

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 v5 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 5To support internal assessment from 2024 |
| 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

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.

Authenticity

The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generatethe Chinese content is not permitted and material generated by these tools should not be submitted as part of the student’s work. Teachers must closely supervise the process of evidence collection to ensure that students:

* do not copy from another person or source without appropriate acknowledgement and significant modification using their own words
* do not receive guidance, scaffolding, instruction, assistance from anyone before 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. At all times quality is more important than quantity.

Resource requirements

A range of resources to support drafting and reworking could include word lists, dictionaries, textbooks, or grammar notes.

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.

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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. The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generate content is not permitted and material generated by these tools should not be submitted as part of your work. You may not:

* copy from another person or source without appropriate acknowledgement and significant modification using their own words
* receive guidance, scaffolding, instruction, assistance from anyone before submission.

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 word lists, dictionaries, textbooks, or 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 a Chinese-speaking community or country.
5. Make a chart of all holidays in New Zealand and Chinese-speaking community or country 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 hāngī, 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’.
* Write an essay – ‘I would rather go to school in New Zealand/Chinese-speaking community or country’.
1. 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.
2. Retell a traditional story.
3. 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 a Chinese-speaking community or country 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!

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| 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. 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.Communication is achieved overall, although there may be inconsistencies in choice and use of language features. The overall selection of text types is approximately 400 characters.Example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。The examples above are indicative samples only. | 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. 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. Communication is not significantly hindered by inconsistencies in choice and use of language and language features. The overall selection of text types is approximately 400 characters.Example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。The examples above are indicative samples only. | 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. 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. Communication is not hindered by inconsistencies in choice and use of language and language features. The overall selection of text types is approximately 400 characters.Example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。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.