



## SAMPLE ASSESSMENT TASKS

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CHINESE: FIRST LANGUAGE  
ATAR YEAR 11

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**For use from 2022**

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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## Sample assessment task

### Chinese: First Language – ATAR Year 11

#### Task 3 – Unit 1

**Assessment type:** Spoken text analysis

#### Conditions

Time for the task: 40 minutes

Monolingual and/or bilingual print dictionaries can be used for this task

#### Task weighting

10% of the school mark for this pair of units

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#### Changes in traditional social roles

**(24 marks)**

The spoken text is a conversation between Ms Wu, the teacher, and Mr Zhang, a parent. You have five minutes to read the questions before the text is read. The text will be read twice. There will be a short pause after the first reading. You may make notes at any time. After the second reading, you will have 30 minutes to answer the five questions related to the text. There will be a warning after 25 minutes to indicate that five minutes remain for you to complete your answers.

**Questions 1 and 2** require a response in **Chinese** and **Questions 3 to 5** require a response in **English**.

#### Question 1

**(1 mark)**

吴老师为什么请张先生到学校跟她见面？用中文回答。

吳老師為什麼請張先生到學校跟她見面？用中文回答。

Why did Ms Wu invite Mr Zhang to meet with her at school? Answer in **Chinese**.

#### Question 2

**(10 marks)**

吴老师和张先生的对话与“传统社会中角色的变化”这一主题有何关联？从对话中引用例子来详细说明。字数要求大约 150 个汉字。

吳老師和張先生的對話與“傳統社會中角色的變化”這一主題有何關聯？從對話中引用例子來詳細說明。字數要求大約 150 個漢字。

In what way is the conversation between Ms Wu and Mr Zhang relevant to the topic Changes in traditional social roles? Use examples from the conversation to support your answer. Answer in approximately **150 Chinese** characters.

**Question 3****(6 marks)**

用**英文**来总结吴老师提出的六个主要观点。

用**英文**來總結吳老師提出的六個主要觀點。

In **English**, summarise six of the main points made by Ms Wu.

**Question 4****(4 marks)**

在对话里，吴老师最后说到的“哪里，哪里”是什么意思？用**英文**回答。

在對話裡，吳老師最後說到的“哪裡，哪裡”是什麼意思？用**英文**回答。

What did Ms Wu mean when she said ‘哪里，哪里’? Answer in **English**.

**Question 5****(3 marks)**

把下面的句子翻译成**英文**。译文既要符合原文的意思，又要符合译文读者的阅读习惯。

把下面的句子翻譯成**英文**。譯文既要符合原文的意思，又要符合譯文讀者的閱讀習慣。

Render the following sentence into **English**. Your rendition must take into consideration both the meaning of the original Chinese text and your target audience.

Original text in simplified characters: 原来是这样的，吴老师，你们辛苦了。

Original text in full-form characters: 原來是這樣的，吳老師，你們辛苦了。

## Marking key for sample assessment task 3 – Unit 1

### Question 1

(1 mark)

Why did Ms Wu invite Mr Zhang to meet with her at school? Answer in **Chinese**.

Description	Marks
<b>Ms Wu invited Mr Zhang to meet with her at school</b>	<b>/1</b>
to persuade Mr Zhang to let Xiaoming use the Internet for his study/to explain to Mr Zhang why Xiaoming needed to access the Internet for his study.	1
<b>Total</b>	<b>/1</b>

### Question 2

(10 marks)

In what way is the conversation between Ms Wu and Mr Zhang relevant to the topic of ‘changes in traditional social roles’? Use examples from the conversation to support your answer. Answer in approximately 150 **Chinese** characters.

Description	Marks
<b>Relevance to the topic of ‘changes in traditional social roles’</b>	<b>/1</b>
The conversation highlights how modern digital technology has changed the traditional roles of teachers and students in education.	1
<b>Examples of traditional education</b>	<b>/4</b>
Traditional approach to teaching and learning: <ul style="list-style-type: none"> <li>was teacher-centred</li> <li>involved the teacher as a provider of knowledge or as someone who passed on (literally means ‘to explain’) knowledge</li> <li>saw students as passive recipients who were required to pay attention to what the teacher said in class</li> <li>meant students were required to memorise information in the textbooks.</li> </ul>	1–4
<b>Examples of modern education</b>	<b>/5</b>
In the age of the internet: <ul style="list-style-type: none"> <li>everyone is a teacher and everyone is a student</li> <li>teachers in classrooms are facilitators who help students learn by encouraging them to participate in class activities</li> <li>the work of a teacher is to guide students to actively explore knowledge</li> <li>students, as active learners, have to access the Internet to search for information relevant to their learning</li> <li>students are also required to participate in class discussions.</li> </ul>	1–5
<b>Total</b>	<b>/10</b>

## Question 3

(6 marks)

In **English**, summarise six of the main points made by Ms Wu.

