

Internal Assessment Resource

Languages Level 2

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| This resource supports assessment against:  Achievement Standard 91110 version 2  Give a spoken presentation in Chinese that communicates information, ideas and opinions |
| Resource title: Out on the town |
| 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 |

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| 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-03-2017-91110-04-5804 |
| 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 2.2B v4 Chinese

Resource title: Out on the town

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

Students imagine they have been asked to give a 2 minute spoken presentation in Chinese about their town to a group of exchange students from China who are visiting their town for the first time.

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.

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| 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

A group of exchange students from Chinese is visiting your school. This assessment activity requires you to give a spoken presentation in which you introduce them to your town. 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, the students could be required to explain aspects of school life to exchange students, show and explain their work to visiting government officials, teach visiting groups of students from China how to play a sport, or demonstrate and explain to how to make a New Zealand food dish.

You 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

Decide where you might take the visiting students and what you could show them.

Features of interest could include: public buildings, museums or galleries, river or beaches, local vantage points, open spaces, parks, sports facilities, sculptures, art works, water features, statues, or monuments.

Prepare your spoken presentation. In it, you could, for example:

* explain key features of your town
* express your ideas and opinions about the features
* justify your selection of a feature or features as not to be missed
* give a brief history/description of your town
* explain local customs and practices
* show knowledge of cultural aspects of Chinese in order to make comparisons and show insight, where appropriate.

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 - Out on the town

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Chinese is used in a spoken presentation to express and justify information, ideas and opinions in order to welcome/introduce visitors to their town.  Communication is achieved overall, although there may be inconsistencies in choice and use of language features.  Cultural conventions are used if appropriate.  The length of the presentation is about two minutes.  Example  皇后镇是新西兰最有名的地方。你应该冬天来，因为会下雪。很多人喜欢来这里滑雪。 | 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.  A range of language and language features are selected and used in a way that fits the specific purpose, using cultural conventions if appropriate.  Communication is not significantly hindered by inconsistencies in choice and use of language and language features.  The length of the presentation is about two minutes.  Example  皇后镇是新西兰南岛最有名的城市。你应该冬天来。虽然冬天有一点冷，但是下雪的时候很美。很多新西兰人和外国人非常喜欢来这里滑雪。 | 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.  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.  Communication is not hindered by inconsistencies in choice and use of language and language features.  The length of the presentation is about two minutes.  Example  皇后镇是新西兰南岛最有名的城市。很多人会在冬天来，因为风景最好看。虽然冬天天气有一点冷，但是下雪的时候很美，而且你可以在这里做很多的活动，比如滑雪。如果你不喜欢滑雪，你也可以买买东西或者看看风景。 |

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