



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

Exemplar for Internal Achievement Standard Chinese Level 3

This exemplar supports assessment against:

Achievement Standard 91534

Give a clear spoken presentation in Chinese that communicates a critical response to stimulus material.

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 give a clear, effective spoken presentation in Chinese that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint, in Chinese that is controlled and integrated. There will be capable selection and successful use of a range of language and language features. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will not be hindered by inconsistencies.</p> <p>The student provides a clear and convincing presentation on his trip to China. He explains his impressions before and after the trip and discusses the benefits of such trips. A recommendation is also given. The delivery is confident and fluent. There is clear evidence of the student's ability to give a critical response in Chinese, e.g. 在中国我体验中国的文化, 现在我了解了中国的文化, 所以我越来越喜欢学中文, 你有机会和中国人说话, 你的中文一定会进步很快, 这次旅游很有意义 and 让我记忆深刻and我期待下一次的中国之旅'.</p> <p>For a more secure Excellence, the student could at times show more consistent evidence of integrated development, e.g. the comparison of cultures between China and New Zealand is partial and is not substantiated.</p>

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to give a clear, convincing spoken presentation in Chinese that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint, in Chinese that is credible and connected. There will be a range of language and language features. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>The student presents an analysis and evaluation of Chinese martial arts and sports played in New Zealand. Some sophisticated language is used to justify his viewpoint, e.g. 越来越多人学习中文和中国文化, 你在哪里都可以练习新西兰的运动 and 新西兰的运动讲究团体队合作’.</p> <p>To reach Excellence, the student’s ideas need to be presented in a logical sequence to meet the criteria of integrated development.</p> <p>Further, improved pronunciation would also lead to a clearer and more effective presentation. The mispronunciation of a few key words such as 武术 does impact on the communication of the message.</p>

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to give a clear, convincing spoken presentation in Chinese that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint, in Chinese that is credible and connected. There will be a range of language and language features. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>The student gives a presentation on their trip to Malaysia during the Chinese New Year. He describes in detail how people celebrate Chinese New Year. He explains how he has benefited from the trip, e.g. 我以前更了解中国文化 and 我知道很多有用的事 and 现在我能和中国人说话’.</p> <p>For a more secure Merit, there needs to be increased mastery of the language so that he could explain and justify a viewpoint in a credible way. Inconsistencies such as 先我觉得中国文化陌生, 然后一会儿越来越 and 以前我不懂他们什么都说 have affected the credible development of his ideas.</p>

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to give a clear spoken presentation in Chinese that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>In this presentation, the student compares Chinese tea culture and New Zealand drinking culture and argues in favour of Chinese tea culture, e.g. 中国茶文化比新西兰酒文化好, 因为喝酒很贵, 而且如果人们醉了会做错事 and 中国茶文化会让你很健康.</p> <p>To reach Merit, there needs to be additional evidence of development of ideas, e.g. additional details explaining how drinking tea is good for one's health would make the presentation convincing.</p> <p>There also needs to be evidence of a range of language and language features.</p>

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to give a clear spoken presentation in Chinese that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The student gives a critical response to a Chinese performance he watched. He compares Chinese and western dances, e.g. 中国舞和西方舞不一样,中国舞用很多人上舞台, 因为中国有很多人, 西方舞没有很多人 and 因为西方没有很多人.</p> <p>For a more secured Achieved, features of delivery such as pronunciation and stress patterns would have less impact on the communication of the message.</p> <p>Further, there will be additional evidence of mastery of the language expected at this level to explain and justify a viewpoint, e.g. by avoiding the direct translation of English sentences into Chinese.</p>

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to give a clear spoken presentation in Chinese that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The student attempts to compare transportation between China and New Zealand. The student has a reasonable start discussing the transportation in China, e.g. 在中国以前交通是骑马, 然后他们有了火车, 如果你没有钱 and 你可以骑自行车.</p> <p>To reach Achieved, there needs to be additional evidence of mastery of language to explain and justify a viewpoint, and additional success with the simple language that is used, e.g. 如果你在城市想交通, 有的人去公共汽车 and 有的人去火车.</p> <p>Further inconsistencies will not hinder communication, e.g. 新西兰一定要比中国多一样, 不但很多公共汽车和火车 and 而且很多快公共汽车多快火车.</p>