



中文

**CHINESE**



**ZH03000C**  
**INTERACTION PORTFOLIO GUIDE**  
**NCEA LEVEL 3**

# CHINESE INTERACTION PORTFOLIO

## NCEA LEVEL 3

### **Expected time to complete work**

This work will take you about 15 hours to complete.

### **You will work towards the following standard:**

Achievement Standard 91535 (version 1) Chinese 3.3

**Interact clearly using spoken Chinese to explore and justify varied ideas and perspectives in different situations**

Level 3, Internal assessment

6 credits

# 1 INTRODUCTION

This assessment activity for Achievement Standard 91535 requires you to **submit at least two spoken interactions** in an interaction portfolio.

Your ability to interact using Chinese to explore and justify varied ideas and perspectives in different situations will be assessed from these interactions.

Your overall contribution to the total interactions is about **four to five minutes**. At all times quality is more important than length.

The following instructions provide you with a way to structure your work to demonstrate what you have learned to allow you to achieve success in this standard.

## INSTRUCTIONS

- The interaction portfolio includes this guide and three separate tasks for you to choose from.
- You should complete the related module first before you attempt the interaction task. For example, do ZHO3003 first, and then do the interaction assessment ZHO3003Y3.
- Record your interactions. **All interactions need to be recorded as videos**. Record your interactions digitally using the My Te Kura facility, cell phone or other mp4 format.
- If you are having the conversation with your Te Kura teacher, you do not have to record it. They will do that. To give you the best opportunity to achieve this standard, only one interaction should be with your teacher. See the box below for instructions for other conversation partners.
- Your teacher will give you **general feedback** about each interaction to support your learning.
- You should aim to complete the interaction tasks by the **end of October**.

### FOR YOUR CONVERSATION PARTNER

Please print and give a copy of the following to your conversation partner.

Thank you for helping with this interaction.

The best way to support this student is by:

- allowing them to take the lead in the conversation from time to time
- encouraging a range of views to be explored
- taking part in natural communication. That means the communication must not be pre-planned and must not be like an interview. Natural communication includes such things as:
  - referring back to things that have already been said
  - clarifying
  - negotiating meaning
  - using colloquial and formulaic expressions appropriate for the contexts.

## 2 CONDITIONS

- All the work that you include in your interaction portfolio **must be entirely your own work**. **Interaction is vital** in a conversation. You cannot script in advance.
- The context for each assessment must be different so that you have the opportunity to use a variety of language and language features in Chinese.
- You can use relevant resources such as the course materials, vocabulary lists, grammar summaries and a range of commonly used real life resources, including the internet, which may be used to support your information and justify ideas and opinions. However, we strongly advise you to **only** use the language you have learnt during this course, or language you know to be correct.
- Language from the language samples in the assessment schedule may not be used unless it is significantly reworked.
- There are **no reassessment opportunities** offered for this standard so make sure you consult with your Te Kura Chinese teacher so that your choices for your portfolio provide the best evidence of your interaction skills.
- **The work you submit must be your own**. You may not copy or otherwise reuse language that has been created by someone else. You may not ask someone else to script any interaction for you.

### SUPERVISOR REQUIREMENTS

- Supervision is not required for this assessment.
- Upload your interaction submissions to the **ZH3000C Interaction dropbox** or a link to your video.

**OVERVIEW**

The following three interaction tasks will help you provide evidence for the interaction portfolio submission for Achievement Standard 91535.

<b>ZHO3003Y3</b>	<b>What do you think?</b>
<b>ZHO3004Y3</b>	<b>Your decision</b>
<b>ZHO3005Y3</b>	<b>What's on next week?</b>

**ZHO3003Y3 What do you think?**

Imagine you and your friend are on an exchange programme in China. You are both staying in a motel. You are not happy about the accommodation and thinking of moving out. Today you want to find out what your friend thinks about it. You would like to persuade your friend to move out with you.

To prepare your conversation, think of:

- reasons why you want to move out
- what kind of accommodation do you prefer and why
- types of accommodation that are available near your school
- advantages and disadvantages of different types of accommodation
- information about home stay and student flats (price, location etc.)
- advantages and/ or disadvantages of each option
- if your friend disagrees with you, how you will persuade him/her.

