



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard

Spanish Level 1

This exemplar supports assessment against:

Achievement Standard 91972

**Interact in spoken Spanish to share and respond to information, ideas,
and opinions**

An annotated exemplar is a sample of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade.

New Zealand Qualifications Authority

To support internal assessment

Grade: Achieved

For Achieved, the student needs to interact in spoken Spanish to share and respond to information, ideas, and opinions.

This involves using relevant language in unrehearsed and unscripted conversation, and referring to events or experiences in the present as well as the past or future. Communication will be achieved overall despite inconsistencies. Language use should be appropriate to the context of an immediate spoken response.

The assessed student is on the left in video 1 and the right in video 2.

The student has referenced the present and past to communicate ideas and express opinions about friends and how they spent their weekend. Some details are provided, e.g. *“La comida fue muy mala”* and *“Jared es muy tonto y divertido”*, and questions and exclamations are utilized as interactive strategies, e.g. *“¡que guay!”*, *“Fenomenal!”*, *“¿y tú?”*.

Communication is achieved overall, despite inconsistencies. The language used is at the expected level, up to and including level 6 of the New Zealand Curriculum.

For Merit, the student could build on aspects of the information, ideas, and opinions exchanged, beyond simple answers like *“sí, sí”*, *“muy bien”*. For example, they could explain why they were at the beach with their mother and father, or give details beyond *“muy bien”* to describe the hotel. There would be additional evidence of a range of language beyond very simple sentences, using simple conjunctions like ‘por que’ or ‘y’. There should also be additional evidence of interactive strategies, e.g. in the first conversation the student could have asked the name of the restaurant or what type of food the other student had.

Grade: Merit

For Merit, the student needs to interact capably in spoken Spanish to share and respond to information, ideas, and opinions.

This involves using interactive strategies to support the conversation and a range of language. There will be evidence of building on aspects of the information, ideas, and opinions exchanged. Communication will not be significantly hindered by inconsistencies.

The assessed student is on the right in video 1 and on the left in video 2.

The student has used a range of language capably to talk about special places and chores. Some more complex structures are attempted, e.g. *“Después del colegio también voy a limpiar mi habitación porque mi madre dice que es importante para mí...pero en mi tiempo aquí he aprendido que Wanaka es muy caro porque hace dos semanas fui al supermercado y había aguacates por 10 dólares”*.

The student builds on information, and comments on the other’s information, e.g. *“tu lugar especial es Wanaka, yo también”*.

Interactive strategies support communication, e.g. *“¡qué guay!, interesante, cuando no hay turistas es muy tranquilo, ¿prefieres trabajar en equipo o solo?”*
Communication is not significantly hindered by inconsistencies.

For Excellence, pronunciation would be more consistently clear, e.g. *“guay”*, *“preferio”*, *“dolores”*, etc., and there would be further evidence of consistent mastery of language across the conversations, avoiding conjugation errors such as *“prefieras”*, structural errors such as *“es no necesario”*, or vocabulary errors like *“comer la cocina”*.

Grade: Excellence

For Excellence, the student needs to interact skilfully in spoken Spanish to share and respond to information, ideas, and opinions.

This involves successfully using interactive strategies that enhance the conversation and a range of language. Communication will not be hindered by inconsistencies.

The assessed student is on the left in video 1 and on the right in video 2.

The student has successfully used a range of well-connected language to share personal information about their special place and about schools, e.g. *“he vivido”, “sin embargo”, “a la gente le gusta”, “va a esquiar”, “cuando estaba...esquiaba pero”, “para mi, no creo que sea suficientemente grande”, “super chulo”, “volveré”, “Espero que lo disfrutes”*.

A variety of interactive strategies are used consistently to enhance the interaction, such as asking for clarification, reacting, and prompting. There is evidence of enriched information and ideas, e.g. *“Me gusta escuela porque puedo pasar tiempo con mis amigos en todas mis clases.”* The student builds on the other person's information, e.g. *“Si, en el futuro voy a viajar”* and *“Yo voy al centro de recreo esta noche porque voy a jugar netbol”*, and is able to discuss different aspects of a topic with flexibility.

There are some errors in vocabulary choice, e.g. *“trabajé for caminé”*, but natural pauses and small errors are not unexpected at this level and do not hinder communication. It is not an expectation for Excellence that the work be error free.