



SPANISH



SPO2000C
INTERACTION PORTFOLIO GUIDE
NCEA LEVEL 2

SPANISH INTERACTION PORTFOLIO

NCEA LEVEL 2

Expected time to complete work

This work will take you about 15 hours to complete.

You will work towards the following standard:

Achievement Standard 91149 (version 2) Spanish 2.3

Interact using spoken Spanish to share information and justify ideas and opinions in different situations

Level 2, Internal

5 credits

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1 INTRODUCTION

This assessment activity for Achievement Standard 91149 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 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 SPO2001 first, and then do the interaction assessment SPO2001Y3.
- 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.
- **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

IMPORTANT

- 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.
- **When you record your conversation, you MUST NOT read anything on paper or on the screen. Try to be spontaneous and natural. If you read any notes, then your conversation is invalid. You cannot attempt the same task again.**
- 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 or a link to your video to the **SP2000C Interaction dropbox**.

3 PORTFOLIO TASKS

OVERVIEW

The following four interaction tasks will help you provide evidence for the interaction portfolio submission for Achievement Standard 91149.

Each task has separate instructions below.

SPO2001Y3 A student exchange programme.

SPO2005Y3 Invitation to meet a family.

SPO2007Y3 A recent holiday.

SPO2009Y3 The education system in New Zealand and Hispanic countries.

SPO2001Y3 A student exchange programme

Interact with your Spanish-speaking friend/conversation partner in Spanish about your interest in participating in a student exchange programme. You might base this on information you have received about such a programme.

1. You may include information like the following and you can add anything else you think is relevant. You could:
 - greet your teacher
 - tell him/her about the letter you received
 - ask your teacher
 - his/her opinion about exchange programmes
 - whether he/she has participated in an exchange programme what he/she likes most about the programme
 - for any advice to complete the application form
2. Justify any information, ideas and opinions you share.
3. End your interaction with a farewell.

SPO2005Y3 Invitation to meet a family

Interact with your Spanish-speaking friend/conversation partner in Spanish inviting them to meet a Puerto Rican family you know.

1. You may include information like the following and you can add anything else you think is relevant. You could:
 - greet your teacher
 - ask your teacher/friend/conversation partner if they are free on Saturday
 - invite your teacher/friend/conversation partner to meet a Puerto Rican family you know
 - ask your teacher/friend/conversation partner if they know any Puerto Rican family.
 - if 'yes' whether they get together with the family sometimes
 - if they think there are many Puerto Rican families in New Zealand

PORTFOLIO TASKS

- ask your teacher/friend/conversation partner if they know any other Hispanic families
 - If 'yes' whether they get together with these families
 - if they think that there are differences between families from different Hispanic countries when having guests for dinner
 - tell your teacher about the arrangements for Saturday.
2. Justify any information, ideas and opinions you share.
 3. End your interaction with a farewell.

SPO2007Y3 A recent holiday

Interact with your Spanish-speaking friend/conversation partner in Spanish about a holiday you had and where you would like to go on holiday next.

1. You may include information like the following and you can add anything else you think is relevant. You could:
 - greet your teacher/friend/conversation partner
 - tell him/her that you have been on holiday recently
 - ask your teacher/friend/conversation partner whether s/he has been on holiday recently ask your teacher/friend/conversation partner what s/he did and saw during the holiday talk about planning your last holiday
 - talk about where you went on holiday with whom why you chose that destination
 - give your opinion about the place you visited what you did and saw during the holiday
 - talk about whether you are planning to go on holiday again and if so, where why you would like to go on holiday to that place.
2. Justify any information, ideas and opinions you share.
3. End your interaction with a farewell.

SPO2009Y3 The education systems in New Zealand and Hispanic countries.

Interact with your Spanish-speaking friend/conversation partner in Spanish about differences and similarities in education systems you know about.

1. You may include information like the following and you can add anything else you think is relevant. You could:
 - greet teacher/friend/conversation partner
 - talk about your teacher/friend/conversation partner education system in their country
 - talk about whether the secondary system in their country has changed much from the time they started studying
 - talk about the literacy rate in their country and what has contributed to the literacy rate in their country
 - talk about education in New Zealand
 - talk about whether there is any similarity in the education system between NZ and Hispanic countries and what they are, if any to explain these

- tell what you would change in the current New Zealand education system
 - give your opinion about the future direction of the New Zealand education system.
2. Justify any information, ideas and opinions you share.
 3. End your interaction with a farewell.

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 (SPO2000C) 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 **SP2000C Interaction dropbox** in mp4 format.

Name your completed task, for example, **SPO2005Y3_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 minutes**. Remember quality is more important than length.
- Share information and justify 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, assessment schedule and any other details.
- Go back through the modules of the SP2000 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 SP2000 course.
- Share 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 time 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 91149 (VERSION 2) SPANISH 2.3

Interact using spoken Spanish to share information and justify ideas and opinions in different situations

Level 2, Internal

5 credits

ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Interact using spoken Spanish to share information and justify ideas and opinions in different situations.	Interact using convincing spoken Spanish to share information and justify ideas and opinions in different situations.	Interact using effective spoken Spanish to share information and justify ideas and opinions in different situations.

