

NZQA Approved

Internal Assessment Resource

Languages Level 1

EXPIRED

|  |
| --- |
| This resource supports assessment against:Achievement Standard 90869 version 2Give a spoken presentation in Chinese that communicates a personal response |
| Resource title: Virtual exchange! |
| 4 credits |
| 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
 |

|  |  |
| --- | --- |
| Date version published by Ministry of Education | March 2017 Version 4To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number: A-A-03-2017-90869-04-4738 |
| 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

Achievement Standard Languages 90869: Give a spoken presentation in Chinese that communicates a personal response

Resource reference: Languages 1.2B v4 Chinese

Resource title: Virtual exchange!

Credits: 4

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Languages 90869. 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 assessment activity requires students to give a presentation in culturally appropriate spoken Chinese, expressing personal information, ideas, and opinions.

A variety of contexts and scenarios are possible for a spoken presentation, and the selection will depend on individual teaching programmes and the interests and needs of your students.

Students need to be aware that, at this level, they are required to communicate beyond the immediate context, for example, about the past and/or the future. Discuss with students how this might be done.

Conditions

Presentations will be recorded for assessment purposes. They should be about one minute in length, but quality is more important than quantity.

Students may work alone, in pairs, or in a group. Where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so there is sufficient evidence for assessment of individual performance.

When delivering their presentation, students may have with them: prepared notes, cue cards, props, other supporting material, or a copy of the text, but they may not read directly from their notes. To do so will mean they have not met the Standard.

Resource requirements

Recording equipment will be required.

Additional information

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 1 Languages Conditions of Assessment:
<http://ncea.tki.org.nz/>

Internal assessment resource

Achievement Standard Languages 90869: Give a spoken presentation in Chinese that communicates a personal response

Resource reference: Languages 1.2B v4 Chinese

Resource title: Virtual exchange!

Credits: 4

| Achievement | Achievement with Merit | Achievement with Excellence |
| --- | --- | --- |
| Give a spoken presentation in Chinese that communicates a personal response. | Give a convincing spoken presentation in Chinese that communicates a personal response. | Give an effective spoken presentation in Chinese that communicates a personal response. |

Student instructions

Introduction

This assessment activity requires you to give a presentation in culturally appropriate spoken Chinese, expressing personal information, ideas, and opinions.

Your presentation should be approximately one minute long, but quality is more important than quantity. Your presentation needs to be recorded for assessment and moderation purposes.

Before the assessment, your teacher will discuss the requirements of the Standard, including what you need to show in your spoken presentation.

Task

Imagine that your school has begun a ‘virtual exchange’ with a school in China, communicating via a website. The idea is that the website will include brief spoken presentations by members of your class. You are required to create a presentation suitable for inclusion on the site.

The following are suggested ideas for your spoken presentation. If you have another idea that you would like to use, discuss it with your teacher to ensure that it is suitable.

Introductions

Introduce yourself to the Chinese students in the ‘exchange’ school.

You might like to talk about, for example:

* Your family
* Where you live
* What you like to do in your leisure time, at school
* What responsibilities you have at home
* Something you have done that you are proud of
* What you hope/plan to do when you finish school/studies.

My place

Introduce where you live and what you like best about it.

You might like to talk about, for example:

* Your house and its distinctive/interesting features
* Your town and where it its situated
* How long you have lived here
* How your room reflects your particular interests and personality
* When you leave home, where would you like to live, and why.

Holidays

What are holidays like in New Zealand?

You might like to talk about, for example:

* When holidays take place in New Zealand
* What you like to do in the holidays
* A holiday you have taken, and what made it memorable
* A holiday you are planning to take, and why you are looking forward to it.

Free time

What do young New Zealanders do in their spare time?

You might like to talk about, for example:

* What you usually do after school
* Sporting or cultural activities you are involved in/used to be involved in
* What you did last weekend
* What you are planning to do this coming weekend
* A new activity that you would like to take up.

