NZQA Approved

Internal Assessment Resource

Languages Level 3

This resource supports assessment against:

Achievement Standard 91537

Standard title: Write a variety of text types in clear Chinese to explore and justify varied ideas and perspectives

**Credits:** 5

Resource title: A virtual classroom

**Resource reference:** Languages 3.5B v3 Chinese

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| 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
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| Date version published by Ministry of Education | March 2017 Version 3To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number: A-A-03-2017-91537-03-6380 |
| 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. |

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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 assessment requires students to imagine their Chinese class is establishing a virtual classroom on the school intranet and to produce a minimum of two written texts for this intranet site.

This resource provides four scenarios, from which students select a minimum of two. Adapt or replace any of the suggested scenarios that are not appropriate or sufficiently real for your students.

This assessment activity could be used in conjunction with assessment for Achievement Standard 91535 *Interact clearly using spoken Chinese to explore and justify varied ideas and perspectives in different situations*. In other words, students could be assessed for their interactive speaking and their writing using the same learning context. If this is done, ensure that the students are not achieving double credit for simply reusing the same ideas and language.

This resource material should be read in conjunction with:

* the Senior Secondary Teaching and Learning Guides for languages <http://seniorsecondary.tki.org.nz/>
* NCEA Level 3 Languages Conditions of Assessment <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>
* the NCEA Level 3 writing clarification documents for Chinese (available on the NZQA website).

Conditions

Your overall judgement will be made on the basis of the total evidence contained in the pieces of writing. The evidence should be sufficient to demonstrate that the student is working at the level reasonably consistently rather than accidentally and occasionally.

Resource requirements

You could support students with accessing and using a range of resources to help them draft and revise their writing, for example, search engines, word lists, spelling and grammar checkers, pamphlets, dictionaries, textbooks, and grammar notes.

Additional information

None.

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Student instructions

Introduction

Imagine that your Chinese class is establishing a virtual classroom on the school intranet. You are required to write a minimum of two texts in Chinese for this virtual classroom.

Write in a format and style that is linguistically and culturally appropriate. Ensure that the content is informed, well organised, and fit for the purpose and audience.

All work must be your own. Extracts from external sources should not be included without acknowledging the sources. Any extracts from external sources will not be considered in the final achievement judgement. Language from the language samples may not be used unless it is significantly reworked.

There is no word limit but it is recommended that, across the texts, you write a total of about 400–500 words. Quality is however more important than quantity.

You may draft and revise your writing. You may use resources such as search engines, word lists, spelling and grammar checkers, pamphlets, dictionaries, text books, and grammar notes to help you when you are drafting and revising. Only your final versions will be assessed.

You will be assessed on how effectively you use Chinese to explore and justify a variety of ideas and perspectives in your pieces of writing.

Task

Write a minimum of two texts in Chinese, suitable for posting on your class’s (imaginary) virtual classroom pages on the school intranet.

In your writing, you should:

* express, explore, and justify (with explanations or evidence) your own ideas and perspectives
* explore and support/challenge (with explanations or evidence) the ideas and perspectives of others
* use language and language features that are fit for purpose and audience
* include some ideas and information from sources other than your own direct experience (for example, articles, films, or discussions with native speakers).

Choose a minimum of two of the four following scenarios as the basis for your written texts. The bullet points are suggestions only and should not limit your ideas.

Use your language and cultural knowledge to organise each text so that it is appropriate for the purpose and audience.

Film review

You belong to a Chinese film club. Each week you view and discuss with the other members a Chinese film or a film about the Chinese culture. This week you have watched a film you feel particularly strongly about. Write a review and post it on your Chinese intranet class webpage.

In your review, you could:

* discuss one or more aspects of this film (for example, themes, the development of characters, film techniques) in detail
* express your personal response to this film
* include other views on this film
* give this film a rating out of five stars and justify your rating
* give recommendations to Chinesestudents on whether the film is worth viewing, and justify your recommendations.

Celebrating International Languages Week

Your school has held an event to celebrate International Languages Week. Write an article about this event in Chinese and post it on your Chinese intranet class webpage.