EXPLANATORY NOTES

1. This achievement standard is derived from the Level 7 Communication, Language Knowledge, and Cultural Knowledge strands in the Learning Languages Learning Area 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. *Interact using spoken Spanish* involves communicating information, giving explanations or providing evidence to support own views and/or the views of others.

Communication is achieved overall, despite inconsistencies in relation to:

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

Interact 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.

Communication is not significantly hindered by inconsistencies.

Interact using effective spoken Spanish involves interaction showing:

- 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.

Communication is not hindered by inconsistencies.

3. *Interact in different situations* involves a range of culturally appropriate spoken exchanges in Spanish e.g. informal and formal, social, conversational, cultural, routine, and impromptu or unrehearsed contexts. Interactions could be face to face or technologically facilitated.

4. Interactions are characterised by:

- a genuine purpose
- negotiating meaning
- initiating and maintaining
- participating and contributing
- contextually appropriate language
- use of cultural conventions eg courtesies, gestures
- use of interactive strategies such as fillers, questioning, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, apologising, pausing, prompting, seeking clarification.

Not all characteristics may be evident in one interaction.

At all times the quality of the selection of interactions, considered as a whole, is more important than the length.

5. Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.
6. Look at this link for clear, simple explanations about how to do this standard. www.nzqa.govt.nz/ncea/subjects/languages/clarifications/2/interact/

6 ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
Interactions use spoken Spanish to share information and justify ideas and opinions.	Interactions use convincing spoken Spanish to share information and justify ideas and opinions.	Interactions use effective spoken Spanish to share information and justify ideas and opinions.
The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes.	The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes.	The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes.
The student's overall contribution to the total interactions is about 4 minutes.	The student's overall contribution to the total interactions is about 4 minutes.	The student's overall contribution to the total interactions is about 4 minutes.
Interactions are characterised by the appropriate use of language features and strategies, such as fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification.	<p>A range of language is used that fits the specific purpose and audience of each interaction.</p> <p>The interactions are maintained by the student through generally successful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification.</p>	<p>A range of language is used that consistently fits the specific purpose and audience of each interaction.</p> <p>The interactions are maintained by the student through skilful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification.</p>
Cultural conventions are used where appropriate.	Cultural conventions are used where appropriate.	Cultural conventions are used where appropriate.
Communication is achieved overall, although interactions may be hindered in some places by inconsistencies.	Interactions are not significantly hindered by inconsistencies.	Interactions are not hindered by inconsistencies.

<p>Example</p> <p><i>-Tengo que escoger las asignaturas para el próximo año y no sé qué hacer. ¿Tú que eliges?</i></p> <p><i>-Yo escojo español y arte. En mi opinión, aprender un idioma es muy importante y el arte es bueno para tener más cultura. Tú eres bueno en francés, ¿por qué no aprendes español?</i></p> <p><i>-Sí, tienes razón. El español me ayudará en el futuro, en mis viajes al extranjero. ¡Fantástico! Está decidido.</i></p>	<p>Example</p> <p><i>- Se acerca el final del curso y llega el momento de escoger optativas. ¿Tú que vas a hacer?</i></p> <p><i>- Pues creo que escogeré español y arte. Me parece que aprender idiomas es imprescindible en la vida moderna: no sólo para viajar sino también para trabajar. Yo pienso que deberías tomar español, ¡tú tienes habilidades!</i></p> <p><i>- Quizás, sí, ¡estoy de acuerdo! Tomaré español durante un año para ver si me gusta y si soy capaz de hablar en otra lengua. ¡Gracias por el consejo!</i></p>	<p>Example</p> <p><i>- El plazo para escoger las asignaturas del año que viene está a punto de vencer y no tengo claro qué hacer. ¿Tú ya lo sabes?</i></p> <p><i>- Teniendo en cuenta mi currículum, lo más aconsejable es continuar con el español y el arte. Yo creo que deberías tomar también español: piensa en lo práctico que te será en el futuro, ¡además tienes muchas habilidades!</i></p> <p><i>- Sí, claro, pero me preocupa no poder comunicarme ...</i></p> <p><i>- Bueno, la comunicación se adquiere con la experiencia y la práctica.</i></p> <p><i>- Tienes toda la razón. Y si tomo español iría a España para hacer un intercambio... sí, ¡sería una gran experiencia! Muchísimas gracias, me has ayudado mucho a tomar una decisión.</i></p>
<p>The examples above are indicative samples only.</p>	<p>The examples above are indicative samples only.</p>	<p>The examples above are indicative samples only.</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. SPO2001Y3), upload it to the **SP2000C 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.:

SPO2001Y3_(your first name_(your surname)_your ID

SPO2005Y3_(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 AS91134.

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 **SP2000C 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**.