

**FUTURE
LEARNING
SOLUTIONS**

He Puāwaitanga Anamata



**CENTRE
FOR
LANGUAGES**

NCEA Information Pack

Level 2 CHINESE

This document is a synthesis of the information available to teachers on the NZQA and TKI websites.

uniservices⁺
IDEAS TO LIFE RANGAHAUA KIA WHAI HUA



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[LEARNING LANGUAGES NEWSLETTER](#)

Every quarter, on behalf of the Ministry of Education, Future Learning Solutions – Centre for Languages produces a comprehensive newsletter with information about what is happening in the language teaching community. The newsletter has general information as well as subject specific articles and stories.

If you would like to contribute or subscribe to the Learning Languages newsletter, please contact Kath Doody, Programme Coordinator – fls.languages@uniservices.co.nz


[LEARNING LANGUAGES Facebook page](#)


Our social media page allows you to stay informed about what is happening in Languages across the country – events, workshops, scholarships etc. Like our page to remain informed and connected.

 We are awaiting the appointment of a new Chinese National Advisor and will update this page once this appointment has been made. The position is co-appointed by the Ministry of Education of New Zealand and China. The Advisor also works in close association with the Chinese Embassy and the Consulate-General of China.

The Chinese National Advisor supports the development of Chinese language education by:

- Offering [workshops and courses](#) on effective language learning pedagogy, teaching materials and resources that promote intercultural communicative language teaching.
- Supporting schools with advice and guidance on establishing and sustaining Chinese language programmes.
- Offering school visits and feedback on improvement and professional development pathways.
- Providing information on networking opportunities for teachers of Chinese.
- Advice and guidance on immersion opportunities and scholarships.
- Connecting teachers with professional learning opportunities in New Zealand and abroad.

 Here is a link to the Chinese page on the NZQA website - [Chinese Resource Page](#). You will find links to all the NCEA levels, past examinations, assessments, moderator reports etc.

 NZQA NCEA internal assessment exemplars of student work - [Chinese Student Work Exemplars](#). This link takes you to exemplars of student work to help you with your own judgements when marking internal assessments for your students:

 Other Resources for teachers: The NZCLA Website provides valuable information for teachers. The link <http://www.nzclta.org/useful-links>

[MODERATOR NEWSLETTERS](#)

The link above will take you to the webpage for the Moderator Newsletters. These will now come out twice per year, and will give you updates and information on any changes to NCEA. Please **ensure** that you check this page from time to time, as the information they provide can be very important and have a significant effect on the way you are assessing your students. The moderator newsletters are for ALL languages in the learning languages area.

Examples from 2017 – 2018 include:

September 2018

Evidence requirements for standards

NZQA encourages innovative ways of collecting student evidence that may be used for assessment purposes. This could include evidence that contributes to multiple standards (integrated assessment), or different modes of collecting evidence such as blogs, video clips, etc.

Teachers are reminded that students submitting evidence beyond the requirements of a standard may impact on student workload. Additionally, a succinct response addressing standard criteria is preferable to a large volume of student evidence that may not necessarily deliver evidence of all the criteria of the standard(s) in question.

For more information on gathering evidence, refer to [Gathering evidence of achievement](#).

Digital submission of Languages materials for moderation

Please see the [guide to making digital submissions \(DOCX, 85KB\)](#).

It is important that students in the Interaction standards are clearly identified – this is beyond simply identifying the first speaker, e.g. if it is not video, then some sentences in English which give an indication of what the assessed speaker says are required.

February 2017

The Ministry of Education published updated versions for the Level 3 Achievement Standards in most subjects in November, 2016. The changes appear to be limited to a new planned review date of 31 December 2018, and Explanatory Note 1 now including a reference to Te Marautanga o Aotearoa for all subjects except Te Reo, English and Learning Languages.

However, assessors are advised to check the revised Level 3 standards relating to their programmes against the previous versions. Both the new and the previous versions appear together on the relevant NZQA [subject pages](#)

For previous newsletters see link [:](#)

<https://www.nzqa.govt.nz/ncea/subjects/languages/moderator-newsletters/february-2017>

Chinese L7: Context elaborations

Students are expected to begin to engage in sustained interactions and produce increasingly extended texts, in which they explore the views of others, develop and share personal perspectives and justify, support or challenge ideas and opinions in different situations. Students are expected to begin responding critically to more extended and varied text types on familiar matters.

Context elaborations are examples for teacher guidance only. They should not be used as assessment tools.

- [Context and text type](#)
- [Examples showing how the student](#)
- [Intercultural communicative competence](#)
- [What are context elaborations?](#)

Example 1: Informal discussion between friends

小华 — 我上一所男校，我觉得男校真无聊！

Mary — 真的吗？你为什么不喜欢你的学校？

小华 — 在中国，我们没有男校或者女校，所以我觉得不习惯。还有，在我的学校，我们每天上体育课。放学以后，还要参加球队。累死了！

Mary — 是吗？我上一所女校。我觉得我的学校非常有意思，因为我们可以做很多活动

，包括体育活动和音乐活动。小华 — 我爸妈要我每天做完功课以后

，还要看两个小时的书。所以我现在都没有时间上网和我在中国的朋友聊天。Mary — Um ...

没关系。周末你可以好好休息。

Context and text type

Xiaohua is an international student from China. He is conversing with his Kiwi friend Mary about the differences between schools in China and New Zealand.

Text type

Conversational exchange, informal. Interactive.

Examples showing how the student is:

Communicating information, ideas and opinions through increasingly extended and varied texts

In this interchange, the friends compare values in relation to schooling in the two countries, for example, parental attitudes towards schoolwork. Xiaohua makes comments from a Chinese student's point of view:

- 在中国，我们没有男校或者女校，所以我觉得不习惯。还有，在我的学校，我们每天上体育。放学以后，还要参加球队。累死了！

Mary responds, giving her personal perspective.

The question, 你为什么不喜欢你的学校？ invites Xiaohua to explain why he doesn't like school here, and to contrast his current and past situations.

Mary helps to keep the conversation going by explaining her preferences:

- 我的学校很有意思，因为我可以做很多活动，包括 ...

It is important to remember that this is a spoken interaction. Therefore, spoken features such as pronunciation, intonation, rhythm patterns, delivery speed, audibility, stress patterns and tones have a bearing on the overall effectiveness of the communication and must also be taken into consideration.

Beginning to explore the views of others

Mary uses the questions 是吗？真的吗？为什么？ to ask for further information and explanation from Xiaohua. © 2020

Beginning to develop and share personal perspectives

Use of 我觉得我的学校非常有意思 to develop and share opinions and perspectives.

Beginning to justify own ideas and opinions

Mary uses the sentence pattern 因为 ... 所以 ... to give a reason or explanation and likely outcome.

Beginning to support or challenge the ideas and opinions of others

Mary uses 嗯 ... 没关系 to show understanding, closely followed by 周末你可以好好休息 to offer advice.

Beginning to engage in sustained interactions and produce extended texts

Mary uses 还有/ 还要 / 包括 to introduce further actions or information.

Note that Mary says “Um” before starting to respond in Chinese, showing that she is being challenged here as an intercultural speaker of Chinese. In this context, the 'um' gives away her identity as a speaker of English.

Interpreting ways in which the target language is organised in different texts and for different purposes

The use of colloquialisms such as 没关系 and fillers such as 嗯 and 是吗? shows that the interaction is informal.