Description	Marks
<b>The main points include (any six of the following):</b>	<b>/6</b>
<ul style="list-style-type: none"> <li>• in the age of the internet everyone is a teacher and everyone is a student</li> <li>• traditional teacher-centred education no longer meets society's needs</li> <li>• teachers do more than explain knowledge in the classroom</li> <li>• teachers need to encourage students to participate</li> <li>• teachers guide students to actively explore knowledge</li> <li>• searching for information online is an important part of students' learning</li> <li>• students learn by actively participating in class discussions.</li> </ul>	1–6
<b>Total</b>	<b>/6</b>

## Question 4

(4 marks)

What did Ms Wu mean when she said '哪里，哪里'? Answer in **English**.

Description	Marks
<b>Meaning of the expression 哪里，哪里:</b>	<b>/2</b>
<ul style="list-style-type: none"> <li>• The literal meaning of the expression is 'Where? Where?' implying 'It's not that good,' or 'It's not as good as what you say.'</li> <li>• The equivalent in English is 'Thank you. You are too kind,' or 'Thank you. Not at all.'</li> </ul>	1–2
<b>Explanation:</b>	<b>/2</b>
<ul style="list-style-type: none"> <li>• It is considered arrogant and impolite in Chinese culture to accept compliments from other people.</li> <li>• Instead of saying 谢谢 (thank you), a Chinese speaker will usually say 哪里哪里 as a polite way of responding to thanks or praise received.</li> </ul>	1–2
<b>Total</b>	<b>/4</b>

## Question 5

(3 marks)

Render the following sentence into **English**. Your rendition must take into consideration both the meaning of the original Chinese text and your target audience.

Original text: 原来是这样的，吴老师，您辛苦了。

Description	Marks
<b>English rendition of the sentence is: 'I see. Ms Wu, thank you for your wonderful/great work.'</b>	<b>/3</b>
Produces a rendition that accurately conveys the meaning of the original text and uses language that is effective in engaging an English-speaking audience.	3
Produces a rendition that is mostly relevant to the meaning of the original text. Minor inaccuracies do not affect comprehension. The use of language is appropriate for an English-speaking audience.	2
Produces a rendition that has some relevance to the meaning of the original text. Inaccuracies occasionally affect meaning. The use of language is acceptable for an English-speaking audience.	1
<b>Total</b>	<b>/3</b>
<b>Final total</b>	<b>/24</b>

**Transcript of the spoken text**

吴老师 张先生，请坐，今天请你来，是因为小明跟我说，他在家里学习的时候，你不让他用电脑上网。

张先生 对呀，他应该多学习，少在网上浪费时间。假如他在课堂上认真听讲，下课后好好背诵课文，写作业的时候就不用上网查资料了。

吴老师 这是传统的以老师为中心的教育方式。可是，随着互联网的普及，传统的教育和学习方式已经不能满足社会的需求。在大数据时代，人人都是老师，人人都是学生。现在老师上课，也不单单只是讲解，而是鼓励学生参与课堂活动，引导他们主动探索知识。因此，上网翻查资料，是小明学习中的重要环节，不能上网，找不到有关材料，就不能参与课堂讨论，也无法正常学习了。

张先生 原来是这样的。这跟我们从前的学习方式差别太大了。吴老师，您辛苦了。

吴老师 哪里，哪里。

## Sample assessment task

### Chinese: Second Language – ATAR Year 11

#### Task 5 – Unit 2

**Assessment type:** Written text analysis

**Conditions**

Time for the task: 50 minutes

Monolingual and/or bilingual print dictionaries can be used for this task

**Task weighting**

15% of the school mark for this pair of units

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**Impact of migration on individuals**

**(28 marks)**

This is a story published on the website of an Australia-based, Chinese language newspaper. The newspaper promotes its content through social media, including Facebook, Twitter and WeChat.

Read the story and answer Questions 1 to 4 in English or Chinese as specified in the question.



