



## **SPANISH**



**SPO2000W**  
**WRITING PORTFOLIO GUIDE**  
**NCEA LEVEL 2**

# SPANISH WRITING PORTFOLIO

## NCEA LEVEL 2

### **Expected time to complete work**

This work will take you about fifteen hours to complete.

### **You will work towards the following standard:**

Achievement Standard 91152 (version 2) Spanish 2.5

**Write a variety of text types in Spanish to convey information, ideas, and opinions in genuine contexts**

Level 2, 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 communicate information, ideas, and opinions in genuine contexts.

Cover images: Map of Spain; Map of South America, © Bigstockphoto: 1181729; 7438222

Copyright © 2019 Board of Trustees of Te Aho o Te Kura Pounamu, Private Bag 39992, Wellington Mail Centre, Lower Hutt 5045, New Zealand. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means without the written permission of Te Aho o Te Kura Pounamu.

# 1 INTRODUCTION

The assessment for Achievement Standard 91152 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 communicate information, ideas, and opinions in genuine contexts.

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 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 SPO2002 first, and then try the writing assessment SPO2002Y1.
- 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 **SP2000W Writing dropbox**.

## 3 PORTFOLIO TASKS

### OVERVIEW

The following four writing tasks will help you provide evidence for the writing portfolio submission for Achievement Standard 91152.

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

- SPO2002Y1     First impressions – A letter to a friend**
- SPO2004Y1     Going to Cuba – A blog entry**
- SPO2006Y1     A New Zealand festival – A magazine article**
- SPO2010Y1     Advising about travelling – An email to a friend**

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.

### SPO2002Y1: FIRST IMPRESSIONS – A LETTER TO A FRIEND

Write a letter to a friend in Spanish about your first impressions of Spain and your host family.

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

- the date
- a greeting to your (New Zealand) friend (María)
- where you are now in Spain
- what your first impressions of Spain are
- what your host family is like
- how you feel about being with your host family
- what things you like and dislike so far
- what your future plans are to improve your Spanish
- how different your opinion about the exchange programme is now from before you started it (if it has not changed, that you still have the same opinion and what this is)
- tell your friend that you have to go because your host mother is calling you
- ask your friend if they are going to write to you soon
- a farewell.

### **SPO2004Y1: GOING TO CUBA – A BLOG ENTRY**

Write a blog entry in Spanish about your wish to go to Cuba.

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

- that you have always wanted to go to Cuba
- why you have always wanted to go to Cuba
- what prevented you from going to Cuba until now
- what you are doing to be able to overcome what has prevented you from going to Cuba
- that you are planning to go to Cuba and when
- what you have done so far to organise your trip to Cuba
- what you would do when you visit Cuba
- ask any of your Cuban friends in your online social network whether you can stay with them
- ask for advice from your Cuban friends in the online social network about anything you need to take into consideration when planning your trip and anything else you need to arrange before travelling to Cuba
- farewell.

### **SPO2006Y1: A NEW ZEALAND FESTIVAL – A MAGAZINE ARTICLE**

Write an article in Spanish for a student language magazine about a New Zealand festival.

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

- where and when the festival is celebrated
- the origin of the festival
- how the festival is celebrated nowadays
- your experience of participating in the festival
  - when you went
  - what you did
  - any interesting moments
- your opinion of the festival
- whether you are planning to participate in future festivals
- encourage other students to participate or not in the festival and why.

## **SPO2010Y1: ADVISING ABOUT TRAVELLING – AN EMAIL TO A FRIEND**

Write an email in Spanish advising a friend about travelling to Argentina.

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

- asking how their plans for travelling to Argentina are going
- when they will travel
- what their itinerary will be
- explaining your itinerary when you travelled to Argentina
- asking them if they are planning to visit other South American countries and if 'yes', that they could stay with friends you have there
- pointing out that there are a lot of things to do and see in Argentina
- advising them to
  - go to San Telmo and what they could see and do there
  - take tango lessons and why
  - go to a soccer match because it is part of the Argentinian culture
  - go to La Pampa and what they could see and do there
- expressing that you are sure they will enjoy their time in Argentina
- a farewell greeting.

## 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** words.
- Remember quality is more important than quantity.
- Communicate information, and express 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, the 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. 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 communicate information, and express and justify ideas and opinions 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 91152 (VERSION 2) SPANISH 2.5

Write a variety of text types in Spanish to convey information, ideas, and opinions in genuine contexts

Level 2, Internal

5 credits

Achievement	Achievement with Merit	Achievement with Excellence
Write a variety of text types in Spanish to convey information, ideas, and opinions in genuine contexts.	Write a variety of text types in convincing Spanish to convey information, ideas, and opinions in genuine contexts.	Write a variety of text types in effective Spanish to convey information, ideas, and opinions in genuine contexts.

### 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. *Write* refers to organising text in a linguistically and culturally appropriate format and style, and may include:
  - drafting
  - reworking over a period of time.