Opportunities for developing intercultural communicative competence

Explore aspects of school systems in China and New Zealand, for example, 在中国 , 我们没有男校或者女校 , 所以我觉得不习惯, to find similarities and differences in organisation, practices, and values.

Compare and contrast parental expectations in relation to schoolwork in China and New Zealand.

我爸妈要我每天做完功课以后 , 还要看两个小时的书。

Explore the use of colloquialisms and fillers in Chinese in informal conversations to help sustain interaction. Make comparisons and connections with how conversations are sustained in own language(s).

- [Assessment for qualifications: Level 7](#)
- [Chinese L7 context elaborations: Example 2](#)
- [Chinese L7 context elaborations: Example 3](#)

Last updated March 4, 2013



NCEA Level 2 Languages

Conditions of Assessment

General Information

| | |
|--------------------------|---------|
| Subject Reference | CHINESE |
| Domain | CHINESE |
| Level | 2 |

This document provides guidelines for assessment against internally assessed standards. Guidance is provided on:

- appropriate ways of, and conditions for, gathering evidence
- ensuring that evidence is authentic
- any other relevant advice specific to an achievement standard.

NB: It is expected that teachers are familiar with additional generic guidance on assessment practice in schools published on the [NZQA](#) website. This should be read in conjunction with these Conditions of Assessment.

This document should be read in conjunction with *The New Zealand Curriculum* (Ministry of Education, 2007).

For All Standards

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs or film) or a portfolio of evidence.

It is also recommended that the collection of evidence for internally assessed standards should not use the same method that is used for any external standards in a programme/course, particularly if that method is using a time bound written examination. This could unfairly disadvantage students who do not perform well under these conditions.

A separate assessment event is not needed for each standard. Often assessment can be integrated into one activity that collects evidence towards two or three different standards from a programme of learning. Evidence can also be collected over time from a range of linked activities (for example, in a portfolio). This approach can also ease the assessment workload for both students and teachers.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students and be valid and fair.

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This needs to be in line with school policy. For example, for an investigation carried out over several sessions, this could include teacher observations or the use of milestones such as meetings with students, journal or photographic entries recording progress etc.

Unmodified extracts from any external source should not be included without acknowledgement of sources and will not be considered for the final achievement judgement.

Specific Information for Individual Internal Achievement Standards

| | |
|------------------------------------|--|
| Achievement Standard Number | 2.2 |
| Title | Give a spoken presentation in TARGET LANGUAGE that communicates information, ideas and opinions. |
| Number of Credits | 4 |
| Version | 2 |

This achievement standard involves communicating information and expressing and justifying ideas and opinions in culturally appropriate target language.

Sufficiency of Evidence

Provided the evidence given meets the communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

Two minutes is a suggested guideline for appropriate length.

Where a presentation is made by a group, each person will be assessed individually.

Collection of Evidence

Digital, audio or video evidence are suitable forms of collection of evidence.

Prompts

Communication is the focus of the assessment. The presentation may be supported by prepared notes/cue cards/props/other supporting material/a copy of the text, but not read verbatim in its entirety.

Aids to memory such as those suggested above should enhance and not detract from the presentation.

Feedback and Feed Forward

Teachers may provide suitable feedback and feed forward during the preparation phase of the presentation. This may be on the written or oral aspects of the presentation.

Teacher feedback and feed forward on student's drafts should be holistic to ensure the final presentation remains a true representation of the student's ability. More than one opportunity for feedback could compromise authenticity.

Presentation

This standard assesses the student's ability to present to an audience. The audience will be determined by the purpose of the presentation e.g. a Youtube clip, a speech competition, a podcast to an exchange school.

| | |
|------------------------------------|--|
| Achievement Standard Number | 2.3 |
| Title | Interact using spoken TARGET LANGUAGE to share information and justify ideas and opinions in different situations. |
| Number of Credits | 5 |
| Version | 2 |

This achievement standard involves communicating information, giving explanations or providing evidence to support own views and/or the views of others.

Sufficiency of Evidence

A range of interactions involves at least two interactions.

Tasks should provide opportunities for students to demonstrate language use across a range of contexts and for a range of purposes, and enable achievement at all levels. Provided the evidence given meets the communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

A total of four minutes speaking time is a guideline for this standard.

Where an interaction involves a pair or group, each person will be assessed individually.

The focus of this standard is the successful negotiation of meaning in a realistic context.

In interactions, there is a level of spontaneity not apparent in prepared oral presentations. Features of interactions which contribute to natural communication include such things as:

- referring back to things that have already been said
- clarifying

- negotiating meaning
- using colloquial and formulaic expressions appropriate for the contexts.

Collection of Evidence

Evidence of at least one interaction should be collected by digital audio or video.

Feedback and Feed Forward

Teacher feedback and feed forward after listening to interactions may improve students understanding of the interaction criteria for future interactions.

| | |
|------------------------------------|--|
| Achievement Standard Number | 2.5 |
| Title | Write a variety of text types in TARGET LANGUAGE to convey information, ideas, and opinions in genuine contexts. |
| Number of Credits | 5 |
| Version | 2 |

This achievement standard involves writing texts that fulfil communicative intents that are as realistic as possible, and that communicate information and express and justify ideas and opinions.

Evidence

A range of commonly used real life resources which may be used to support drafting and reworking could include search engines, word lists, spell and grammar checkers, pamphlets, dictionaries, text books, grammar notes, people – friends, family, native speakers. Students will write texts to fulfil communicative intents that are as realistic as possible. Students therefore need access to a range of commonly used real life resources to support drafting and reworking.

Sufficiency of Evidence

A variety of texts involves at least two pieces of writing.

Tasks should provide opportunities for students to demonstrate language use in different contexts and for a range of purposes, and enable achievement at all levels. Provided the evidence meets the communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

400 words, 800 kana or 400 Chinese characters is a suggested guideline for this standard.

Collection of Evidence

Evidence of at least two text types should be collected. This ensures that the assessor has sufficient evidence to attest that a student is working at the specified level consciously and reasonably consistently rather than accidentally and occasionally. Selection of evidence may be made by the student. The final selection is considered as a whole for grade allocation.

Feedback and Feed Forward

Teacher and/or peer feedback and feed forward may be provided where drafting and reworking is a feature of the writing task.

Teacher feedback and feed forward on student's drafts should be holistic to ensure the final product remains a true representation of the student's ability. More than one opportunity for feedback could compromise authenticity.

Achievement Standard

| | | | | | |
|----------------------------|---|-------------------------------|------------------|-------------------|----------|
| Subject Reference | Chinese 2.2 | | | | |
| Title | Give a spoken presentation in Chinese that communicates information, ideas and opinions | | | | |
| Level | 2 | Credits | 4 | Assessment | Internal |
| Subfield | Languages | | | | |
| Domain | Chinese | | | | |
| Status | Registered | Status date | 17 November 2011 | | |
| Planned review date | 31 December 2020 | Date version published | 20 November 2014 | | |

This achievement standard involves giving a spoken presentation in Chinese that communicates information, ideas, and opinions.

