**STAGE 1 Chinese Continuers**

**Assessment Type 1:** Interaction

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SACE Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Task description**  | **Assessment conditions**   | **Learning Requirements**  | **Assessment Design Criteria**  |
|  **Theme: The individual – Recreation and Leisure****Group Discussion:** Students participate in a prepared but unscripted small group discussion in Chinese about sports and /or hobbies and how people spend their free time.   Students may choose to ask questions and talk about one or more of the following during the discussion:   * Popular sports and/or hobbies in China
* Popular leisure activities in China
* Sports and/or hobbies they enjoy
* How they spend their free time
* Sports, hobbies and or leisure activities they would like to try

To prepare, students learn and use language to talk about sports, hobbies and free time. They investigate what similarities or differences there are between sports, hobbies and leisure activities in Australia and China.  Students will be assessed on their ability to * sustain and initiate communication in Chinese
* handle unpredictable elements of discussion
* provide evidence of depth and variety of content in the treatment of your ideas and;
* use a range of expressions accurately

   |  **Task length**: Approximately 3 -4 minutes discussion time per student Students will undertake the assessment in small groups. Each student must be identifiable for assessment purposes No notes or cue cards permitted but students may refer to pictures or other support materials..      |  1. interact with others in Chinese in interpersonal situations 2. create texts in Chinese for specific audiences, purposes, and contexts 3. analyse texts that are in Chinese to interpret meaning.                   | IdeasI1 Relevance* Relevance to context, purpose, audience and topic
* Conveying appropriate detail, ideas, information or opinions
* Creating interest and engaging the audience

I2 Depth of Treatment * Depth and breadth of treatment
* Elaboration of ideas and support of opinions
* Planning and preparation

**Expression**E1 Capacity to convey information accurately and appropriately* Range of expression (i.e. linguistic structure and features)
* Accuracy of expression (i.e. linguistic structures and features, grammar)
* Use of cohesive devices
* Appropriateness of expression, including cultural appropriateness
* Clarity of expression including fluency, pronunciation and intonation

E2 Coherence in structure and sequence* organisation of information and ideas
* use of the conventions of text types

E3 Capacity to interact and maintain a conversation and discussion* Interact on topics (i.e. relating to the interlocutor, interest in the topic)
* Use of communication strategies (i.e. comprehension, responding to cues)
* Fluency of responses
 |