My school

What is school life like in New Zealand?

You might like to talk about, for example:

* School hours, timetable, homework
* Your favourite subjects, teachers
* Features of your school that you particularly like/dislike
* A school day that you particularly remember (for good or bad reasons)
* The subjects you plan to study next year.

Visiting New Zealand

What does New Zealand offer visitors (including the students at your ‘virtual exchange’ school, when they hopefully come to visit you)?

You might like to talk about, for example:

* Recreational opportunities (such as tramping, bungee jumping)
* A personal recommendation of an event you have witnessed or a place you have been to and very much liked
* Places/activities in your area that your class would like to take visitors from their ‘virtual exchange’ school
* Seasons, weather, suitable clothing, modes of transport etc.

Chinese class

What is it like to learn Chinese in New Zealand?

You might like to talk about, for example:

* Why you like/chose to learn the Chinese language
* What your Chinese teacher is like
* Some interesting/exciting things you have done in Chinese (for example, been to a Chinese restaurant or to a cinema to see a Chinese film)
* Your plans for future study of Chinese
* How you hope to use your knowledge of Chinese in the future.

Story time

Tell a story – maybe a personal story about something funny that happened to you or something that went wrong for you.

You might like to talk about, for example:

* Where this took place
* Who was there
* What happened
* How you felt
* What you would do differently in future.

All work must be your own. Extracts from external sources should not be included without acknowledging the sources. Any extracts from external sources will not be considered in the final achievement judgement.

You may not use the language from the language samples unless it has been significantly reworked.

You may use prepared notes, cue cards, props, or other supporting material. However, you must not read from these verbatim. If you do, you will not achieve the Standard.

Assessment schedule: Languages 90869 Chinese: Virtual exchange!

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student provides a recording of a spoken presentation on one of the suggested topics, or a suitable alternative.The spoken presentation is approximately one minute long.In the presentation, the student shares personal information, ideas, and opinions that are relevant to the task.There is evidence of communicating beyond the immediate context, for example, about the past and/or future.Communication is achieved overall, although understanding may be hindered in some places by inconsistencies.For example:我喜欢中文，因为很有用也很有意思。中文老师很友好，常常和我们说中文，昨天老师帮助我做功课。*The examples above relate to only part of what is required, and are just indicative.* | The student provides a recording of a spoken presentation on one of the suggested topics, or a suitable alternative. The spoken presentation is approximately one minute long.In the presentation, the student shares personal information, ideas, and opinions that are relevant to the task.There is evidence of communicating beyond the immediate context, for example, about the past and/or future.There is development of the information, ideas, and opinions that is generally credible and connected. The student selects and uses a range of language and language features appropriate for the purpose and audience.Communication is achieved, and understanding is not significantly hindered by inconsistencies.For example:我非常喜欢学中文，因为很有用和有意思。中文老师也很友好，她经常和我们说中文。昨天，老师帮助我们做功课，因为下个星期我们有考试。 *The examples above relate to only part of what is required, and are just indicative.* | The student provides a recording of a spoken presentation on one of the suggested topics, or a suitable alternative.The spoken presentation is approximately one minute long.In the presentation, the student shares personal information, ideas, and opinions that are relevant to the task.There is evidence of communicating beyond the immediate context, for example, about the past and/or future.There is development of the information, ideas, and opinions that is controlled and integrated. The student capably selects and successfully uses a range of language and language features appropriate for the purpose and audience.Communication is achieved, and understanding is not hindered by inconsistencies.For example:我最喜欢的课是中文，因为中文不但很有意思而且很有用。还有我想去中国玩儿。我的中文老师也非常友好，上课的时候，她经常和我们说中文。她还帮助我们做功课。昨天下了课以后，老师和我们一起复习中文，因为下个星期我们会有考试。 *The examples above relate to only part of what is required, and are just indicative.* |

The final grade will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.