Achievement Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|--|--|
| <ul style="list-style-type: none"> • Give a spoken presentation in Chinese that communicates information, ideas, and opinions. | <ul style="list-style-type: none"> • Give a convincing spoken presentation in Chinese that communicates information, ideas, and opinions. | <ul style="list-style-type: none"> • Give an effective spoken presentation in Chinese that communicates information, ideas, and opinions. |

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 *Give a spoken presentation* involves communicating information, and expressing and justifying ideas and opinions in culturally appropriate spoken Chinese. Communication is achieved overall, despite inconsistencies in relation to:
 - language features
 - pronunciation
 - intonation
 - gesture
 - rhythm patterns
 - delivery speed or audibility
 - stress

- tones.

Give a convincing spoken presentation involves developing and connecting information, ideas, and opinions in Chinese 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.

Give an effective spoken presentation involves developing and integrating information, ideas, and opinions in Chinese 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 *Communicating information, ideas and opinions* may include but is not limited to:
 - explaining and/or responding to images and/or cultural practices
 - telling a story and/or stories
 - reflecting on family and/or personal and/or everyday events
 - exploring hopes and dreams
 - describing reactions to experiences.
- 4 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 AS90383 and unit standard 12105.

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



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

Languages Level 2

This resource supports assessment against:

Achievement Standard 91110 version 2

Give a spoken presentation in Chinese that communicates
information, ideas and opinions

Resource title: Love is in the air

4 credits

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

| | |
|--|--|
| Date version published by Ministry of Education | March 2017 Version 4 To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number: AA-03-2017-91110-04-5803 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Internal Assessment Resource

Achievement Standard Languages 91110: Give a spoken presentation in Chinese that communicates information, ideas and opinions

Resource reference: Languages 2.2A v4 Chinese

Resource title: Love is in the air

Credits: 4

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource. The resource may be adapted to suit the teaching and learning context where it is to be used.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Languages 91110. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

The context for this activity is that students will be attending a friend's wedding in China, where they have been asked to give a 2 minute presentation in Chinese.

Conditions

Presentations will be recorded for assessment purposes. They should be about 2 minutes in length, but quality is more important than quantity.

Students may work alone, in pairs, or in a group. Where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so that there is sufficient evidence for assessment of individual performance.

When delivering their presentations, students may have prepared notes, cue cards, props, other supporting material, or a copy of the text with them, but they may not read directly from their notes. To do so will mean they have not met the standard.

Resource requirements

Recording equipment (audio/video).

Additional information

None.

Internal Assessment Resource

Achievement Standard Languages 91110: Give a spoken presentation in Chinese that communicates information, ideas and opinions

Resource reference: Languages 2.2A v4 Chinese

Resource title: Love is in the air

Credits: 4

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|--|--|
| Give a spoken presentation in Chinese that communicates information, ideas, and opinions. | Give a convincing spoken presentation in Chinese that communicates information, ideas, and opinions. | Give an effective spoken presentation in Chinese that communicates information, ideas, and opinions. |

Student instructions

Introduction

You are attending a friend's wedding in China and have been asked to give a spoken presentation at the event. This assessment task requires you to prepare and deliver your presentation. In it, you need to communicate information, and express and justify ideas and opinions in culturally appropriate spoken Chinese.

Teacher note: The context for this activity can be easily adapted. For example: a speech at an 18th birthday party, a graduation ceremony or farewelling a friend.

You will need to record your presentation for assessment and moderation purposes. It should be about 2 minutes in length, but quality is more important than quantity.

It will be assessed on how convincing and effective it is.

All work must be your own.

Teacher note: Students could be given the choice of working alone, in pairs, or in a group. If so, modify the above sentence and make it clear that where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so that there is sufficient evidence for assessment of individual performance.

You may not use the language samples from the assessment schedule in your own work without substantial modification.

When delivering your presentation you may have prepared notes, cue cards, props, other supporting material, or a copy of the text with you, but you may not read directly from your notes. To do so will mean you have not met the standard.

You have [*specify number*] periods in class to prepare your presentation.

Teacher note: Confirm how much class time your students will have to prepare their presentations.

Task

Prepare a spoken presentation for the wedding context described above.

In your presentation, you could include, for example:

- a description of your friend and his/her qualities
- at least one story related to your friendship
- your hopes for your friend's future
- your opinion of the couple's relationship
- differences you have noticed between weddings in China and New Zealand.

For more guidance, see Resource A.

Resource A: Characteristics of quality communication and presentation

Quality communication

- effectively communicates and justifies opinion(s) and/or information and/or ideas that are relevant to the tasks
- uses language and cultural knowledge appropriate for the task and the intended audience
- uses language appropriate to the text type
- uses appropriate formats and styles
- develops and connects the opinions, information, and ideas to produce an integrated whole
- gives examples and makes comparisons to illustrate points
- gives convincing reasons and explanations
- has a clear sequence in the content of the writing
- uses connecting words.

Remember to use gestures and body language as appropriate in Chinese culture.

A quality presentation will:

- give information that is interesting and appropriate to the audience
- have a clear sequence
- express your information, ideas, and opinions clearly
- develop and link your information, ideas, and opinions
- give examples, comparisons, and points of view to illustrate what you are saying
- use Chinese to communicate successfully, avoiding inconsistencies which could hinder communication (for example, inconsistencies in choice and use of vocabulary, expressions, sentence structure, pronunciation, intonation, rhythm patterns, speed, audibility, inflection, tone, stress, and pausing).

Assessment schedule: Languages 91110 Chinese - Love is in the air

| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
|--|--|---|
| <p>Chinese is used in a spoken presentation to express and justify information, ideas and opinions, in order to inform and entertain guests at a wedding.</p> <p>Communication is achieved overall, although there may be inconsistencies in choice and use of language features.</p> <p>Cultural conventions are used if appropriate.</p> <p>The length of the presentation is about two minutes.</p> <p>Example</p> <p>我认家明五年了。他喜认帮助人。他是我的好朋友。我祝家明和认认 快认。</p> | <p>Chinese is used in a convincing spoken presentation to express and justify information, ideas and opinions. There is development of the information, ideas, and opinions, which is generally expressed in a credible and connected way.</p> <p>A range of language and language features are selected and used in a way that fits the specific purpose, using cultural conventions if appropriate.</p> <p>Communication is not significantly hindered by inconsistencies in choice and use of language and language features.</p> <p>The length of the presentation is about two minutes.</p> <p>Example</p> <p>我认识家明五年了。他喜欢帮助人。他常常帮助我练习汉语，所以我在汉语说得比以前好多了。他是我的好朋友。我祝家明和兰兰快乐。</p> | <p>Chinese is used in an effective spoken presentation to express and justify information, ideas and opinions. There is development of the information, ideas, and opinions, which is generally expressed in a controlled and integrated way.</p> <p>A range of language and language features are capably selected and successfully used in a way that fits the specific purpose, using cultural conventions if appropriate.</p> <p>Communication is not hindered by inconsistencies in choice and use of language and language features.</p> <p>The length of the presentation is about two minutes.</p> <p>Example</p> <p>我是五年以前认识家明的。因为他的家离我的家很近，所以我们常常一起走路上学。我们一边走路一边练习说汉语。如果我听不懂，他会说得很慢一点儿。家明，你是我最好的朋友，我祝你和兰兰快乐。</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.

Achievement Standard

| | | | | | |
|----------------------------|---|-------------------------------|------------------|-------------------|----------|
| Subject Reference | Chinese 2.3 | | | | |
| Title | Interact using spoken Chinese to share information and justify ideas and opinions in different situations | | | | |
| Level | 2 | Credits | 5 | Assessment | Internal |
| Subfield | Languages | | | | |
| Domain | Chinese | | | | |
| Status | Registered | Status date | 17 November 2011 | | |
| Planned review date | 31 December 2020 | Date version published | 20 November 2014 | | |

This achievement standard involves interacting using spoken Chinese to share information and justify ideas and opinions in different situations.

