



中文

**CHINESE**



**ZHO2000C**  
**INTERACTION PORTFOLIO GUIDE**  
**NCEA LEVEL 2**

# CHINESE INTERACTION PORTFOLIO

## NCEA LEVEL 2

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

This work will take you about 15 hours to complete.

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

Achievement Standard 91109 (version 2) Chinese 2.3

**Interact using spoken Chinese to share information and justify ideas and opinions in different situations**

Level 2, Internal assessment

5 credits

Cover image: Two friends having fun, iStock 920597532

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# 1 INTRODUCTION

This assessment activity for Achievement Standard 91109 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 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 ZHO2003 first, and then do the interaction assessment ZHO2003Y3.
- 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.
- **When you record your conversation, you MUST NOT read anything on paper or on the screen. Try to be spontaneous and natural.**
- 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 September**.

## 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

### IMPORTANT

- 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.
- **When you record your conversation, you MUST NOT read anything on paper or on the screen. Try to be spontaneous and natural. If you read any notes, then your conversation is invalid. You cannot attempt the same task again.**
- 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 or a link to your video to the **ZH2000C Interaction dropbox**.

## 3 PORTFOLIO TASKS

### OVERVIEW

The following three interaction tasks will help you provide evidence for the interaction portfolio submission for Achievement Standard 91109.

**ZHO2003Y3 Asking for directions and making arrangements**

**ZHO2004Y3 Talking about weekends**

**ZHO2005Y3 Talking about your trip**

### ZHO2003Y3 Asking for directions and making arrangements

Imagine that this is your first time in Beijing. You want to do some shopping (e.g. sweater/ overcoat/pants /shoes/dictionary/notebook/cell phone. etc.) but don't know where the shops are. You need some help from your Chinese friend.

You need to find out:

- where you can buy a cheap ... or where you can bargain for a good price
- how to get to the nearest shop or market
- if you should take the bus or go there on foot
- what is the opening hours of the shop or market.

You may also:

- invite your friend to go with you
- suggest a time to meet (if the time doesn't suit, negotiate for another time)
- suggest a place to meet (negotiate for a place suitable for both of you).

### Useful structures

Here are some possible vocabulary and structures you could use:

哪里卖 ...	Where does it sell ...?
商店	shop, stores
市场	market
便宜的	cheap
你知道 ... 吗?	Do you know ...?
怎么	how
我应该	I should
坐车还是走路	take a bus or walk?
几点	When (hour) ...?
什么时候	When ...?
开门	open (shop)
关门	close (shop)

## PORTFOLIO TASKS

有空吗? / 有时间吗?	(Do you) have time on/ at ...?
和我一起	with me
你能 ... 吗?	Can you ...?
在哪见面?	Where shall we meet?
行吗? / 好吗? / 怎么样?	is that ok?/ alright? How about ...?

### ZHO2004Y3 Talking about weekends

Your friend (name of your friend) has just come back from China. You are very interested about his/her trip. You will talk to your friend to find out:

- what Chinese students usually do in the weekend
- what was the most enjoyable activity / event your friend experienced in China
- what interesting places your friend went
- how he/she travelled
- if your friend enjoyed the trip and why.

Your friend may ask you some similar questions to find out what you did last weekend or what you plan to do next week etc.

### Useful structures

Here are some possible vocabulary and structures you could use:

平时	usually
周末	weekend
你觉得	you think/ what do you think
有意思/有名/好玩	interesting/famous/fun
怎么	how
为什么	Why
最	the most
没有那么	not as ...as ...
比	is more ...than
和 ... 一样 / 不一样	is the same as .../ is not the same as
刚到 ... 的时候	not long after ... arrived in
虽然 ... 但是	even though
和谁	with whom
打算	plan to
去哪儿 ...	Where do ( you go ...)
在哪儿 ...	Where ( do you do ...)

**ZHO2005Y3 Talking about your trip**

You are planning to visit your friend (name of your friend) in Beijing during the holidays. You've already sent him/her an email about your upcoming trip. Today you'll ring your friend to confirm your travel details. You could:

- greet your friend and ask about his /her life and family
- tell your friend how you will travel and the exact date of your arrival
- ask your friend if he/she has booked a hotel for you. (If not, tell your friend what kinds of accommodation you would prefer.)
- get directions to your friend's place and the telephone number in case you are lost.
- ask what present you should bring.

Your friend may want to know the exact time/date of your arrival, if you would like to stay with his/her and if you know their address or how to get there etc.

**Useful structures**

Here are some possible vocabulary and structures you could use:

坐火车 / 坐飞机 / 坐汽车	travel by train/plane/bus
到 ... 的时间是 ...	the arrival time to ... is ...
你给我 ... 了吗?	Have you ( done) ... for me?
你能帮我 ... 吗?	Can you help me to ...?
订旅馆	to book a motel
离城里近的	the ... that is close to the city
便宜的	the cheap ...
每天八十块钱左右的	the ... that costs around 80 dollars per day
从 ... 去你家远吗?	Is it far to travel from ... to your place?
坐什么车?	Which bus to take?
去你家怎么走?	How to get to your place?
你的电话号是什么?	what's your telephone number?
给 ... 打电话	to make a phone call to ...
迷路	is lost
带礼物	bring presents

You may also submit other authentic interactions 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 (ZHO2000C) 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 **ZH2000C Interaction dropbox** in mp4 format.

