



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

Exemplar for Internal Achievement Standard Spanish Level 3

This exemplar supports assessment against:

Achievement Standard 91570

Interact clearly using spoken Spanish to explore and justify varied ideas and perspectives 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 clearly using effective spoken Spanish to explore and justify varied ideas and perspectives.</p> <p>This involves the student accounting for and sustaining their own views, and finding out about, evaluating and giving evidence to support or challenge the ideas and perspectives of others. There will be successful use of a range of language, and skilful selection from a repertoire of language features and strategies to maintain the interaction.</p> <p>Interaction will not be hindered by inconsistencies.</p> <p>The exemplified student speaks first in interactions 1 and 3.</p> <p>This student explores personal views and supports them by giving justified reasons, evaluating the impact, and asking for the other speaker's perspective, e.g. <i>'hace 10 años, he conocido algunos de mis mejores amigos a través el fútbol, bueno, en España tenemos inmigrantes a causa de la guerra civil, me encantaría vivir porque me interesa mucho'</i> and <i>'¿crees que los inmigrantes tienen efectos positivos o negativos'</i>.</p> <p>Interaction is maintained through a skilful selection of language features and strategies, such as advising others, seeking clarification, prompting and recognising cues, e.g. <i>'es importante que visites'</i>, <i>'pues en mi opinión'</i>, <i>'qué piensas de la situación'</i>, <i>'es importante que tengas cuidado con respeto a'</i> and <i>'podrías decirme'</i>.</p> <p>For a more secure Excellence, there could be additional and more consistent evidence of a range of language that is conducive to making it fit for purpose by taking a more active role in leading the interaction.</p>

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to interact clearly using convincing spoken Spanish to explore and justify varied ideas and perspectives.</p> <p>This involves the student accounting for and sustaining their own views, and finding out about, evaluating and giving evidence to support or challenge the ideas and perspectives of others. There will be a range of language and generally successful selection from a repertoire of language features and strategies to maintain the interaction.</p> <p>Interaction will not be significantly hindered by inconsistencies.</p> <p>The exemplified student speaks first in all interactions.</p> <p>This student explores and justifies ideas and perspectives by giving reasons and points of view and referring to prior knowledge on the topic, e.g. <i>'Recientemente he aprendido sobre el camino y quería preguntar'</i>, <i>'me parece que los buses'</i>, <i>'no me gustaría hacer el camino porque no estoy en forma'</i> and <i>'estoy en contra de mis padres'</i>.</p> <p>The student selects language to fit the purpose and audience, and interaction is convincingly maintained by asking for clarification, and other's perspectives, agreeing with what is being said, and sometimes challenging the other person's point of view, e.g. <i>'si estoy de acuerdo contigo'</i>, <i>'¿qué sentía cuando hiciste el camino?'</i>, <i>'quiero saber qué opinas'</i>, <i>'los profes pueden controlar'</i>, <i>'¿no?'</i> and <i>'si fuera mi profe, haría mis clases por internet'</i>.</p> <p>To reach Excellence, inconsistencies such as <i>'haceríamos'</i>, <i>'teneria'</i> and <i>'la ciudad en que nos vivimos'</i> would not prevent clear delivery of the message.</p> <p>Further, for Excellence there needs to be more consistent evidence of exploring her own ideas and others' perspectives by evaluating what has been said and responding to it.</p>

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to interact clearly using convincing spoken Spanish to explore and justify varied ideas and perspectives.</p> <p>This involves the student accounting for and sustaining their own views, and finding out about, evaluating and giving evidence to support or challenge the ideas and perspectives of others. There will be a range of language, and generally successful selection from a repertoire of language features and strategies to maintain the interaction.</p> <p>Interaction will not be significantly hindered by inconsistencies.</p> <p>The exemplified student is the male in interactions 1 and 3, and speaks second in interaction 2.</p> <p>The student explores and justifies various ideas and perspective by engaging with the other's perspectives and providing explanations personal points of view, e.g. <i>'pues Nueva Zelanda tiene mucho que hacer'</i>, <i>'no siempre se quedan en casa- por ejemplo yo estoy afuera'</i>, <i>'una ventaja es que no hay la barrera de las idiomas'</i>, <i>'por los razones que he dicho'</i>, <i>'por un lado y por el otro lado'</i>, <i>'es un arma de doble filo'</i>, <i>'en mi opinión no hay un equilibrio'</i>, <i>'FB es lo peor'</i>, <i>'por ejemplo las baterías necesitan ser minados'</i>.</p> <p>There is generally successful selection of language and language features related to agreement, seeking further clarification, interrupting to empathise with the other speaker, all supporting conversations that have a degree of fluency and spontaneity, e.g. <i>'ah, vale'</i>, <i>'qué hiciste en Espana'</i>, <i>'qué puedes hacer'</i>, <i>'y tú dime'</i>, <i>'y el malo?'</i>, <i>'hay desventajas?'</i>, <i>'piensas que es justo?'</i>, <i>'es importante que uses la tecnología con responsabilidad'</i>.</p> <p>For a more secure Merit, there could be evidence of interactive features to cope with long pauses, and the languages features used would be less repetitive.</p>