Achievement Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|--|---|--|
| <ul style="list-style-type: none"> • Interact using spoken Chinese to share information and justify ideas and opinions in different situations. | <ul style="list-style-type: none"> • Interact using convincing spoken Chinese to share information and justify ideas and opinions in different situations. | <ul style="list-style-type: none"> • Interact using effective spoken Chinese to share information and justify ideas and opinions in different situations. |

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 *Interact using spoken Chinese* involves communicating information, giving explanations or providing evidence to support own views and/or the views of others. Communication is achieved overall, despite inconsistencies in relation to:
 - language features
 - pronunciation
 - intonation
 - gesture
 - rhythm patterns
 - delivery speed or audibility

- stress
- tones.

Interact using convincing spoken Chinese involves interaction showing:

- use of a range of language that is fit for purpose and audience
- generally successful selection from a repertoire of language features and strategies to maintain the interaction.

Communication is not significantly hindered by inconsistencies.

Interact using effective spoken Chinese involves interaction showing:

- use of a range of language that is consistently fit for purpose and audience
- skilful selection from a repertoire of language features and strategies to maintain the interaction.

Communication is not hindered by inconsistencies.

- 3 *Interact in different situations* involves a range of culturally appropriate spoken exchanges in Chinese eg informal and formal, social, conversational, cultural, routine, and impromptu or unrehearsed contexts. Interactions could be face to face or technologically facilitated.
- 4 Interactions are characterised by:
- a genuine purpose
 - negotiating meaning
 - initiating and maintaining
 - participating and contributing
 - contextually appropriate language
 - use of cultural conventions eg courtesies, gestures
 - use of interactive strategies such as fillers, questioning, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, apologising, pausing, prompting, seeking clarification.

Not all characteristics may be evident in one interaction.

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 AS90384 and unit standard 12104.

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



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

Internal Assessment Resource

Languages Level 2

This resource supports assessment against:
Achievement Standard 91109 version 2

Standard title: Interact using spoken Chinese to share information and justify ideas and opinions in different situations

Credits: 5

Resource title: Part-time work

Resource reference: Languages 2.3A v5 Chinese

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

| | |
|---|---|
| Date version published by Ministry of Education | March 2017 Version 5 To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number AA-03-2017-91109-05-5805 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data |

sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

Achievement standard: 91109

Standard title: Interact using spoken Chinese to share information and justify ideas and opinions in different situations

Credits: 5

Resource title: Part-time work

Resource reference: Languages 2.3A v5 Chinese

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to present a portfolio of a minimum of two interactions where they share information and justify ideas and opinions in Chinese. For example the interactions could be between students or with you (the teacher). Their personal contribution to all interactions should total about 4 minutes, but quality is more important than quantity.

Where you have access to a native speaker one of these interactions could take place between the student and the native speaker.

The interactions can be kept together in an electronic portfolio. You and your students may decide to keep learning logs to go with the selection of interactions, but this is entirely up to you.

Overall judgement will be made from the total evidence collected, showing that the student is working at a level “consciously and reasonably consistently” rather than “accidentally and occasionally”.

Conditions

Although some interactions will be in pairs or groups, each student’s work must be assessed individually.

Methods for recording interactions could include videoing, digitally recording in a computer lab, or using a digital voice recorder, cell phone, or MP3 player. The recording of the interactions must be of good enough quality to ensure that all participants can be heard clearly. It must be stored in a safe and accessible location.

Students will be rewarded for contributing to and maintaining the interaction. Their range of language in the interactions is not shown through grammatical structures but rather through their ability to use a range of appropriate language and conversational

strategies to share and justify information, ideas and opinions in different situations and maintain and sustain the interaction.

Additional information

Judgement

You will need to consider all pieces submitted for assessment to make an overall judgement. Each piece will not be marked separately, but considered in terms of how it contributes to the overall picture of evidence of achievement for the student.

Feedback on the quality of interaction (not grades), given to students during the year is crucial in making sure students submit pieces that give them the greatest opportunity for success. The success criteria for the portfolio must be made clear to students.

A series of learnt interviews or role plays is not appropriate.

Internal Assessment Resource

Achievement standard: 91109

Standard title: Interact using spoken Chinese to share information and justify ideas and opinions in different situations

Credits: 5

Resource title: Part-time work

Resource reference: Languages 2.3A v5 Chinese

Student instructions

Introduction

This activity requires you to present a portfolio of a minimum of two spoken interactions conducted in Chinese. Interactions will be in pairs or groups, but your work will be assessed individually.

Your interactions must be recorded. Methods include videoing, digitally recording in a computer lab, or using a digital voice recorder, cell phone, or MP3 player. The recording of this interaction must be of good enough quality to ensure that all participants can be heard clearly. It must be stored in a safe and accessible location.

Your assessment and final grade will come from a holistic evaluation of the quality of your selected interactions. Your personal contribution to the interactions should total about 4 minutes, but quality is more important than quantity.

In good quality interactions you will:

- select language to effectively communicate and clarify meaning between yourself and the people you are talking to, taking into account the purpose and audience;
- express and justify opinions with examples and references;
- begin appropriately, participate actively, keep the interaction going, clarify meaning when necessary, and encourage the involvement of the person interacting with you;
- use your language and cultural knowledge to communicate and interact appropriately with your audience.

Conversational strategies, where appropriate, are very important for the overall quality of your interactions. Strategies include using fillers, asking questions, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, repeating, apologising, pausing, prompting, seeking clarification.

All work must be your own.

You may not use the language from the language samples in the assessment schedule unless it has been significantly reworked.

Interactions will take place throughout the year, during or at the conclusion of a relevant programme of work.

Task

Participate in and record a minimum of two of the following interactions.

Discussion with friend/s about subject choices and possible careers

It is subject choice time for next year. Discuss with your friend/s what subjects you are going to take next year and why. You might discuss the job you would like to have when you leave school and what your possible study/training options are towards this, the pros and cons of the job you want, the rate of pay, the hours, and the possible advantages of knowing another language for particular jobs. You'll need to make sure that you justify any ideas and opinions you share.

Conversation about leisure time

Imagine you are having a conversation with a Chinese friend or a native speaker of the language. Find out about how young Chinese teenagers spend their spare time and what is important to them. Share information and opinions about young New Zealanders and what you and your friends find important and/or worrying and/or exciting.

You could carry out this task face to face as a role play, with a native speaker or through the use of social networking tools such instant messaging, Skype, or Facebook applications.

Debate about part-time work

Your teacher is worried that perhaps his/her students are doing too much part-time work. Talk to a class mate about what part-time work you do, whether you like it or not, and the advantages and disadvantages of your job. Discuss whether or not you think part time work effects your studies. If you don't have part-time work you could talk about what would be your ideal part-time work or justify why you don't work and give your reasons.

Submit the recordings of your interactions for assessment.

