



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard Chinese Level 2

This exemplar supports assessment against:

Achievement Standard 91109

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

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

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to interact using effective spoken Chinese to communicate information and justify ideas and opinions in different situations. Interactions need to give explanations or provide evidence to support their own views and/or the views of others.</p> <p>Effective Chinese will be shown by a range of language that is consistently fit for the context, and by skilful selection from a repertoire of language features and strategies to maintain the interaction.</p> <p>Communication will not be hindered by inconsistencies.</p> <p>The exemplified student speaks second in all three interactions.</p> <p>The student shows the ability to share and justify information and opinions in different situations. For example, in the part time job interaction, the student explains why having a part-time job benefits her.</p> <p>The student maintained the interactions by using a range of strategies, for example, asking questions, asking for opinions, giving feedback, self-correcting, using fillers, and ending a conversation appropriately, etc.</p> <p>For a more secure Excellence, the student could be more consistent in the language that they select and use in their interactions, e.g. avoiding inconsistencies such as <i>打工影响不好学习, 我在时间里跳舞</i> and <i>在外面的时候你做业余什么</i>.</p>

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to interact using convincing spoken Chinese to communicate information and justify ideas and opinions in different situations. Interactions need to give explanations or provide evidence to support their own views and/or the views of others.</p> <p>Convincing Chinese will be shown by a range of language that is fit for the context, and by generally successful selection from a repertoire of language features and strategies to support the interaction.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>The exemplified student speaks first in the first interaction, and second in the other two interactions.</p> <p>The student shows the ability to use some strategies to maintain the interaction, for example, making enquiries, providing feedback, negotiating for meaning, self-correcting, etc.</p> <p>The student is confident, and overall showed good selection and use of a range of language. The student is also able to justify her ideas, for example when discussing the benefits of having a part-time job.</p> <p>To reach Excellence, the student would need to show consistent evidence of skilful selection of a repertoire of interaction strategies. A more active role in the interaction about future plans, for example, would have raised the level.</p> <p>Further, more successful use of language would have made the language effective, e.g. by demonstrating more precise language use than 去在饭馆, 我不有很多的时间 and 妈妈给送我.</p>

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to interact using convincing spoken Chinese to communicate information and justify ideas and opinions in different situations. Interactions need to give explanations or provide evidence to support their own views and/or the views of others.</p> <p>Convincing Chinese will be shown by a range of language that is fit for the context, and by generally successful selection from a repertoire of language features and strategies to support the interaction.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>The exemplified student speaks second in all three interactions.</p> <p>The student talked clearly across all three interactions. He was able to justify his viewpoints, for example, explaining why he was suitable for the job he applied for.</p> <p>For a more secure Merit, more care with his use of language, for example, avoiding English words and demonstrating an improved grasp of complicated structures such as 没有惠灵顿的大刮风 and 没有奥克兰的下雨 would have improved communication.</p> <p>Also, additional evidence of a range of interaction strategies would lead to a more secure Merit.</p>

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to interact using spoken Chinese to communicate information and justify ideas and opinions in different situations. Interactions need to provide evidence to support their own views and/or the views of others.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The exemplified student speaks second in all three interactions.</p> <p>The student is able to share and justify her information and opinions. For example, in one of the conversations, she explained what she planned to do in the future and why her parents supported her plan.</p> <p>The student has managed to elaborate on her information and ideas with some detailed information.</p> <p>To reach Merit, inconsistencies such as long pauses, pronunciation, intonation and grammar will not significantly hinder communication.</p>

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to interact using spoken Chinese to communicate information and justify ideas and opinions in different situations. Interactions need to provide evidence to support their own views and/or the views of others.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The exemplified student speaks second in all three interactions.</p> <p>This student has shown the ability to provide relevant information and ask some questions. He is able to share and justify his information and opinions. For example, in the job interview conversation, he explained why he might be suitable for the job.</p> <p>For a more secure Achieved, the student would need to show consistent evidence of being able to maintain and sustain a conversation, e.g. in the job interview, he has difficulty understanding some of the questions and providing relevant information.</p> <p>Additional evidence of language at the expected level - to share information and justify ideas and opinions in different situations - would also result in a more secure Achieved.</p>

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to interact using spoken Chinese to share information and justify ideas and opinions in different situations. Interactions need to provide evidence to support their own views and/or the views of others.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The exemplified student speaks second in all three interactions.</p> <p>The student provided some relevant information in the conversations. She also showed some ability to ask questions and negotiate for meaning.</p> <p>To reach Achieved, there needs to be additional evidence that the student is able to use the language to share information and justify ideas and opinions in different situation, e.g. by linking the words or phrases she uses into sentences which convey meaning.</p> <p>Further, the student has given her viewpoints, but additional evidence of an ability to justify is necessary.</p>