You need to find out from your friend:

- whether he/she agrees with your opinion about the motel
- If your friend also wants to move out, which option he/she prefers and why
- Which option he/she doesn't like and why
- If your friend doesn't want to move out, then he/she needs to explain the reasons/the advantages to stay on.

**Useful structures**

以前

从来没

这是我第一次…

我以前去过…

我打算

我听说…

你看…

你觉得…好?

你觉得…怎么样?

你觉得我应该…?

… 多长时间?

## PORTFOLIO TASKS

…什么时候… ?  
现在住在…  
为什么想搬家?

因为…  
离…太远了  
附近没有…  
…很不方便  
你觉得…  
住中国人家里  
和别人合住公寓  
有什么好处?  
…有什么坏处?  
比…  
没有…那么  
虽然…但是  
比方说  
如果…我应该怎么办?

**ZHO3004Y3 Your decision**

You and your friend are selected to be on a six-month immersion programme in China next year.

Two schools (**School A** in Shanghai and **School B** in Beijing) offer the same programme. Look at the details of the two schools and decide which school you want to go to. You and your friend should reach an agreement on which school you will choose by the end of the conversation.

Take a look at the information below about the two schools. You may like to:

- compare them by discussing some of the advantages and drawbacks
- discuss other points that relate to your needs and interests – for example you’d like it to be near a place where you can enjoy your favourite leisure activity etc.

School A in Shanghai	Food	Accommodation	Time Table	School regulations
<p>Boarding school.</p> <p>There is a total of 1000 students.</p> <p>There are 23 teachers on the staff. 19 are local, 3 of them are British and 1 from New Zealand.</p> <p>40 international students will be enrolled in the immersion program next year.</p>	<p>Canteen A Chinese food</p> <p>Canteen B Chinese food</p> <p>Canteen C Western style food</p>	<p>International Students’ Dorm</p> <p>Room share</p> <p>Shared phone</p> <p>Internet access</p>	<ul style="list-style-type: none"> <li>• 7:00am Breakfast</li> <li>• 8:30–12:15 Class time</li> <li>• 12:30pm –2:30pm Lunch</li> <li>• 2:40pm –3:30pm Class time</li> <li>• 3:30pm–6:00pm Sports/ extra curricula activities</li> <li>• 6:00pm–7:00pm</li> <li>• Dinner</li> <li>• 10:00pm–Bed time</li> </ul>	<ul style="list-style-type: none"> <li>• Students must wear school uniform inside school</li> <li>• Students are not allowed to leave school without permission.</li> <li>• Students are required to go to their dorm by 10 pm.</li> <li>• School gate shuts at 10pm.</li> </ul>
School B in Beijing	Food	Accommodation	Time Table	School regulations
<p>Local school.</p> <p>There is a total of 1500 students.</p> <p>There are 38 Chinese teachers on the staff.</p> <p>10 international students will be enrolled in the immersion program next year.</p>	<p>Canteen A Chinese food</p> <p>Canteen B Chinese food</p> <p>Students can bring own lunch</p>	<p>The school will provide home stays for international students.</p> <p>The host families live locally. Each family can host one or two students</p>	<ul style="list-style-type: none"> <li>• 8:00am–12:00pm</li> <li>• Class time</li> <li>• 12:00pm–2:00pm</li> <li>• Lunch time</li> <li>• 2:00pm–3:00pm</li> <li>• Class time</li> <li>• 3:00pm–5:00pm</li> <li>• Sports/extra curricula activities</li> </ul>	<ul style="list-style-type: none"> <li>• Students must arrive school at 7:30am for self-study every morning.</li> <li>• Internal students should take public transport or bike to school.</li> <li>• Students are not permitted to drive.</li> </ul>

PORTFOLIO TASKS

Possible words and sentence structures you could use:

国际学生 guójì xuéshēng	international student(s)
宿舍 sùshè	dormitory
食堂 shítáng	canteen
带饭	bring own food
寄宿家庭 jìsù jiāting	host family
自习课 zìxí kè	self-study period
你看 … 怎么样?	What do you think of ...?
你说呢?	What do you think?
你觉得哪个…比较好	Which ... do you think is better?
我觉得…	I think ...
… 比… 好多了/远多了/近多了/方便多了	... is far better/much further/much closer/much more convenient
没有 (那么)…	not as ... as...
… 会不会…?	Is it possible ...?
… 是不是…?	Is it true that ...?
… 能不能…?	Can we ...?
如果	If
最好	had better, should
应该	Should
可能	Possibly
不能	can't
不让	(is ) not allowed
希望	hope



**ZHO3005Y3 What's on next week?**

Your Chinese class is responsible for making a schedule of activities for a visiting group of Chinese students. You and your friend are responsible to make a plan for their stay.