Assessment schedule: Languages 91109 Chinese - Part-time work

| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
|--|--|--|
| <p>Interactions use spoken Chinese to share information and justify ideas and opinions. The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes. The student's overall contribution to the total interactions is about 4 minutes. Interactions are characterised by the appropriate use of language features and strategies, such as fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate. Communication is achieved overall, although interactions may be hindered in some places by inconsistencies.</p> <p>Example</p> <p>A: 中国学生在周末做什么? B: 我们花很多时 时 做功课。我们的功课太多了。你呢? A: 我一般踢足球,玩时 脑,时 有看时 影。 B: 你有很多功课吗? A: 我的功课不多。你喜时 新西兰的生活吗?</p> | <p>Interactions use convincing spoken Chinese to share information and justify ideas and opinions. The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes. The student's overall contribution to the total interactions is about 4 minutes. A range of language is used that fits the specific purpose and audience of each interaction. The interactions are maintained by the student through generally successful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate. Interactions are not significantly hindered by inconsistencies.</p> <p>Example</p> <p>A: 中国学生周末很忙吗? B: 是的。中国学生的功课很多。他们没有时 时 玩。你周末做什么? A: 我时 常看时 影或者在家玩时 脑。有时 候,我踢足球。 B: 你的功课多不多? A: 我的功课不多。我一般只花一两个小时 做功</p> | <p>Interactions use effective spoken Chinese to share information and justify ideas and opinions. The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes. The student's overall contribution to the total interactions is about 4 minutes. A range of language is used that consistently fits the specific purpose and audience of each interaction. The interactions are maintained by the student through skilful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate. Interactions are not hindered by inconsistencies.</p> <p>Example</p> <p>A: 我听说中国学生周末很忙,时 是真的吗? B: 是的。中国学生的功课很多。每门课都有很多的 作时 。而且我们时 常有考试, 所以我们都没有时 时 玩。你周末一般做什么? A: 我和朋友看时 影或者在家玩时 脑。如果天气好,我去公园踢足球。 B: 你从来不做功课吗?</p> |

| | | |
|--|--|---|
| <p>B:是的。我觉得在新西兰我很开心。在那里,周末的时候,我也时常踢足球。</p> <p><i>The examples above are indicative samples only.</i></p> | <p>课。</p> <p>B:你太幸运了。</p> <p>A:你一定很喜欢新西兰的生活,是吗?</p> <p>B:是的。我觉得新西兰的功课比中国少多了。周末的时候,我也时常踢足球。下个周末,你有空吗?</p> <p>A:有空。有什么事情?</p> <p>B:我们去公园踢足球,好不好?</p> <p>A:没问题。</p> <p><i>The examples above are indicative samples only.</i></p> | <p>A:我的功课不多。我一般只花一两个小时做功课。门的时候,我都在玩。</p> <p>B:你太幸运了。</p> <p>A:你一定很喜欢新西兰的生活,是吗?</p> <p>B:当然了。我觉得我在新西兰比在中国开心。新西兰的功课比中国少多了。我可以做自己喜欢做的事情。对我来说,学习不是最重要的事情。我们时应该多参加运动。你同意吗?</p> <p>A:是的。我同意。</p> <p>B:好了,下个周末,我们去公园踢足球,好不好?</p> <p>A:没问题。</p> <p><i>The examples above are indicative samples only.</i></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.

Achievement Standard

| | | | | | |
|----------------------------|---|-------------------------------|------------------|-------------------|----------|
| Subject Reference | Chinese 2.5 | | | | |
| Title | Write a variety of text types in Chinese to convey information, ideas, and opinions in genuine contexts | | | | |
| Level | 2 | Credits | 5 | Assessment | Internal |
| Subfield | Languages | | | | |
| Domain | Chinese | | | | |
| Status | Registered | Status date | 17 November 2011 | | |
| Planned review date | 31 December 2020 | Date version published | 20 November 2014 | | |

This achievement standard involves writing a variety of text types in Chinese to convey information, ideas, and opinions in genuine contexts.

Achievement Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|--|---|--|
| <ul style="list-style-type: none"> Write a variety of text types in Chinese to convey information, ideas, and opinions in genuine contexts. | <ul style="list-style-type: none"> Write a variety of text types in convincing Chinese to convey information, ideas, and opinions in genuine contexts. | <ul style="list-style-type: none"> Write a variety of text types in effective Chinese to convey information, ideas, and opinions in genuine contexts. |

Explanatory Notes

- 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>.
- 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 Chinese 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 Chinese to convey information, ideas, and opinions in genuine contexts involves developing and connecting information, ideas, and opinions in Chinese 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 Chinese to convey information, ideas, and opinions in genuine contexts involves developing and integrating information, ideas, and opinions in Chinese 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>.

Replacement Information

This achievement standard replaced AS90386, AS90387 and unit standard 12107.

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



National Certificate of Educational Achievement
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Internal Assessment Resource

Languages Level 2

This resource supports assessment against Achievement Standard 91112 version 2

Standard title: Write a variety of text types in Chinese to convey information, ideas, and opinions in genuine contexts

Credits: 5

Resource title: Visitors to New Zealand!

Resource reference: Languages 2.5A v4 Chinese

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

| | |
|---|--|
| Date version published by Ministry of Education | January 2016 Version 4 To support internal assessment from 2016 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number AA-01-2016-91112-04-5748 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or |

data sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

Achievement standard: 91112

Standard title: Write a variety of text types in Chinese to convey information, ideas, and opinions in genuine contexts

Credits: 5

Resource title: Visitors to New Zealand!

Resource reference: Languages 2.5A v4 Chinese

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

A group of exchange students is coming to New Zealand to experience life, language, and culture. Your students are to billet them.

This activity requires students to write a variety of texts in Chinese to introduce the exchange students to the school and New Zealand prior to their arrival and to keep in touch after they leave.

After consultation with you, students will write a number of texts in Chinese, including at least one from each list in Resource A. Text types could include, but are not limited to, e-mails, lists, annotated maps, charts, paragraphs, opinion, forms, poems, quiz, brochures, booklets, computer presentations, definitions, essays, and websites.

Conditions

As part of regular teaching and learning, students write a variety of texts, both “free” (spontaneous) and “controlled” (prepared). Students need sufficient opportunity to write a range of texts for a range of purposes, from which they can make a selection for final submission.

Although stages of writing include brainstorming, outlining, drafting, revising, and proof reading, only the final text is required as evidence (though students could be asked to keep earlier drafts in case authenticity needs to be established).

Texts may be presented in electronic form or hand written.

A system needs to be devised for collating this evidence. This could be negotiated with students, for example, manila folders, document wallets, clear files, or digital storage.

After negotiation with you, students select a minimum of two texts from their collection of written texts and submit these for assessment. This selection must demonstrate language use across a range of contexts and for a range of purposes.

The texts should have a combined total of approximately 400 characters.

You will consider all pieces submitted before making a holistic judgement. Each piece will not be assessed separately, but considered inasmuch as it contributes to the whole portfolio. Overall judgement will be made from the total evidence collected, showing that the student is working at a level “consciously and reasonably consistently” rather than “accidentally and occasionally”.

Students need to be made aware of the success criteria and of the level and complexity of language required at Level 7 of the NZ Curriculum. Feedback and feed-forward is also part of normal classroom practice and gives a clear indication to students of the level at which they are working.

At all times quality is more important than quantity.

Resource requirements

A range of resources to support drafting and reworking could include search engines, word lists, spelling and grammar checkers, pamphlets, dictionaries, text books, grammar notes, or people (friends, family, or native speakers).