*Write a variety of text types in Spanish to convey information, ideas, and opinions in genuine contexts* involves writing texts that fulfil communicative intents that are as realistic as possible, and that communicate information, and express and justify ideas and opinions. Communication is achieved overall, despite inconsistencies, such as:

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

*Write a variety of text types in convincing Spanish to convey information, ideas, and opinions in genuine contexts* involves developing and connecting information, ideas, and opinions in Spanish that is generally credible. 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.

*Write a variety of text types in effective Spanish to convey information, ideas, and opinions in genuine contexts* involves developing and integrating information, ideas, and opinions in Spanish that is controlled. A range of language and language features that are fit for purpose and audience are capably selected and successfully used. Communication is not hindered by inconsistencies.

3. *Variety refers to a selection made from a range of different texts created for different audiences and purposes. At all times the quality of the texts in the selection, considered as a whole, is more important than length.*
4. *Genuine contexts refers to real-life rather than contrived or artificial situations. Where situations involve simulation, the simulation should be as realistic as possible: ie plausible, rather than contrived.*
5. *A range of commonly used real-life resources may be used to support drafting and reworking.*
6. *Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.*
7. *Look at this link for clear, simple explanations about how to do this standard. [www.nzqa.govt.nz/ncea/subjects/languages/clarifications/2/writing/](http://www.nzqa.govt.nz/ncea/subjects/languages/clarifications/2/writing/)*

## 6 ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
Spanish is used to communicate and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.	Convincing Spanish is used to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.	Effective Spanish is used to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.
The texts fulfil the communicative intents of the tasks and are characterised by the selection of language and language features fit for the task and audience. Cultural conventions are used where appropriate.	Opinions, information, and ideas are generally expressed in a credible and connected way. A range of language and language features are used that fit the specific purpose and audience for each text type, using cultural conventions where appropriate.	Opinions, information, and ideas are expressed in a controlled and integrated way. A range of language and language features are capably selected and successfully used to fit the specific purpose and audience for each text type, using cultural conventions where appropriate.
Communication is achieved overall, although there may be inconsistencies in choice and use of language features.	Communication is not significantly hindered by inconsistencies in choice and use of language and language features.	Communication is not hindered by inconsistencies in choice and use of language and language features.
The overall selection of text types is approximately 400 words.	The overall selection of text types is approximately 400 words.	The overall selection of text types is approximately 400 words.

## ASSESSMENT SCHEDULE

<p><b>Example</b></p> <p><i>Nuestro país es muy bonito. Si te gusta caminar, deberías ir a Waitakere en Auckland. ¡Es precioso!</i></p> <p><i>También se pueden practicar muchos deportes de aventura: rafting, paracaidismo, la vela o visitar el glaciar Franz Joseph.</i></p> <p><i>También hay muchas actividades culturales: el museo Te Papa en Wellington, para aprender sobre la cultura maorí o pueblos antiguos como Russel. En Rotorua te bañarás en piscinas de agua caliente, ¡es fantástico!</i></p>	<p><b>Example</b></p> <p><i>Nueva Zelanda te va a encantar. Tanto en verano como en invierno, hay miles de actividades para hacer.</i></p> <p><i>Si te gustan los deportes, ¡estás en el lugar perfecto! Aquí podrás practicar la vela o bien hacer rafting o saltar en paracaídas.</i></p> <p><i>Si por el contrario prefieres conocer en profundidad mi cultura, en tal caso, deberías ir al museo Te Papa en Wellington que es uno de los mejores del mundo y es muy interesante, culturalmente hablando. También recomiendo ir a Rotorua, que es muy famoso por sus géiseres y sus zonas termales. Bañarte en una piscina de agua caliente es una experiencia que nunca olvidarás.</i></p>	<p><b>Example</b></p> <p><i>La ciudad más grande, Auckland, es mundialmente conocida como “la ciudad de las velas.” Si vienes, practicaremos el deporte rey, la vela. El puerto es muy hermoso así que será una experiencia que nunca olvidarás.</i></p> <p><i>Te sugiero que traigas suficiente dinero porque podremos hacer rafting o saltar en paracaídas, ¡es muy popular!</i></p> <p><i>No podemos olvidarnos de la cultura maorí, ¡por supuesto! Trataremos de volar a Wellington para conocer de primera mano Te Papa, un museo autóctono que te encantará... Y para entender las raíces de otro pueblo favorito es indispensable sumergirse en las aguas termales de Rotorua.</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 writing assessment task (e.g. SPO2002Y1), upload it to the **SP2000W 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.:

**SPO2002Y1\_(your first name)\_(your surname)\_your ID**

**SPO2004Y1\_(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 AS91152.

## CHECKLIST

Have you:

- written on the topic
- organised your writing in an appropriate format and style
- communicated information, and expressed and justified ideas and opinions
- 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 **SP2000W 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.

Aim to complete the final submission of your portfolio by the **end of September**.