

Internal Assessment Resource

Languages Level 2

This resource supports assessment against Achievement Standard 91109 Chinese, Japanese, French, German, Spanish, Samoan and Cook Islands Māori version 3, Korean and Lea Faka-Tonga 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 v6 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 | January 2025 Version 6  To support internal assessment from 2025 |
| 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**

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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 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.

All interactions must be video recorded. 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.

**Authenticity**

The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generate the Chinese content is not permitted and material generated by these tools should not be used throughout the assessment.

Teachers must closely supervise the process of evidence collection to ensure that students:

* do not practise the **exact task** with their partner(s) prior to the assessment
* do not rote-learn or script role plays
* do not use Chinese notes, language learning resources, or dictionaries **during** the interactions.

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.

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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 video recorded. 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. The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generate the Chinese content is not permitted and material generated by these tools should not be used throughout the assessment.

Teachers must closely supervise the process of evidence collection to ensure that students:

* do not practise the **exact task** with their partner(s) prior to the assessment
* do not rote-learn or script role plays
* do not use Chinese notes, language learning resources, or dictionaries **during** the interactions.

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 friend or native speaker from a Chinese-speaking community or country. Find out about young teenagers in the Chinese-speaking community or country 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.

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

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| 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.  Example  A: 中国学生在周末做什么?  B:我们花很多时间做功课。我们的功课太多了。 你呢?  A: 我一般踢足球,玩电脑,还有看电影。  B: 你有很多功课吗?  A: 我的功课不多。你喜欢新西兰的生活吗?  B:是的。我觉得在新西兰我很开心。在这里,周末的时候,我也经常踢足球。  The examples above are indicative samples only. | 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.  Example  A:中国学生周末很忙吗?  B:是的。中国学生的功课很多。他们没有时间玩。你周末做什么?  A:我经常看电影或者在家玩电脑。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  课。  B:你太幸运了。  A:你一定很喜欢新西兰的生活,是吗?  B:是的。我觉得新西兰的功课比中国少多了。周末的时候,我也经常踢足球。下 个周末, 你有空吗?  A:有空。有什么事情?  B:我们去公园踢足球,好不好?  A:没问题。  The examples above are indicative samples only. | 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.  Example  A:我听说中国学生周末很忙,这是真的吗?  B:是的。中国学生的功课很多。每门课都有很多的作业。而且我们经常有考试, 所以我们都没有时间玩。你周末一般做什么?  A:我和朋友看电影或者在家玩电脑。如果天气好,我去公园踢足球。  B:你从来不做功课吗?  A:我的功课不多。我一般只花一两个小时做功课。别的时间,我都在玩。  B:你太幸运了。  A:你一定很喜欢新西兰的生活,是吗?  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。我们还应该多参加运动。你同意吗?  A:是的。我同意。  B:对了,下个周末,我们去公园踢足球,好不好?  A:没问题。  *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.