Additional information

For further information, see “Authenticity” <http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/authenticity/>

Using this same theme, you might also collect some evidence for the presentation standard, for example, about the school (buildings/subjects/people), things to do in your town, welcome speech, or a documentary style presentation of our education system.

Internal Assessment Resource

Achievement standard: 91112

Standard title: Write a variety of text types in Chinese to convey information, ideas, and opinions in genuine contexts

Credits: 5

Resource title: Visitors to New Zealand!

Resource reference: Languages 2.5A v4 Chinese

Student instructions

Introduction

A group of exchange students is coming to New Zealand to experience life, language, and culture. You and your family are to billet a student and introduce him/her to school and to New Zealand.

This assessment activity requires you to communicate with your exchange student (using Chinese) before he/she arrives and to keep in touch after they have left.

The length of the texts may vary. The total length (across the texts) should be approximately 400 characters, however, quality is more important than quantity. Make sure that your texts collectively demonstrate the quality of writing of which you are capable.

The work you submit must be your own. You may not copy or otherwise reuse language that has been created by someone else, nor may you ask someone else to do any writing for you.

Unmodified extracts from any external source may not be included without acknowledgement of sources and will not be considered for the final achievement judgement. You may not use the language samples from the assessment schedule in your own work without substantial modification.

The writing will take place throughout the year, during or at the conclusion of a relevant programme of work.

Teacher note: Insert date for final submission here.

Task

In consultation with your teacher, choose at least one text type from each of the lists in Resource A.

Use your language and cultural knowledge to create texts that are appropriate for the scenario and the reader. In your texts, you will communicate information and express and justify ideas and opinions.

Draft and rework your writing over time. You may use resources such as search engines, word lists, spelling and grammar checkers, pamphlets, dictionaries, text books, and grammar notes to help you. But you may not ask someone else to proofread or correct your writing.

See Resource B for information on quality writing.

Select and submit the final version of a minimum of two texts for assessment. Texts may be submitted in electronic form or handwritten.

Keep all drafts of your work. You may be asked to verify the authenticity of your work by doing further writing in class time.

Resource A: Possible text scenarios

LIST A

1. Write an email to your billet introducing yourself, family, leisure activities, and hopes for the future.
2. List ten things they need to bring to New Zealand with them and give reasons why.
3. Make an annotated map of the school, giving locations and subject information.
4. Make a chart comparing a school day and week in New Zealand and China.
5. Make a chart of all holidays in New Zealand and China and write a paragraph to explain the significance of a New Zealand public holiday, for example, Waitangi Day.
6. Research and write a paragraph of three “must do” activities in your area.
7. Share your opinions for numbers 4, 5, or 6 on a class blog or online discussion forum.
8. Devise a form to make it easier for the teachers to place students in home-stays and include your own information.
9. Write sentences in an acrostic poem format using the letters of your school’s name, explaining your school’s emblem and motto.

LIST B

1. Make a mini online dictionary explaining common Kiwi expressions and idioms.
2. Write a booklet of hot tips on “What to Do” or “What Not to Do”, for example, how to dress for different occasions, behave in the classroom, and/or at a rugby match.
3. Create a brochure explaining how to get around, for example, public transport.
4. Make a computer presentation about our currency, purchasing power, and best buys.
5. Create a brochure explaining the support systems available in your school, for example, the nurse, dean, or counsellor.
6. Make a fun multi-choice quiz, for example, “Are you a typical Kiwi?”, with a summary underneath for those who have Mostly A, Mostly B, Mostly C answers.
7. Write a letter to your billet explaining some aspects of ‘kiwiana’ and explain some of the things they can expect to see/do or try (for example, swimming between the flags, eating a hangi, not going to school on Saturday morning etc).

LIST C

After the exchange group has left:

1. Write an essay on “The benefits of language learning and student exchanges”.
2. Write an essay – “I would rather go to school in New Zealand/China”.
3. Contribute to your school website in Chinese, for example, key personnel,

daily/weekly organisation, timetable, sports, cultural, musical activities – so that next year's exchange students can get information prior to their visit.

4. Retell a traditional story.
5. Describe and comment on a current event in New Zealand.

Resource B: Quality writing

Quality writing:

- effectively communicates information and expresses and justifies ideas and opinions that are relevant in the context
- uses language and cultural knowledge appropriate for the task and the intended audience
- uses language appropriate to the text type
- uses appropriate formats and styles
- develops and connects the opinions, information, and ideas to produce an integrated whole
- gives examples and makes comparisons to illustrate points
- gives convincing reasons and explanations
- clearly sequences information and ideas
- uses connecting words.
- uses language expected at Level 7 of the NZ Curriculum (your teacher will provide examples of language at this level).

Quality writing may also show knowledge of cultural aspects of China in order to make comparisons where appropriate.

Communication will not be hindered by inconsistencies in, for example, format, spelling, lexical choice, level of formality, language conventions, language features.

Assessment schedule: Languages 91112 Chinese - Visitors to New Zealand!

| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
|--|---|---|
| <p>Chinese is used to communicate and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.</p> <p>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.</p> <p>Communication is achieved overall, although there may be inconsistencies in choice and use of language features.</p> <p>The overall selection of text types is approximately 400 characters.</p> <p>Example</p> <p>放学以后，新西兰学生参加课外活动。中国学生有很多功课，所以不参加课外活动。</p> <p><i>The examples above are indicative samples only.</i></p> | <p>Convincing Chinese is used to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.</p> <p>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.</p> <p>Communication is not significantly hindered by inconsistencies in choice and use of language and language features.</p> <p>The overall selection of text types is approximately 400 characters.</p> <p>Example</p> <p>放学以后，新西兰学生可以参加很多课外活动，比如篮球队，足球队等。中国的学生不一样。他们有很多的功课，所以没有时间参加课外活动。</p> <p><i>The examples above are indicative samples only.</i></p> | <p>Effective Chinese is used to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.</p> <p>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.</p> <p>Communication is not hindered by inconsistencies in choice and use of language and language features.</p> <p>The overall selection of text types is approximately 400 characters.</p> <p>Example</p> <p>放学以后，新西兰学生可以参加学校的课外活动，比如篮球队，足球队等等。新西兰学生觉得课外活动和学习一样重要。但是中国的学生不一样。他们不但上学的时间很长，而且有很多的功课。中国学生觉得学习比课外活动重要。</p> <p><i>The examples above are indicative samples only.</i></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.

Assessment Specifications

Level 2 Chinese 2020

General information

| | |
|---------------------------|---|
| Domain | Chinese |
| Mode of assessment | Written examination |
| Standards | 91108 91111 |

Information relating to both achievement standards

Instructions and questions will be in English.

Words in the texts that are not in the [NCEA Level 2 Chinese Appendix for external assessment](#) will be glossed only if they are *essential* to understand the texts and answer the questions.

Texts will relate to information, ideas, and opinions on topics of personal and/or community interest.

The assessment will be available to candidates in paper or digital format. Further information about digital external assessments can be found on the [Digital Assessment: NCEA Online](#) page.

Specific information for individual achievement standards

| | |
|--------------------------|--|
| Standard | 91108 |
| Title | Demonstrate understanding of a variety of spoken Chinese texts on familiar matters |
| Version | 3 |
| Number of credits | 5 |

Format of the assessment

Candidates will listen and respond to recordings of up to three spoken texts, which they will hear as a whole and twice in sections, with a pause after each section.

