

NZQA Approved

Internal Assessment Resource

Languages Level 3

This resource supports assessment against:

Achievement Standard 91535

Standard title: Interact clearly using spoken Chinese to explore and justify varied ideas and perspectives in different situations

**Credits:** 6

Resource title: Cultural challenges

**Resource reference:** Languages 3.3B 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 3  To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number: A-A-03-2017-91535-03-6378 |
| 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**

Scenarios for four interactions are suggested. Students select a minimum of two.

If your students do not have ready access to authentic experiences or material, adapt this resource to include contexts that are more relevant. The scenarios used should reflect the interests of your students. For example, if it is more relevant, include a discussion around something the students would like to watch on YouTube instead of selecting a film.

This task could be used in conjunction with Achievement Standard 91537 *Write a variety of text types in clear Chinese to explore and justify varied ideas and perspectives.* 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>

Conditions

The context for each assessment piece must be different (and involve different participants) so that students have the opportunity to use a variety of language and language features in Chinese. Consult with students when making decisions about participants or media (for example, whether the interaction is face-to-face or using communication technology).

The interactions should be digitally recorded for marking and moderation purposes. Methods include videoing, digitally recording in a computer lab, or using a digital voice recorder, cellphone, or MP3 player. Recordings must be safely stored and of good enough quality for all participants to be heard and distinguished clearly.

Your overall judgement will be made on the basis of the total evidence contained in the recordings, and should embody confidence that the student is working at that level reasonably consistently rather than accidentally and occasionally.

Note that the technology context used here is very similar to that used in assessment resource 3.5A. If students are being assessed using both resources, change one of these contexts.

Resource requirements

Recording equipment.

Additional information

Students will need to store their recordings in a safe place, for example, in a folder on a classroom computer or the teacher’s laptop or on a class blog or wiki.

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Student instructions

Introduction

This assessment activity requires you to take part in and digitally record a minimum of two interactions in Chinese. Four possible scenarios are provided.

In your interactions, 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.

You will be assessed on how effectively you use spoken Chinese to explore and justify varied ideas and perspectives.

Conditions

Your teacher will give you dates for your interactions and instructions on how the recordings should be stored.

You will be assessed individually.

It is suggested that your interactions total about four to five minutes, but quality is more important than quantity.

You may not use cue cards or count a pre-learnt role-play or dialogue as an interaction, but you may use materials that are authentic and appropriate to the context (for example, a map or an image).

All contributions must be your own. You may not use any language from the language samples in the assessment schedule unless it has been significantly altered. Because this Standard assesses interaction, the language you use should fit naturally into the discussion.

Task

In consultation with your teacher, select a minimum of two of the following scenarios for your interactions. The bulleted points are suggestions only and should not limit your ideas.

Teacher note: For each scenario, assign (or consult with students about) suitable pairs, groups, and media (for example, face-to-face or using technology).

### *What’s on next week?*

You belong to a Chinese film club. Each week, students can choose a film in Chinese or about Chinese culture to view and then to discuss. You and other members of the film club are having a discussion about which film to choose for next week.

You could consider the following in your discussion:

* the genre of film that you each would like to watch and what benefits you will get from seeing it
* previous films you have seen that made an impression on you
* if it is in the Chinese, whether the language is pitched at a level that most of your classmates can understand
* whether the movie is appropriate for school
* how to convince your teacher that this film would be advantageous for your learning.

You could carry out this task as part of a group discussion, with your teacher and another student, with a native speaker and another student, or through the use of social networking tools such Skype.

### *Help us celebrate!*

Your school is running an event to celebrate International Languages Week. Your language class has been given the task of organising activities to celebrate the Chinese culture. Make a phone call to a Chinese community group or business negotiating their support at the event. You could consider the following:

* explaining the purpose of the celebration
* negotiating the possibility of sponsorship, food sale, and/or performances
* negotiating resources that might be needed
* discussing the benefits to the school and wider community.

### *A helping hand*

Members of a sporting team from China will be billeted in your town for an international competition. Your language class wants to show support for China and make their stay here welcoming. A representative from the team has come into class to talk with you and share ideas. You discuss ways to do this, for example, through offering a translation ‘hotline’, offering financial aid if needed, messages of support, and other initiatives. You could consider the following:

* the reasons to be involved
* the ways to be involved
* what initiatives your local community might already have in place
* your roles and responsibilities as global citizens.

### *What’s up?*

You are involved in peer support and are called to the dean’s office to help an exchange student from China who is having issues with one of their teachers. You will need to find out what the problem is and then you could consider discussing the following:

* the possibility that differences between school life in New Zealand and in China have led to a miscommunication
* the cultural expectations from both parties may be different, for example, making eye contact when talking
* concerns around language knowledge (consider Kiwi English, the pace of delivery etc)
* advice for him/her to better enjoy life here at your school and how to better get on with that teacher.

In your interactions, aim to:

* speak clearly, so that your meaning is understood
* demonstrate a degree of fluency and spontaneity (that is maintain and sustain interactions without previous rehearsal)
* use appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification
* make appropriate use of cultural conventions such as courtesies and gestures.

As far as possible, avoid inconsistencies that might hinder communication (for example, inconsistencies in language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).

Assessment schedule: Languages 91535 Chinese – Cultural challenges

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student’s overall contribution to the total interactions is about four to five minutes.  Across the recordings, the student has interacted clearly using spoken Chinese.  The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.  The student accounts for and sustains their own views.  The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.  The student’s participation is characterised by:   * a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal) * use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification * appropriate use of cultural conventions such as courtesies and gestures.   A: 别人说英语的时候，我听不懂。  B: 不用着急。你可以让他们说得慢一点。  A: 我同意。 新西兰人说英语说得太快了。  The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:  Communication is achieved overall, although interactions may be hindered in some places by inconsistencies (in, for example, language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress patterns, or tones).  *The examples above are indicative samples only.* | The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student’s overall contribution to the total interactions is about four to five minutes.  Across the recordings, the student has interacted clearly using convincing spoken Chinese.  The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.  The student accounts for and sustains their own views.  The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.  The student’s participation is characterised by:   * 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 * a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal) * use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification * appropriate use of cultural conventions such as courtesies and gestures.   A: 别人说英语的时候，我听不懂。 我应该怎么办？  B: 不用着急。 你是不是觉得他们说话说得很快？  A: 对。他们说英语说得太快了。在中国的时候，老师说英语说得很慢。  B: 那样的话，你就让他们说得慢一点。  A: 好主意。  The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:  Interactions are not significantly hindered by inconsistencies (in, for example, language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress patterns, or tones).  *The examples above are indicative samples only.* | The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student’s overall contribution to the total interactions is about four to five minutes.  Across the recordings, the student has interacted clearly using effective spoken Chinese.  The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.  The student accounts for and sustains their own views.  The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.  The student’s participation is characterised by:   * successful 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 * a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal) * use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification * appropriate use of cultural conventions such as courtesies and gestures.   The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:  A: 别人说英语的时候，我听不懂。 我非常着急。　你觉得我应该怎么办？  B: 不用着急。你来新西兰多久了?  A: 我来了一个星期。  B:　刚来新西兰的学生，都会觉得听力很难。这是因为新西兰人说英语说得很快。  A: 是的。 我同意。在中国的时候，老师说英语说得很慢。在这里，每个人说话都很快。 来学校的第一天，同学问我从哪里来，我都没有听懂。  B: 如果你听不懂别人说话，你可以让他们说得慢一点。  A: 你的主意不错。 下一次我听不懂，一定用这个办法。  Interactions are not significantly hindered by inconsistencies (in, for example, language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress patterns, or tones).  *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.