Your conversation could include some of the following:

- What activities/events the Chinese students may want to do.
- Which places near your school you think would be good to visit.
- Where the students will stay.
- What is special about your town or region.

**Your friend will disagree with some of your opinions and suggestions.** You need to be prepared for the situation and get ready to explore different ideas and justify your opinions.

To prepare your conversation, think of:

- local activities and events you think the Chinese students should participate in and why
- fun places the Chinese students may want to visit and things they may be interested to do and why
- types of accommodation the visiting students should go for and why
- special features about your town/region that you want the Chinese visitors to learn about and why
- what you will say if you disagree with your friend: e.g. what suggestions, evidence, examples etc you need to use to persuade your friend.

Possible words and sentence structures you could use:

你看 … 怎么样?	What do you think of ...?
你说呢?	What do you think?
你觉得哪个…比较好?	Which ... do you think is better?
我觉得…	I think...
… 比…	compare
我去过	I have been
我听说	I hear
好多了/近多了/方便多了	... is far better/much closer/much more convenient
没有 (那么)…	not as ... as ...
… 会不会…?	Is it possible ...?
… 是不是…?	Is it true that...?
… 能不能…?	Can we ....?
如果	If

## PORTFOLIO TASKS

最好	had better, should
应该	Should
可能	Possibly
不能	can't
不让	(is ) not allowed
希望	hope

You may also submit other authentic interaction in Chinese that you have done. This might be some interaction that you have done in addition to the interaction portfolio tasks e.g. talking to a friend about your current lifestyle. However, you **must** discuss this with your Te Kura Chinese teacher first, to ensure you are providing the best evidence possible.

### KEY THINGS TO REMEMBER

This is an interaction assessment, so you need to contribute towards the conversation by exploring and justifying varied ideas and perspectives. It is not just answering questions someone asks you.

You can do your interaction in one of these ways:

- **With another student you know or another person who speaks Chinese.** If you do this, you must video your interaction, and tell your teacher which person you are in the video. Show the other person these interaction guidelines (ZH03000C) so they know what is required. You need to have a conversation with each other, rather than you only answering questions.
- **With your Te Kura teacher.** You need to contact your Te Kura teacher to arrange a time. They will record the conversation. To give you the best opportunity to achieve this standard, only one interaction should be with your teacher.

If you have videoed an interaction you have done with another person, identify yourself at the beginning of the conversation by saying your name. Once you finished the conversation upload it to the **ZH3000C Interaction dropbox** in mp4 format.

Name your completed task, for example, **ZH03003Y3\_ your name\_ your Te Kura ID number**. Add a note to tell your Te Kura teacher which person you are in the video (for example – the person on the left, the person wearing a blue top).

## 4 TIPS FOR SUCCESSFUL INTERACTIONS

Key things you need to do to gain this standard:

- submit two pieces of interaction. The total length of your interaction is about **four to five minutes**. Remember quality is more important than length.
- communicate information, and explore and justify varied ideas and perspectives
- communicate overall, despite any inconsistencies in language.

If you are aiming for merit or excellence, take careful note of what you need to do by looking at the standard and explanatory notes in the next section of this guide.

Other useful tips:

- Read the instructions, the topic, assessment schedule and any other details.
- Go back through the modules of the ZH3000 course and take note of any relevant information e.g. useful vocabulary or structures, advice on how to develop and/or sequence your information/ideas/opinions.
- Use a range of the vocabulary and structures that you have learnt and are familiar with especially those from ZH3000 course.
- Explore information and justify ideas and opinions.
- Brainstorm possible ideas you can talk during the interactions. Think about the structures and language you might need to communicate these ideas.
- Use interactive strategies (i.e. seek clarification ...是什么意思?).
- Use appropriate cultural conventions (i.e. courtesies and gestures).
- Show that you know how to use language in a variety of ways.