As candidates listen, they may make notes in the listening notes boxes provided. Before each spoken text begins, they will have 30 seconds per question to preview the questions. At the end of each text, they will have time to review their notes and answers. The total duration of the recordings will be up to 45 minutes.

In the digital format, candidates will listen to recordings through the device they are working on, using headphones. They will have control over when they start listening to the full passage and each repeated section, but will not be able to pause once a passage or section has started.

| | |
|-----------------|---|
| Standard | 91111 |
| Title | Demonstrate understanding of a variety of written and / or visual Chinese texts on familiar matters |
| Version | 3 |

Number of credits 5

Format of the assessment

Candidates will read and respond to up to three written texts representative of different text types in a resource booklet.

Achievement Standard

| | | | |
|----------------------------|--|-------------------------------|------------------|
| Subject Reference | Chinese 2.1 | | |
| Title | Demonstrate understanding of a variety of spoken Chinese texts on familiar matters | | |
| Level | 2 | Credits | 5 |
| | | Assessment | External |
| Subfield | Languages | | |
| Domain | Chinese | | |
| Status | Registered | Status date | 17 November 2011 |
| Planned review date | 31 December 2020 | Date version published | 20 November 2014 |

This achievement standard involves demonstrating understanding of a variety of spoken Chinese texts on familiar matters.

Achievement Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|---|--|
| <ul style="list-style-type: none"> Demonstrate understanding of a variety of spoken Chinese texts on familiar matters. | <ul style="list-style-type: none"> Demonstrate clear understanding of a variety of spoken Chinese texts on familiar matters. | <ul style="list-style-type: none"> Demonstrate thorough understanding of a variety of spoken Chinese texts on familiar matters. |

Explanatory Notes

- 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>.
- Demonstrate understanding* involves making meaning of spoken Chinese by responding in their choice of English, Te Reo Māori and/or Chinese to the information, ideas, and opinions about the events, people, places, and experiences of the Chinese that is heard.

Demonstrate clear understanding involves selecting relevant information, ideas, and opinions from the texts and communicating them unambiguously.

Demonstrate thorough understanding involves expanding on relevant information, ideas, and opinions from the texts with supporting detail; and showing understanding of the implied meanings or conclusions within the text.

- 3 *Spoken Chinese texts* refers to a variety of aural Chinese passages eg media extracts on topics of personal and/or community interest, conversations, short stories, reports. The texts will reflect the relationship between language and culture and be adapted as appropriate.
- 4 *On familiar matters* refers to regularly encountered information, ideas and opinions that will be expressed in clear standard aural Chinese texts.
- 5 Evidence may include but is not limited to:
 - clarifying information, ideas, and opinions
 - summarising information, ideas and opinions
 - producing, annotating, amending, and completing visual representations of ideas eg maps, sketches, diagrams
 - rephrasing Chinese statements for a different or specific purpose eg making a recommendation or giving advice.
- 6 Assessment Specifications for this achievement standard can be accessed through the Languages Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/>.

Replacement Information

This achievement standard replaced AS90382 and unit standard 12103.

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

Achievement Standard

| | | | |
|----------------------------|---|-------------------------------|------------------|
| Subject Reference | Chinese 2.4 | | |
| Title | Demonstrate understanding of a variety of written and/or visual Chinese text(s) on familiar matters | | |
| Level | 2 | Credits | 5 |
| | | Assessment | External |
| Subfield | Languages | | |
| Domain | Chinese | | |
| Status | Registered | Status date | 17 November 2011 |
| Planned review date | 31 December 2020 | Date version published | 20 November 2014 |

This achievement standard involves demonstrating understanding of a variety of written and/or visual Chinese text(s) on familiar matters.

Achievement Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|--|--|---|
| <ul style="list-style-type: none"> • Demonstrate understanding of a variety of written and/or visual Chinese text(s) on familiar matters. | <ul style="list-style-type: none"> • Demonstrate clear understanding of a variety of written and/or visual Chinese text(s) on familiar matters. | <ul style="list-style-type: none"> • Demonstrate thorough understanding of a variety of written and/or visual Chinese text(s) on familiar matters. |

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 *Demonstrate understanding* involves making meaning of written and/or visual Chinese by responding in their choice of English, Te Reo Māori and/or Chinese to the information, ideas, and opinions about the events, people, places and experiences of the Chinese read and/or viewed.

Demonstrate clear understanding involves selecting relevant information, ideas, and opinions from the texts and communicating them unambiguously.

Demonstrate thorough understanding involves expanding on relevant information, ideas, and opinions from the texts with supporting detail; and showing understanding of the implied meanings or conclusions within the text.

- 3 *Written and/or visual Chinese text(s)* refers to a variety of written and/or visual texts eg media extracts on topics of personal and/or community interest, short stories, articles, blogs, images, emails, advertisements, diagrams, posters, programmes, and reports. The texts will reflect the relationship between language and culture and be adapted as appropriate.
 - 4 *On familiar matters* refers to regularly encountered information, ideas and opinions that will be expressed in clear standard written and/or visual Chinese texts.
 - 5 Evidence may include but is not limited to:
 - clarifying information, ideas, and opinions
 - summarising information, ideas and opinions
 - producing, annotating, amending, and completing visual representations of ideas eg maps, sketches, diagrams
 - rephrasing Chinese statements for a different or specific purpose eg making a recommendation or giving advice.
 - 6 Assessment Specifications for this achievement standard can be accessed through the Languages Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/>.
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Replacement Information

This achievement standard replaced AS90385 and unit standard 12106.

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

Clarifications for Level 2 Languages

Presentation

Show: [Languages Homepage](#) | [All Languages clarifications](#)

Give a spoken presentation that communicates information, ideas and opinions

Updated December 2016. The section on feedback and feed forward has been updated.

Feedback and feed forward on drafts

Teacher feedback and feed forward on students' drafts should be holistic to ensure that the final product remains a true representation of the student's ability. More than one opportunity for feedback will compromise authenticity. Complex language, with few or no errors, may indicate that too much feedback has been given.

Language should be the student's own work. Resources should be used appropriately, and large chunks of lifted language should be either avoided completely or referenced and not included in the assessed work.

Content

These standards involve communicating information and expressing and justifying ideas and opinions. There should be evidence of each of these within the presentation.

The best presentations are to the point and close to the allocated times. Development does not equal length. Suggested time for a level 2 presentation is two minutes.

The purpose of this presentation is delivery to an audience. This could be either a face to face or an online audience. Tasks should ensure that students will have a context which requires a presentation as opposed to a piece of writing, e.g. a video/podcast application for a place on an exchange.

Communication and Language

As this is a spoken presentation, inconsistencies do not relate solely to errors in vocabulary or grammar. Inconsistencies in communication may relate to the following: language features, pronunciation, intonation, rhythm patterns, delivery speed, audibility, stress patterns, or tones. Incorrect language/inconsistencies will affect the grade to the extent that they hinder communication.

Language features should be taken into account when allocating a grade. A speaker who speaks very quickly without pausing appropriately for new sentences may have a presentation which would receive Excellence as a piece of writing, but which will receive a Merit for this standard. Inconsistencies in delivery speed and stress patterns may mean that the communication of the message is hindered. Delivery may ultimately affect the grade.

The nature of the language features used will also be determined by the fact that this is a spoken presentation, e.g. at level 2 this could be the use of rhetorical questions.

Delivery of presentation

Cue cards/text should only be used for support, and students may not read their presentation in its entirety. If they do so, they cannot be awarded the standard.

