

STUDENT INSTRUCTION SHEET

ACHIEVEMENT STANDARD 3.3

Converse in Chinese using complex language in less familiar contexts.

Assessment Number: AS 90548 version 2

Credits: 3

For this achievement standard, you must exchange and support relevant information, ideas and/or opinions in a conversation in Chinese, using complex language, in less familiar contexts.

Task: International Student

Imagine that you are an international student who has been living in China for a year. The Dean for international students at your school is interested in your progress and has asked to see you. Your teacher will play the role of the Dean.

In your conversation, you could discuss:

- why you came to China;
- what your first impressions were;
- the type of problems you had in the beginning, e.g. attitudes towards you, school, housing, transportation, new customs etc;
- what life is like for you now; and
- what you plan to do in the future.

Conditions

- The conversation will be recorded for assessment reference, confirmation of judgements and verification purposes. Your teacher will keep the recording until quality assurance processes have been completed.
- The conversation will be between you and your teacher. Your teacher/the assessor will take on the role of the Dean for international students.
- Cue cards may not be used.
- Visual aids (e.g. OHT, props, souvenirs, pictures) may be used.
- Any language content of visual aids may be referred to, but may not be read aloud.
- Your work must be your own. Refer to the school policy regarding authenticity.

Instructions

To achieve the standard you must:

- converse with your teacher. Your contribution to the conversation should be about two minutes. Note: quality is more important than duration;
- converse clearly;
- exchange and support relevant information, ideas and/or opinions;
- use complex language: i.e. communication functions, language structures, vocabulary and socio-cultural aspects, up to and including Level 8 of the curriculum, or equivalent; and
- achieve communication overall, despite errors in language.

To achieve the standard with **merit** you must:

- converse with your teacher. Your contribution to the conversation should be about two minutes. Note: quality is more important than duration;
- converse clearly;
- exchange and support relevant information, ideas and/or opinions, with **some development**. Development in a conversation often involves interaction: e.g. making reference to things already said, clarifying and negotiating meaning;
- use a **variety** of complex language: i.e. communication functions, language structures, vocabulary and socio-cultural aspects, up to and including Level 8 of the curriculum, or equivalent; and
- use language where errors do not significantly hinder communication.

To achieve the standard with **excellence** you must:

- converse with your teacher. Your contribution to the conversation should be about two minutes. Note: quality is more important than duration;
- converse clearly and **fluently**;
- exchange and support relevant information, ideas and/or opinions, with **substantial development**. Development in a conversation often involves interaction: e.g. making reference to things already said, clarifying and negotiating meaning while assuming a significant role in the conversation;
- use a **wide variety** of complex language: i.e. communication functions, language structures, vocabulary and socio-cultural aspects, up to and including Level 8 of the curriculum, or equivalent; and
- use language where errors do not hinder communication.

Refer to the assessment schedule and examples of learner performance so you know what is required to achieve at each level.

3.3 CHINESE ASSESSMENT SCHEDULE 2006
AS 90548 version 2

Judgement leading to achievement	Judgement leading to achievement with merit	Judgement leading to achievement with excellence
<ul style="list-style-type: none"> • A conversation is held with your teacher in Chinese about "International student" under the set conditions. • The student contribution to the conversation is about two minutes. • The student contribution to the conversation is audible and comprehensible. • Relevant information, ideas and/or opinions are exchanged and supported. • Complex language up to and including Level 8 of the curriculum, or equivalent, is used. • Communication is achieved overall, despite errors in language. 	<ul style="list-style-type: none"> • A conversation is held with your teacher in Chinese about "International student" under the set conditions. • The student contribution to the conversation is about two minutes. • The student contribution to the conversation is audible and comprehensible. • Relevant information, ideas and/or opinions are exchanged and supported with some development. • A variety of complex language up to and including Level 8 of the curriculum, or equivalent, is used. • Any errors in language do not significantly hinder communication. 	<ul style="list-style-type: none"> • A conversation is held with your teacher in Chinese about "International student" under the set conditions. • The student contribution to the conversation is about two minutes. • The student contribution to the conversation is audible and comprehensible, and fluent. • Relevant information, ideas and/or opinions are exchanged and supported with substantial development. • A wide variety of complex language up to and including Level 8 of the curriculum, or equivalent, is used. • Any errors in language do not hinder communication.
<p>Examples of Learner Responses Note: these are for reference only and should not be reproduced word for word as part of your contribution to the conversation.</p>		
<p>你将来打算干什么？ 我还没想好。但是我父母都希望我能当医生，因为家里有一个医生很方便。</p>	<p>你将来打算干什么？ 我还没想好。要是我能当医生。我想我父母一定会很高兴，因为家里有一个医生很方便，而且收入也很高。</p>	<p>你将来打算干什么？ 我还没想好。要是我能当医生。我想我父母一定会很高兴，因为家里有一个医生很方便，而且收入也很高。我妈妈身体不太好，如果她病了，我可以---</p>

National Certificate of Educational Achievement

**Marist College
Languages Department**



2007 Internal Assessment

Chinese

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Date of Assessment: Tuesday 8th August 2007
