



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

Exemplar for Internal Achievement Standard Spanish Level 2

This exemplar supports assessment against:

Achievement Standard 91149

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

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

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to interact using effective spoken Spanish to communicate information and justify ideas and opinions in different situations. Interactions need to give explanations or provide evidence to support their own views and/or the views of others.</p> <p>Effective Spanish will be shown by a range of language that is consistently fit for the context, and by skilful selection from a repertoire of language features and strategies to maintain the interaction.</p> <p>Communication will not be hindered by inconsistencies.</p> <p>This student shares and justifies ideas, information and opinions, e.g. <i>'creo que visitaré mi hermano en Argentina donde podré hablar español todo el tiempo'</i>, <i>'creo que deberías hablar con tus padres y diles sobre tu problema'</i> and <i>'deberías preguntarle ¿por qué?'</i></p> <p>The student gives explanations supporting her own views, e.g. <i>'espero que aprenderé...después iré a la universidad donde estudiaré'</i>.</p> <p>The student maintains interaction through a skillfull selection of language features and strategies, such as agreeing with the other speaker, e.g. <i>'creo que es una buena idea tener un trabajo'</i>, <i>'problemente tienen razón'</i> and <i>'qué horror!'</i>, offering further explanation, e.g. <i>'no tengo familia allí, pero fui con mi familia'</i>, <i>'yo estaba muy mareada porque hacia demasiado calor'</i>, <i>'también olvidé mi sombrero aquel día'</i>, and asking questions, e.g. <i>'¿con quién fuiste?'</i>, <i>'¿Has ido ahí?'</i> and <i>'¿Qué vas hacer en las vacaciones próximas?'</i></p> <p>For a more secure Excellence, there could be additional and more consistent evidence of language features and strategies to maintain the interaction, e.g. in the holiday interactions, the student could link some ideas together and work on using fillers to avoid long pauses.</p>

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to interact using convincing spoken Spanish to communicate information and justify ideas and opinions in different situations. Interactions need to give explanations or provide evidence to support their own views and/or the views of others.</p> <p>Convincing Spanish will be shown by a range of language that is fit for the context, and by generally successful selection from a repertoire of language features and strategies to support the interaction.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>The student communicates in different situations, giving her opinion and offering advice, e.g. <i>'tus padres son muy estrictos pero es porque te aman y son protectivos'</i>, and justifying her ideas and choices with explanations to support own view, e.g. <i>'Me gustaría ir a Andalucía, porque tengo un mapa en mi dormitorio de Andalucía y hay una costa allí que se llama la costa de luz y me interesa'</i>.</p> <p>The student selects language to fit the purpose and audience, and interaction is convincingly maintained, e.g. <i>'¿has hablado con tus padres sobre este problema?'</i>. The student also elaborates on her partner's ideas, e.g. <i>'pienso que deberías hablar'</i>, <i>'¿Qué hiciste en tu últimas vacaciones?'</i>, <i>'si ganara la lotería, me gustaría ir'</i>, asks clarifications on meaning, e.g. <i>cómo se dice 'persuade'</i>, and uses it after <i>'puedes persuadirlos'</i>.</p> <p>To reach Excellence, the clear delivery of the message will not be hindered by inconsistencies such as <i>'me gustaría ver ayudaste, ayudando en la casa'</i>, <i>'no la costa me dijeron'</i>.</p> <p>Also, for Excellence there needs to be additional evidence of successful selection from a repertoire of language features.</p>

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to interact using convincing spoken Spanish to communicate information and justify ideas and opinions in different situations. Interactions need to give explanations or provide evidence to support their own views and/or the views of others.</p> <p>Convincing Spanish will be shown by a range of language that is fit for the context, and by generally successful selection from a repertoire of language features and strategies to support the interaction.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>The student supports her ideas and gives explanations, e.g. <i>‘yo no sé ahora, pero pienso que mi familia y yo iremos’, ‘me gustaría vivir en NZ, pero viajaré después la universidad’</i>.</p> <p>There is a range of language, such as giving advice and offering solutions for specific problems, e.g. <i>‘te recomiendo visitar la isla sur, si fuera tú encontraría diferentes cosas para hacer, iría al gimnasio’</i>.</p> <p>The student uses a range of conversational language strategies such as enquiring to get more information, e.g. <i>‘por qué tu bebes?’</i>, <i>‘qué pasa?’</i>, <i>‘te gustaría viajar y dónde?’</i>, agreeing with the other speaker, e.g. <i>‘qué interesante!’</i>, and asking for clarification when she does not understand, e.g. <i>‘repite por favor!’</i>.</p> <p>For a more secure Merit, inconsistencies will have less impact on communication of the message, e.g. <i>‘para mucho frío’, ‘cuando yo soy con otras gentes’</i> and <i>‘mis amigos queran a mi fumar, mis amigos no se gustan mi’</i>.</p> <p>Also, there could be additional evidence of a range of language features and strategies to maintain the interaction (especially in the holiday interaction).</p>