## TIPS FOR SUCCESSFUL INTERACTIONS

### **SURVIVAL SKILLS FOR INTERACTING IN CHINESE**

Consider using some of the following questions and phrases to help keep your interaction going and to help it sound as natural as possible. They will show that you know how to listen actively, and can also provide you with some thinking before you answer a question.

Qǐng shuō màn yìdiǎn.	Please speak slowly.	请说慢一点。
Zài shuō yíbiàn.	Say it again.	再说一遍。
Wǒ méi tīng dǒng.	I don't understand	我没听懂。
... shì shénme yìsi?	What does ... mean?	... 是什么意思?
... zěnmē shuō ?	How do you say ...?	... 怎么说?
... duì ma?	Is it correct ( to say) ...?	... 对吗?
Wǒ míngbáile.	I see.	我明白了。
Hǎo. /Xíng.	Ok.	好/行。
Duì.	Yes./Correct.	对。
Wǒ tīng shuō ...	I hear ...	我听说 ...
Dāngrán le.	Of course.	当然了。
Méi wèntí.	No problem.	没问题。
Zhēn de ma?	Really?	真的吗?
Shì ma?	Is it?	是吗?
Tài hǎo le!	That's great!	太好了!
Wǒ juéde/wǒ rèn wéi	I think	我觉得 / 我认为
Nǐ kàn ... zěnmeyàng?	What's your opinion about ...?	你看 ... 怎么样?

# 5 THE STANDARD AND EXPLANATORY NOTES

## ACHIEVEMENT STANDARD 91535 (VERSION 1) CHINESE 3.3

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

Level 3, Internal

6 credits

### ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Interact using spoken Chinese to explore and justify varied ideas and perspectives in different situations.	Interact using convincing spoken Chinese to explore and justify varied ideas and perspectives in different situations.	Interact using effective spoken Chinese to explore and justify varied ideas and perspectives in different situations.

#### EXPLANATORY NOTES

1. This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2012.

#### 2. **Achieved**

*Interact clearly using spoken Chinese* involves taking an active part in discussion with a degree of fluency and spontaneity. Taking an active part in discussion may be demonstrated by accounting for and sustaining own views. Spontaneity refers to the ability to maintain and sustain an interaction without previous rehearsal. Interaction may be hindered in some places by inconsistencies in, for instance:

- language features
- pronunciation
- intonation
- rhythm patterns
- delivery speed or audibility
- stress patterns
- tones.

#### **Merit**

*Interact clearly using convincing spoken Chinese* involves interaction showing:

- 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.

Interaction is not significantly hindered by inconsistencies.

### **Excellence**

*Interact clearly using effective spoken Chinese* involves interaction showing:

- 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.

Interaction is not hindered by inconsistencies.

3. *Clearly* refers to language that gives no doubt as to intended meaning.
4. *Explore and justify varied ideas and perspectives* involves finding out about, evaluating, and giving explanations or evidence to support or challenge the ideas and perspectives of others.
5. *Different situations* refers to a range of culturally appropriate contexts in spoken Chinese e.g. informal and formal, social, conversational, cultural, familiar and impromptu or unrehearsed contexts. Interactions may be face-to-face or technologically facilitated.
6. Interactions are characterised by:
  - a genuine purpose
  - negotiating meaning
  - initiating and maintaining
  - participating and contributing
  - contextually appropriate language
  - use of cultural conventions e.g. courtesies, gestures
  - use of interactive strategies, such as fillers, questioning, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, apologising, pausing, prompting, seeking clarification.
7. Not all characteristics may be evident in one interaction.
8. The quality of the selection of interactions, considered as a whole, is more important than the length.
9. Look at the conditions for this achievement standard at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards/Learning-languages/Chinese/Level-3-Chinese>
10. This link has clear, simple explanations about how to do this standard: [www.nzqa.govt.nz/ncea/subjects/languages/clarifications/3/interact/](http://www.nzqa.govt.nz/ncea/subjects/languages/clarifications/3/interact/)