In your article, you could:

* give general information about the event (for example, what the event was, when and where it took place, who was involved)
* explain the purpose of the event and the benefits it has brought to the school
* describe what activities were available with specific reference to the involvement of your Chinese class (for example, food stalls, performances, and/or other cultural activities)
* evaluate the success of the event
* give advice to your school or Chinese class for improvements for future events and explain why your ideas would be improvements.

A helping hand

A natural disaster or humanitarian issue has affected China. Prepare a letter suitable for emailing to or posting on a class blog addressed to the students at your sister school in China, expressing your concern and asking what you could do to help. Post your letter on your Chinese intranet class webpage for peer review.

In your letter, you could:

* express sympathy and condolences if appropriate
* ask what initiatives China and/or your sister school have already undertaken and how you could be involved in their projects
* explain the ideas your Chinese class has come up with and ask if they are appropriate
* find out what other forms of support and assistance are needed.

Life in New Zealand

The students in your class have been asked to produce short Chinese articles for the international section of the school website, exploring life for young people in New Zealand. Post your article on your Chinese intranet class webpage for peer review.

In your article, you could:

* describe and explain some of the traditional ‘kiwiana’ and/or cultural practices that the students may experience, for example, eating a hāngi, the cultural significance of greenstone, visiting a marae, the silver fern, the All Blacks, pot luck dinners, jandals, possible similarities and differences in teenage life in New Zealand and in China
* describe and explain leisure activities and opportunities for socialising
* provide tips on fitting in with New Zealanders of the same age
* include experiences, ideas, and opinions from other Chinese students who have lived in New Zealand.

Across the texts, aim to:

* write clearly, so that you communicate your intended meaning
* use language in a way that is controlled and integrated
* make appropriate use of New Zealand Curriculum level 8 communication skills, language, and cultural knowledge.

As far as possible, avoid inconsistencies that might hinder communication (for example, inconsistencies in format, spelling, lexical choice, level of formality, language conventions, or language features).

Assessment schedule: Languages 91537 Chinese – A virtual classroom

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| **Evidence/Judgements for Achievement**  | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| In clear Chinese, the student has produced at least two written texts of various types for the agreed scenarios. The total length of the texts is approximately 400–500 words.Across the texts, the student explores and justifies varied ideas and perspectives. They do this by:* evaluating and giving explanations or evidence to support their own ideas and perspectives
* supporting or challenging the ideas and perspective of others.

Their writing:* is organised in a linguistic and culturally appropriate format and style
* consists of content that is informed and fit for the purpose and audience
* makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:

新西兰的学校和中国的学校不一样。 新西兰的学生对课外活动感兴趣。但是中国的学生觉得学习比较重要。Communication is achieved overall despite inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).*The examples above are indicative samples only.* | In clear, convincing Chinese, the student has produced at least two written texts of various types for the agreed scenarios. The total length of the texts is approximately 400–500 words.Across the texts, the student explores and justifies varied ideas and perspectives. They do this by using language that is generally credible and connected to:* evaluate and give explanations or evidence to support their own ideas and perspectives
* support or challenge the ideas and perspectives of others.

Their writing:* demonstrates use of a range of language and language features that are fit for the purpose and audience
* is organised in a linguistic and culturally appropriate format and style
* makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:

新西兰的学校和中国的学校不一样。 一般来说， 新西兰的学生对课外活动很感兴趣，特别是体育活动。但是中国的学生不太喜欢运动，他们觉得学习比课外活动重要。Communication is not significantly hindered by inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).*The examples above are indicative samples only.* | In clear, effective Chinese, the student has produced at least two written texts of various types for the agreed scenarios. The total length of the texts is approximately 400–500 words.Across the texts, the student explores and justifies varied ideas and perspectives. They do this by using language that is controlled and integrated to: * evaluate and give explanations or evidence to support their own ideas and perspectives
* support or challenge the ideas and perspectives of others.

Their writing:* demonstrates capable selection and successful use of a range of language and language features that are fit for the purpose and audience
* is organised in a linguistic and culturally appropriate format and style
* makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:

新西兰的学校和中国的学校不一样。 除了学习以外, 新西兰的学生也对课外活动很感兴趣。放学以后，他们会参加很多体育活动，比如篮球，足球等等。 中国的学生不喜欢参加课外活动，因为对他们来说，学习比课外活动更重要。他们很少花时间参加课外活动。Communication is not hindered by inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).*The examples above are indicative samples only.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.