Name your completed task, for example, **ZHO2003Y3\_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 minutes**. Remember quality is more important than length.
- Share information and justify ideas and opinions.
- 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 ZH2000 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 ZH2000 course.
- Share 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.

## **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 time 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。
- 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?

## 5 THE STANDARD AND EXPLANATORY NOTES

### ACHIEVEMENT STANDARD 91109 (VERSION 2) CHINESE 3.3

Interact using spoken Chinese to share information and justify ideas and opinions in different situations

Level 2, Internal

5 credits

### ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Interact using spoken Chinese to share information and justify ideas and opinions in different situations.	Interact using convincing spoken Chinese to share information and justify ideas and opinions in different situations.	Interact using effective spoken Chinese to share information and justify ideas and opinions in different situations.

### EXPLANATORY NOTES

1. This achievement standard is derived from the Level 7 Communication, Language Knowledge, and Cultural Knowledge strands in the Learning Languages Learning Area 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, 2010 at <http://seniorsecondary.tki.org.nz>.

2. *Interact using spoken Chinese* involves communicating information, giving explanations or providing evidence to support own views and/or the views of others.

Communication is achieved overall, despite inconsistencies in relation to:

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

*Interact 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.

Communication is not significantly hindered by inconsistencies.

*Interact using effective spoken Chinese* involves interaction showing:

- 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.

Communication is not hindered by inconsistencies.

3. *Interact in different situations* involves a range of culturally appropriate spoken exchanges in Chinese e.g. informal and formal, social, conversational, cultural, routine, and impromptu or unrehearsed contexts. Interactions could be face to face or technologically facilitated.
4. Interactions are characterised by:
  - a genuine purpose
  - negotiating meaning
  - initiating and maintaining
  - participating and contributing
  - contextually appropriate language
  - use of cultural conventions eg courtesies, gestures
  - use of interactive strategies such as fillers, questioning, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, apologising, pausing, prompting, seeking clarification.

Not all characteristics may be evident in one interaction.

At all times the quality of the selection of interactions, considered as a whole, is more important than the length.

5. Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).
6. Look at this link for clear, simple explanations about how to do this standard. [www.nzqa.govt.nz/ncea/subjects/languages/clarifications/2/interact/](http://www.nzqa.govt.nz/ncea/subjects/languages/clarifications/2/interact/)

## 6 ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
Interactions use spoken Chinese to share information and justify ideas and opinions.	Interactions use convincing spoken Chinese to share information and justify ideas and opinions.	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 provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes.	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.	The student's overall contribution to the total interactions is about 4 minutes.	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.	<p>A range of language is used that fits the specific purpose and audience of each interaction.</p> <p>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.</p>	<p>range of language is used that consistently fits the specific purpose and audience of each interaction.</p> <p>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</p>
Cultural conventions are used where appropriate.	Cultural conventions are used where appropriate.	Cultural conventions are used where appropriate.
Communication is achieved overall, although interactions may be hindered in some places by inconsistencies.	Interactions are not significantly hindered by inconsistencies.	Interactions are not hindered by inconsistencies.

# ASSESSMENT SCHEDULE

<p><b>Example</b></p> <p>A: 中国学生在周末做什么?</p> <p>B: 我们花很多时间做功课。我们的功课太多了。你呢?</p> <p>A: 我一般踢足球, 玩电脑, 还有看电影。</p> <p>B: 你有很多功课吗?</p> <p>A: 我的功课不多。你喜欢新西兰的生活吗?</p> <p>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。</p>	<p><b>Example</b></p> <p>A: 中国学生周末很忙吗?</p> <p>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?</p> <p>A: 我经常看电影或者在家玩电脑。有时候, 我踢足球。</p> <p>B: 你的功课多不多?</p> <p>A: 我的功课不多。我一般只花一两个小时做功课。</p> <p>B: 你太幸运了。</p> <p>A: 你一定很喜欢新西兰的生活, 是吗?</p> <p>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?</p> <p>A: 有空。有什么事情?</p> <p>B: 我们去公园踢足球, 好不好?</p> <p>A: 没问题。</p>	<p><b>Example</b></p> <p>A: 我听说中国学生周末很忙, 这是真的吗?</p> <p>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?</p> <p>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。</p> <p>B: 你从来不做功课吗?</p> <p>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。</p> <p>B: 你太幸运了。</p> <p>A: 你一定很喜欢新西兰的生活, 是吗?</p> <p>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?</p> <p>A: 是的。我同意。</p> <p>B: 对了, 下个周末, 我们去公园踢足球, 好不好?</p> <p>A: 没问题。</p>
<p>The examples above are indicative samples only.</p>	<p>The examples above are indicative samples only.</p>	<p>The examples above are indicative samples only.</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. ZHO2003Y3), upload it to the **ZH2000C 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.:

**ZHO2003Y3\_(your first name\_(your surname)\_your ID**

**ZHO2004Y3\_(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 AS91109.

## 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 **ZH2000C 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 September**.