

Exemplar for Internal Achievement Standard

Chinese Level 1

This exemplar supports assessment against:

Achievement Standard 90869

Give a spoken presentation in Chinese that communicates a personal response

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. These will assist teachers to make assessment judgements at the grade boundaries.

New Zealand Qualification Authority

To support internal assessment from 2014

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to give an effective spoken presentation that communicates a personal response. There will be evidence that the student is able to communicate beyond the immediate context.</p> <p>Effective Chinese will be shown by capable selection and successful use of a range of language and language features that are fit for purpose and audience. There will be development of the information, ideas and opinions which is controlled and integrated.</p> <p>Communication will not be hindered by inconsistencies.</p> <p>The student has demonstrated an effective presentation by talking confidently and clearly about his school. There is capable selection and successful use of language covering a range of information, and some personalized information is given, for example 这是我第一次说汉语, 我家离学校 很远, 如果我忘坐第一个 公共汽车 and 我晚上学.</p> <p>He talks about his future plan as well as the subjects he studied in the past, for example 今年 我学 汉语, 因为我明年 想去 中国, 在北京的时候 and 我想去看一看故宫.</p> <p>The presentation starts and ends appropriately and is fit for the purpose and audience.</p> <p>Improved consistency with the use of sentence structures, for example 我有老师们很好 and 打电话学校办公室, and pronunciation, for example 训练 and 休息 would result in a more secure Excellence grade. These inconsistencies, however, do not affect communication.</p>

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to give a convincing spoken presentation that communicates a personal response. There will be evidence that the student is able to communicate beyond the immediate context.</p> <p>Convincing Chinese will be shown by selection and use of a range of language and language features that are fit for purpose and audience. There will be development of the information, ideas and opinions which is generally credible and connected.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>The student's delivery is fluent, and communication is clear and convincing. He gives his opinion on the subjects he likes and dislikes, for example 我喜欢音乐课, 因为音乐课很容易, 我不喜欢 英语课 and 因为它很无聊. In the presentation, he provides a detailed account about why he studies Chinese, 我觉得中文很有意思 and 我想要学好中文因为我要到 中国工作.</p> <p>To reach Excellence, increased variety of language is needed in order to meet the criteria of capable selection and successful use of a range of language.</p>

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to give a convincing spoken presentation that communicates a personal response. There will be evidence that the student is able to communicate beyond the immediate context.</p> <p>Convincing Chinese will be shown by selection and use of a range of language and language features that are fit for purpose and audience. There will be development of the information, ideas and opinions which is generally credible and connected.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>The student has used some appropriate language in his presentation, for example, 我最喜欢汉语 and 因为不但有用而且有意思. Despite a few minor inconsistencies, his communication is clear and well conveyed. He also communicates beyond the immediate context by explaining why he wants to choose art next year, 明年我一定做画图 and 因为我喜欢画图.</p> <p>For a more secure Merit, the student could present additional evidence of a range of language, for example by elaborating on the information provided, and moving beyond formulaic language.</p>

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to give a spoken presentation that communicates a personal response. There will be evidence that the student is able to communicate beyond the immediate context.</p> <p>This involves expressing personal information, ideas and opinions in culturally appropriate spoken Chinese.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>There is evidence of personal information and opinion, for example 我不喜欢数学 and 数学有太多作业. The student also communicates beyond the immediate context, e.g. 下个星期我回新西兰 and 明年我再来中国.</p> <p>To reach Merit, there needs to be additional evidence of a range of language and language features.</p>

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to give a spoken presentation that communicates a personal response. There will be evidence that the student is able to communicate beyond the immediate context.</p> <p>This involves expressing personal information, ideas and opinions in culturally appropriate spoken Chinese.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>This student expresses personal information and ideas. He expressed his opinions, 我喜欢会计 and 因为会计容易. He communicates beyond the immediate context by explaining what subjects he plans to do next year, for example 明年 我会学五门课. Simple language is used. Overall, the communication is achieved.</p> <p>For a more secure Achieved, inconsistencies will not threaten to hinder communication of the message. Improved pronunciation of words such as 吃饭, 从 and 物理, and clearer delivery, would lead to a more secure Achieved grade.</p> <p>Further, there could be more evidence showing the student's ability to express information, ideas and opinions.</p>

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to give a spoken presentation that communicates a personal response. There will be evidence that the student is able to communicate beyond the immediate context.</p> <p>This involves expressing personal information, ideas and opinions in culturally appropriate spoken Chinese.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>This student has expressed information about his school. For example, he describes his school routine and the subjects he takes. The speech is clearly delivered. There are few inconsistencies.</p> <p>To reach Achieved, there needs to be evidence of communicating beyond the immediate context, i.e. about past and/or future events.</p> <p>Further, there needs to be evidence that the student is able to express his opinions.</p>