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to interact using spoken Spanish to communicate information and justify ideas and opinions in different situations. Interactions need to provide evidence to support their own views and/or the views of others.</p> <p>Communication will be achieved overall despite inconsistencies.</p> <p>The student shares and justifies ideas, information and opinions by giving advice, e.g. <i>'deberías hablar con tus padres'</i>, <i>'podrías decir que no, no dan suficiente dinero y que necesitas más dinero'</i>, <i>'creo que tienes que ser algo que te gusta mucho'</i>, and supporting his ideas, e.g. <i>'yo quiero estudiar porque creo que la música es muy interesante'</i>.</p> <p>He acknowledges the other speaker and asks a few questions to seek further understanding, e.g. <i>A sí? Por qué? ¿Te gusta Australia? ¿Cuántos primos tienes?</i></p> <p>There is evidence of some strategies to maintain the interaction, however this could be more consistent across all pieces of evidence e.g. <i>Cuando termine el colegio en dos años quiero estudiar el...el audio de ingeniería, sí, y, quiero estudiar en la universidad de Mainz y es en la ciudad de Auckland; en dos años cuando termine de estudiar, quiero ...viviré en los Estados Unidos'</i></p> <p>For Merit there will be additional evidence of interactive features e.g. to cope with not remembering <i>'Fui cuando, I can't remember'</i>, and to avoid overly long pauses</p> <p>Also, communication will not be significantly hindered by inconsistencies arising from misunderstandings, pronunciation, long pauses and missing language, e.g. <i>'decir a ellos que podrían confiar en tú'</i>, <i>'no preocupan con tus amigos'</i> and mother tongue interference, e.g. <i>'el año pasado y fui a Los Angeles y...ah yeah'</i>.</p>

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to interact using spoken Spanish to communicate information and justify ideas and opinions in different situations. Interactions need to provide evidence to support their own views and/or the views of others.</p> <p>Communication will be achieved overall despite inconsistencies.</p> <p>This students shows evidence of being able to communicate in different situations by giving advice, e.g. <i>'deberías hablar con tus padres sobre tus amigos y explicar... que tus amigos son muy simpáticos y no toman drogas y no fuman'</i>.</p> <p>The student attempts to justify his own ideas, e.g <i>'Deberías continuar con tus educación y posiblemente vas a universidad'</i>, <i>'porque los deportes son muy bien, si quieres vivir una vida sana'</i>, <i>'en Australia comimos mucho carne'</i> and <i>'mis primas son muy musculoso'</i>.</p> <p>The student uses some strategies in his interactions, by asking questions in order to find out more about a specific problem, e.g. <i>'¿Por qué querrás tener mucho dinero?'</i> and <i>'¿Necesitas comprar muchas cosas?'</i>.</p> <p>For a more secure Achieved, additional evidence is needed of the use of language features which are fit for purpose and audience, e.g. avoiding phrases such as <i>'iré a un universidad extranjero'</i> and <i>'debería decir que tú necesitas más dinero'</i>.</p> <p>The student could use interactional strategies to reduce the mother tongue interference, e.g. <i>'What does it mean?'</i> and <i>'What does 'digo' mean?'</i>.</p> <p>Also, inconsistencies will have less impact on the communication of the message, e.g. <i>'cuando mi colegio terminar'</i>, <i>'en Australia posiblemente y también continuar jugar'</i>.</p> <p>Further, for a more secure Achieved, additional evidence is needed that the student is able to justify her ideas, e.g. justification could be provided for <i>'Posiblemente Inglaterra porque es muy lindo en a Inglaterra'</i>.</p>

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to interact using spoken Spanish to communicate information and justify ideas and opinions in different situations. Interactions need to provide evidence to support their own views and/or the views of others.</p> <p>Communication will be achieved overall despite inconsistencies.</p> <p>There is some evidence of communicating in different situations, with some evidence of justification, e.g. <i>‘Pienso que para tu futuro porque es muy importante y estudia signaturas que te gusta porque’, ‘Terminaré colegio iré a la universidad y estudiaré la médica porque me gusta saiencias y médica es muy interesante’.</i></p> <p>There is an attempt at using language features to express future hopes, e.g. <i>‘terminaré colegio, estudiaré la médica’.</i></p> <p>To reach Achieved, inconsistencies will not hinder communication, e.g. partial sentences <i>‘¿Quéen tus last holidays?’</i>, <i>‘¿Con quién...?’.</i></p> <p>Also, long pauses and mispronunciation will not deter from the message being communicated. For example, with the phrase <i>‘No fue muy abrido’</i>, the student’s partner does not understand whether the intended word is <i>‘abrido’</i> or <i>‘aburrido’</i>.</p> <p>For Achieved, there needs to be evidence of additional mastery of language at this level to ensure that the interaction is comprehensible.</p>