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to interact clearly using spoken Spanish to explore and justify varied ideas and perspectives.</p> <p>This involves the student accounting for and sustaining their own views, and finding out about, evaluating and giving evidence to support or challenge the ideas and perspectives of others.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The exemplified student is the male speaker in all interactions.</p> <p>The student accounts for personal opinions by giving justifications and explanations as well as challenging others' perspectives by referring back to own life experience, e.g. <i>'en mi modo de ver'</i>, <i>'es bueno para ayudarme'</i>, <i>'uso Face Book a pesar de eso para mantenerme en contacto con mis amigos'</i>, <i>'pero no para información sobre mi vida'</i>, <i>'la situación en mi opinión es muy injusto'</i>, <i>'lo que es bueno para la sociedad es que'</i>.</p> <p>Interactions are maintained by the use of appropriate strategies such as seeking clarifications, repeating, inviting agreement and using fillers to allow time for thinking about the questions asked, e.g. <i>'que hay que hacer para los adolescentes'</i>, <i>'claro'</i>, <i>'repite'</i>, <i>'pues'</i>, <i>'has experimentado problemas de racismo?'</i>, <i>'piensas qué'</i>, <i>'en el futuro, quieres inmigrar?'</i>.</p> <p>To reach Merit, there needs to be consistent evidence of language features generally used successfully to maintain the interaction.</p> <p>Further, inconsistencies will not significantly hinder communication, e.g. verb formation and delivery speed.</p>

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to interact clearly using spoken Spanish to explore and justify varied ideas and perspectives.</p> <p>This involves the student accounting for and sustaining their own views, and finding out about, evaluating and giving evidence to support or challenge the ideas and perspectives of others.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The exemplified student speaks first in interactions 1 and 2.</p> <p>The student accounts for personal views and attempts to challenge the ideas of others by giving advice, e.g. <i>'pienso que hay muchas opciones'</i>, <i>'es malo y cruel, lo que pienso es muy diferente para otros países'</i>, <i>'yo no sé qué me gustaría hacer'</i> and <i>'si fuera tu, iría a la clase de inglés, es necesario que vayas a menudo'</i>.</p> <p>The student attempts to seek clarification, asks for more information, agrees and responds to the other participant's opinions, e.g. <i>'bueno'</i>, <i>'que mal'</i>, <i>'repite por favor!'</i>, <i>'te gustaría ver los toros?'</i>.</p> <p>For a more secure Achieved, there needs to be consistent evidence of active interaction where the student takes the lead for the conversations. The meaning of messages being conveyed will not be hindered by inconsistencies in language features and delivery speed.</p>

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to interact clearly using spoken Spanish to explore and justify varied ideas and perspectives.</p> <p>This involves the student accounting for and sustaining own views, and finding out about, evaluating and giving evidence to support or challenge the ideas and perspectives of others.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The exemplified student is the male speaker in interactions 1 and 3, and speaks first in interaction 2.</p> <p>There is some evidence of accounting for own views, as the student engages with exploring their own perspectives and challenging other's ideas, e.g. <i>'hacer amigos es muy facil para mí, 'pienso que es un país multicultural', 'no me gustan las corridas pero creo que es muy importante para ganar dinero para la economía de España, si fuera tu voy a', 'la gente no debería tratar mal a otra gente'</i>.</p> <p>There is an attempt to use language features and strategies to maintain interaction, e.g. <i>'que es las ventajas', 'por qué' and 'cuál es la situación en España'</i>.</p> <p>To reach Achieved, inconsistencies would not hinder communication, e.g. in the pronunciation and intonation of words, and confusion in verb tenses. The delivery of the presentation will not hinder the message being communicated, and the use of fillers and other interactive strategies will allow for an active role in the interactions.</p>