Achievement Standard

Subject Reference	Spanish 1.3				
Title	Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations				
Level	1	**Credits**	5	**Assessment**	Internal
Subfield	Languages				
Domain	Spanish				
Status	Registered	**Status date**	9 December 2010		
Planned review date	31 December 2018	**Date version published**	20 November 2014		

This achievement standard involves a range of interactions using spoken Spanish to communicate personal information, ideas and opinions in different situations.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
• Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations.	• Interact using convincing spoken Spanish to communicate personal information, ideas and opinions in different situations.	• Interact using effective spoken Spanish to communicate personal information, ideas and opinions in different situations.

Explanatory Notes

1 This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 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 Curriculum Level 6 includes the communication skills, language and cultural knowledge needed to communicate personal information, ideas and opinions.

3 Definitions
Interact refers to a range of culturally appropriate spoken and gestural exchanges in Spanish. The interactions are to be for a given purpose and could be face to face or technologically facilitated.

Interactions are characterised by:

- a genuine purpose
- negotiating meaning
- initiating and maintaining
- participating and contributing
- natural language
- using different language for different purpose(s)
- using conventions (eg cultural, courtesies, gestures)
- contextually appropriate language
- using simple interactive strategies such as fillers, questioning, thanking, apologising, pausing, prompting, seeking clarification.

Not all characteristics may be evident in one interaction.

Interaction may be hindered in some places by inconsistencies in:

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

Personal information includes opinions, ideas and information that relate to the student's life, and may include formal cultural responses.

Formal cultural responses refer to language and cultural responses in formal situations and rituals (eg rituals and protocols around food, gift giving, different ways of interacting with elders).

Different situations include a selection of transactional, social, conversational, formal cultural, and routine contexts.

Communicate personal information, ideas and opinions means to share information, ideas and opinions that are relevant to the context (eg conversations about past and future events, incidental social exchanges, short plays and unprepared interactions on areas of most immediate relevance).

Areas of most immediate relevance refer to language related to basic personal information and past, present and/or future experiences (eg family, shopping, local area, events and activities).

Convincing spoken Spanish refers to interaction showing use of a range of language that is fit for the context and generally successful selection from a repertoire of language features and strategies to support the interaction. Interaction is not significantly hindered by inconsistencies.

Effective spoken Spanish refers to interaction showing successful use of a range of language that is consistently fit for the context and skilful selection from a repertoire of language features and strategies to support the interaction. Interaction is not hindered by inconsistencies.

4 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 http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards.

Replacement Information

This achievement standard replaced unit standard 12161 and AS90127.

Quality Assurance

1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.

2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference 0233