## 6 ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
<p>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.</p> <p>Across the recordings, the student has interacted clearly using spoken Chinese.</p> <p>The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.</p> <p>The student accounts for and sustains their own views.</p> <p>The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.</p> <p>The student’s participation is characterised by:</p> <ul style="list-style-type: none"> <li>• a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal)</li> <li>• 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</li> <li>• appropriate use of cultural conventions such as courtesies and gestures.</li> </ul>	<p>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.</p> <p>Across the recordings, the student has interacted clearly using convincing spoken Chinese.</p> <p>The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.</p> <p>The student accounts for and sustains their own views.</p> <p>The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.</p> <p>The student’s participation is characterised by:</p> <ul style="list-style-type: none"> <li>• use of a <b>range</b> of language that is fit for purpose and audience</li> <li>• <b>generally successful</b> selection from a repertoire of language features and strategies to maintain the interaction</li> <li>• a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal)</li> <li>• 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</li> </ul>	<p>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.</p> <p>Across the recordings, the student has interacted clearly using effective spoken Chinese.</p> <p>The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.</p> <p>The student accounts for and sustains their own views.</p> <p>The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.</p> <p>The student’s participation is characterised by:</p> <ul style="list-style-type: none"> <li>• successful use of a <b>range</b> of language that is <b>consistently</b> fit for purpose and audience</li> <li>• <b>skilful selection</b> from a repertoire of language features and strategies to maintain the interaction</li> <li>• a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal)</li> <li>• 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</li> </ul>

ASSESSMENT SCHEDULE

	<ul style="list-style-type: none"> <li>appropriate use of cultural conventions such as courtesies and gestures.</li> </ul>	<ul style="list-style-type: none"> <li>appropriate use of cultural conventions such as courtesies and gestures.</li> </ul>
<p>The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</p> <p>A: 我觉得学生常常上课的时候用手机, 这对学习不好。</p> <p>B: 是的。很多学生喜欢上课的时候用手机发短信。但是手机也有好处, 比如有词典。</p> <p>Communication is <b>achieved overall</b>, although interactions may be hindered in some places by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p>	<p>The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</p> <p>A: 我觉得新西兰的学生上课的时候常常用手机, 对学习没有好处, 老师也会生气。</p> <p>B: 是的。很多学生上课的时候用手机发短信。可是, 我认为有时候用手机也有好处。</p> <p>A: 有什么好处?</p> <p>B: 比如你可以用手机里的词典, 可以帮助你学习中文。</p> <p>A: 你说的不错。</p> <p>Interactions are <b>not significantly hindered</b> by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p>	<p>The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</p> <p>A: 越来越多的学生在上课的时候用手机, 这样对学习不好, 因为他们不听老师说话, 老师也会生气。</p> <p>B: 我同意。很多老师不许我们上课的时候用手机, 但是很多学生还是在上课的时候用手机发短信。但是我认为手机有的时候对学习也有帮助。</p> <p>A: 是吗? 有什么帮助?</p> <p>B: 现在的新手机都有词典, 很方便。我有不认识的字, 我可以用我的手机查。而且, 除了词典以外, 你也可以用手机上网找信息。</p> <p>A: 是啊, 你说的也对。</p> <p>Interactions are <b>not hindered</b> by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p>

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



# 7 SUBMITTING YOUR TASKS AND PORTFOLIO

## SUBMIT EACH TASK

Once you have completed each interaction assessment task (e.g. ZHO3003Y3), upload it to the **ZH3000C Interaction dropbox**.

Your teacher will give you **general feedback** about your interaction to support your learning and may suggest you complete more than two tasks. Make sure you name each file with the task code e.g.:

**ZHO3003Y3\_(your first name\_(your surname)\_your ID**

**ZHO3004Y3\_(your first name\_(your surname)\_your ID**

Keep your interaction video files in a safe place (e.g. a folder on your computer) as you may choose to submit this piece as part of your final interaction portfolio for AS91535.

## CHECKLIST

Have you:

- interacted on the topic
- communicated information and justified ideas and opinions
- selected language features and strategies to maintain interaction
- communicated overall, despite inconsistencies?

Any questions about this, ask your Te Kura teacher.

## SUBMIT YOUR PORTFOLIO

Before you finalise your portfolio with your teacher, check you have done the following:

- Completed at least two interaction tasks.
- Named the digital files appropriately with the task code, your name and student ID number
- Uploaded them to the **ZH3000C Interaction dropbox**.
- Notified your teacher of the two interactions you want to include in your portfolio. Your Te Kura teacher will also be happy to give you advice and guidance about your final choice of two interactions, but the choice you make is ultimately your responsibility. Do this **well before** the final submissions are due so that you have time to consider and choose the best examples of your interaction skills.

The date for final submission of portfolios is the **end of October**.