Interact

Show: [Languages Homepage](#) | [All Languages clarifications](#)

Interact to share information and justify ideas and opinions in different situations.

Updated December 2016. This document has been updated to include language features.

Language Features

A repertoire of language features and strategies to maintain the interaction is required for this standard. For this reason, it does not produce evidence towards this standard if students write and learn scripted role plays by heart, or otherwise prepare the total interaction beforehand. Indicators of the ability to maintain an interaction will not be evident in such exchanges.

Features and strategies such as pausing, negotiating meaning, prompting, seeking clarification, etc. can only be seen in evidence when the student is unaware of all questions that are asked, and has not prepared all answers. For this reason, the use of cue cards would also render evidence invalid.

Interactions where students can react in a genuine way, and where they are able to naturally control the direction of the interaction, give students the opportunity to meet the criteria.

Range

The standard calls for a minimum of two interactions, and these must be in different situations. This will mean that the context and/or purpose and/or type will be different for each interaction, e.g. negotiating the best way to spend a Saturday evening with friends will necessitate different language from a discussion of what students did in the holidays.

Assessing the collection of evidence

The grade will be awarded for the collection of interactions assessed as a whole, i.e. each interaction will not be assessed individually - the grade will be derived from the overall quality of the work. Students must show that they are working consciously and reasonably consistently at the level, rather than accidentally and occasionally.

The sample tasks suggest about four minutes interaction in total for level 2.

Language

Incorrect language/inconsistencies will only affect a grade if they hinder communication. It is important to note that accuracy is not a criterion of this standard. In a realistic conversation by learners of a second language, errors are natural and should not be overly penalised.

Whilst inconsistencies that do not affect communication will not affect the grade, for Excellence, there needs to be sufficient language, outside the language with errors, that contributes to the criteria of the successful use of a range of language.

At level 2 students need to move beyond simply supplying information and into justifying expressed ideas and opinions. This can be done by giving evidence or explanations which support these views and/or the views of others. Over the collected evidence there will be evidence of both sharing and justifying.

Writing

Show: [Languages Homepage](#) | [All Languages clarifications](#)

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

Updated December 2016. The section on feedback and feed forward has been updated.

Feedback and feed forward on drafts

Teacher feedback and feed forward on students' drafts should be holistic to ensure that the final product remains a true representation of the student's ability. More than one opportunity for feedback will compromise authenticity. Complex language, with few or no errors, may indicate that too much feedback has been given.

Use of resources

Authentic texts, native speakers, exemplars and digital tools are resources. Students need to be aware that they cannot copy large chunks of text, and that they must adapt and rework the language. Students need to reference direct text in their work, and this will not count as evidence of language. It is inappropriate to have native speakers providing large chunks of language or correcting drafts.

Text type

The context and/or purpose and/or text type (a minimum of two) will be different for each piece, e.g. a personal email to a French host family, a blog posting on the class French site about an activity that has taken place and their opinion about it, an invitation to a future party including instructions on what to bring, etc.

Curriculum level

The standard requires students to use language to communicate information and express and justify ideas and opinions. Whilst students are free to use all language they have at their disposal, a level 2 task cannot expect students to use language beyond that required to achieve the standard. To achieve the standard, within the texts, there needs to be evidence of each of the above.

Assessing the collection of evidence

The grade will be awarded for the pieces of writing assessed as a whole, i.e. each piece will not be assessed individually; rather, the grade will be derived from the overall quality of the work. Students must show that they are working consciously and reasonably consistently at the level, rather than accidentally and occasionally.

Incorrect language/inconsistencies will only affect a grade if they hinder communication. Whilst inconsistencies that do not affect communication will not affect the grade, for Excellence, there needs to be sufficient language, outside the language with errors, that contributes to the criteria of capable selection and successful use of language.

Word limits

The sample tasks suggest the following approximate word/character/kana count for level 2: 400 characters for Chinese, 800 kana for Japanese, or 400 words for all other languages. These are a realistic expectation of the amount that may be needed to provide sufficient evidence from which to make a judgement. At all times quality is more important than quantity.

2020 EXAMINATION TIMETABLE

Exams available digitally shown in blue

| Date | Time | Level 1 | Level 2 | Level 3 | Scholarship |
|-------------------|---------|--------------------------------------|--|---|--------------------------------------|
| Mon 16 Nov | 9.30 am | Te Reo Rangatira | Physics | Business Studies | Calculus |
| | 2.00 pm | Chinese | German | Dance | Agricultural & Horticultural Science |
| Tue 17 Nov | 9.30 am | Media Studies | Earth & Space Science | Drama | Chemistry |
| | 2.00 pm | | Classical Studies | | German |
| Wed 18 Nov | 9.30 am | Agricultural & Horticultural Science | Art History | Statistics | |
| | 2.00 pm | Geography | Spanish | Earth & Space Science | Drama |
| Thu 19 Nov | 9.30 am | | Mathematics & Statistics | | Biology |
| | 2.00 pm | Music | Accounting | History | French |
| Fri 20 Nov | 9.30 am | Mathematics & Statistics | | | Classical Studies |
| | 2.00 pm | | Drama | Samoan | Statistics |
| WEEKEND | | | | | |
| Mon 23 Nov | 9.30 am | French | Te Reo Māori | Calculus | |
| | 2.00 pm | Economics | | Accounting | |
| Tue 24 Nov | 9.30 am | | English | | Religious Studies |
| | 2.00 pm | History | Chinese | Biology | Economics |
| Wed 25 Nov | 9.30 am | English | | | Te Reo Rangatira |
| | 2.00 pm | Drama | History | Health | Physics |
| Thu 26 Nov | 9.30 am | Business Studies | Chemistry | Agricultural & Horticultural Science German Chinese | English |
| | 2.00 pm | Biology | Music | Media Studies | Accounting |
| Fri 27 Nov | 9.30 am | Science | | Making Music | History |
| | 2.00 pm | Samoan Spanish | Geography | Chemistry | |
| WEEKEND | | | | | |
| Mon 30 Nov | 9.30 am | Te Reo Māori Art History | Japanese | Te Reo Rangatira Social Studies Psychology | Samoan |
| | 2.00 pm | Latin | Agricultural & Horticultural Science | | Geography |
| Tue 1 Dec | 9.30 am | Accounting | | English | |
| | 2.00 pm | Home Economics | Economics | | Media Studies |
| Wed 2 Dec | 9.30 am | German | Biology | Geography | |
| | 2.00 pm | Dance | | Physics | |
| Thu 3 Dec | 9.30 am | Physics | Home Economics | Classical Studies | Japanese |
| | 2.00 pm | | Media Studies | Home Economics | Art History |
| Fri 4 Dec | 9.30 am | Chemistry | Business Studies | French | Te Reo Māori |
| | 2.00 pm | Classical Studies | Health | Economics | |
| WEEKEND | | | | | |
| Mon 7 Dec | 9.30 am | Japanese | Te Reo Rangatira Latin | Japanese | |
| | 2.00 pm | | French | Spanish | Latin |
| Tue 8 Dec | 9.30 am | Health | Samoan Education for Sustainability | Te Reo Māori Latin | Chinese |
| | 2.00 pm | | Social Studies | Music Studies | Spanish |
| Wed 9 Dec | 9.30 am | Social Studies | Dance | Art History | Earth & Space Science |

EXAMS END (Term 4 ends 16 Dec)