which is controlled and integrated. The writer capably selects and successfully uses language and language features that are fit for purpose and audience. Communication is not hindered by inconsistencies.

Variety refers to texts selected from a range of different text types, which have been created for different purposes. At all times the quality of the texts in the selection, considered as a whole, is more important than length.

4. Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

6 ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
<p>The student writes a variety of text types in Spanish on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about 300 words.</p>	<p>The student writes a variety of text types in convincing Spanish on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about 300 words.</p>	<p>The student writes a variety of text types in effective Spanish on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about 300 words.</p>
<p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p>	<p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The texts show development of the information, ideas and opinions that is generally credible and connected.</p> <p>The student selects and uses a range of language and language features that are fit for the purpose and audience of the tasks.</p>	<p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The texts show development of the information, ideas and opinions that is controlled and integrated.</p> <p>The student capably selects and successfully uses a range of language and language features that are fit for the purpose and audience of the tasks.</p>
<p>The student achieves communication overall, despite inconsistencies in aspects such as format, spelling, lexical choice, level of formality, language conventions, or language features.</p>	<p>Inconsistencies do not significantly hinder communication.</p>	<p>Inconsistencies do not hinder communication.</p>

<p>Example Letter of complaint:</p> <p><i>Estimado Señor:</i> <i>Escribo para protestar por la habitación horrible que tuvimos en su hotel.</i> <i>Las camas eran demasiado pequeñas y no había agua caliente.</i> <i>No nos gustó nada. Quiero un reembolso del dinero que pagamos.</i> <i>Atentamente.</i> <i>Firma</i></p>	<p>Example Letter of complaint:</p> <p><i>Estimado Señor:</i> <i>Le escribo porque quiero protestar por la habitación tan horrible que tuvimos en su hotel hace dos semanas.</i> <i>Pedí una habitación con dos camas dobles.</i> <i>La habitación que nos dieron tenía solo camas individuales. Además no había agua caliente y tuvimos que tomar duchas frías.</i> <i>Atentamente.</i> <i>Firma</i></p>	<p>Example Letter of complaint:</p> <p><i>Estimado Señor:</i> <i>Le escribo para protestar por la habitación que nos dieron en su hotel hace dos semanas. He viajado mucho en los últimos años y esta habitación es la peor que he visto.</i> <i>Cuando hice la reserva, pedí una habitación con dos camas dobles pero en la habitación que nos dieron las camas eran solo camas individuales. Además, tampoco había agua caliente en el baño y no pudimos tomar una buena ducha porque estaba realmente fría.</i> <i>Atentamente</i> <i>Firma</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.

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SUBMITTING YOUR PORTFOLIO

Before you send your portfolio to your teacher, check you have done the following:

- 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 writing topic, your name and student ID number
- uploaded them to the **SP1000W 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.

You should aim to complete the writing tasks (including any reworking after receiving feedback from your Te Kura teacher) by the **end of September**.