## Written text in simplified characters

## 我是周慕萍，这是我的故事

文章来源：蓝天移民

家里的老二，永远是被父母漠视的孩子。所以我从小便学会照顾自己，不是万不得已，绝不轻易开口求人。

为了摆脱“二女儿”的阴影，五年前我辞去铁饭碗，拿着澳大利亚移民局的批准信，迈出移民的第一步。

飞机颠簸了十多个小时后，终于抵达珀斯。步出机场，第一眼就是蔚蓝的天空，然后迎面来了一位笑容可掬的女孩子，没想到移民中介竟然派人来接我，对我来说，这是意外的惊喜。

三个月后，我迎来了第一份工作。早出晚归，生活难免有点平淡无奇。偶尔抬头看见窗外异国景色，不禁心酸，想起家来。来了珀斯以后，与父母、兄弟姐妹在网上聊天的时间，竟然比从前频繁得多，仿佛是现实的距离远了，但心里的距离反而更近。

我不喜欢看病，除非是紧急情况，一般都会拒绝去医院。一天，我在后院被一只大蜘蛛咬伤了手臂，不禁害怕起来，连忙跑到邻居求助。邻居很镇静，开车把我送到邻近的医院。医生查看伤口后确定没中毒，擦点药就好了。对我来说，这次最大的收获，是让我明白开口求人其实不是那么不体面的事情。彼此互助，可以让人间充满温暖。

移民带来了什么？夺走了什么？答案都是因人而异的。对我来说，移民可能是我这辈子做过最正确的决定。

## 我是周慕萍，這是我的故事

文章來源：藍天移民

家裡的老二，永遠是被父母漠視的孩子。所以我從小便學會照顧自己，不是萬不得已，絕不輕易開口求人。

為了擺脫“二女兒”的陰影，五年前我辭去鐵飯碗，拿著澳大利亞移民局的批准信，邁出移民的第一步。

飛機顛簸了十多個小時後，終於抵達珀斯。步出機場，第一眼就是蔚藍的天空，然後迎面來了一位笑容可掬的女孩子，沒想到移民中介竟然派人來接我，對我來說，這是意外的驚喜。

三個月後，我迎來了第一份工作。早出晚歸，生活難免有點平淡無奇。偶爾抬頭看見窗外異國景色，不禁心酸，想起家來。來了珀斯以後，與父母、兄弟姐妹在網上聊天的時間，竟然比從前頻繁得多，彷彿是現實的距離遠了，但心裡的距離反而更近。

我不喜歡看病，除非是緊急情況，一般都會拒絕去醫院。一天，我在後院被一隻大蜘蛛咬傷了手臂，不禁害怕起來，連忙跑到鄰居求助。鄰居很鎮靜，開車把我送到鄰近的醫院。醫生查看傷口後確定沒中毒，擦點藥就好了。對我來說，這次最大的收穫，是讓我明白開口求人其實不是那麼不體面的事情。彼此互助，可以讓人間充滿溫暖。

移民帶來了什麼？奪走了什麼？答案都是因人而異的。對我來說，移民可能是我這輩子做過最正確的決定。

**Question 1****(6 marks)**

讨论一下周慕萍在故事发展过程中的转变，以说明她对人际关系所持态度发生了怎样的变化。以大概 100 个汉字回答。

討論一下周慕萍在故事發展過程中的轉變，以說明她對人際關係所持態度發生了怎樣的變化。以大概 100 個漢字回答。

Discuss the transformation of Zhou Muping during the course of the story to explain how her attitude to interpersonal relationships changed. Answer in approximately 100 **Chinese** characters.

**Question 2****(11 marks)**

引用文章中的例子来讨论一下故事的写作动机、读者对象，并分析作者如何使用语言向读者传达信息。用大约 150 个汉字回答。

引用文章中的例子來討論一下故事的寫作動機、讀者對象，並分析作者如何使用語言向讀者傳達信息。用大約 150 個漢字回答。

Use examples from the written text to discuss why the story was written, who the audiences are, and how the text producer used language to convey messages to the audiences. Answer in approximately 150 **Chinese** characters.

**Question 3****(5 marks)**

“体面”一词有多重涵义。先以两个中文句子为实例，表明“体面”一词其中两种不同的用法，然后把这两个句子翻译成英语。

“體面”一詞有多重涵義。先以兩個中文句子為實例，表明“體面”一詞其中兩種不同的用法，然後把這兩個句子翻譯成英語。

Write two sentences in **Chinese** that illustrate two different usages of the expression ‘体面’. Render your sentences into **English**.

**Question 4****(6 marks)**

先结合故事内容背景用英语解释一下“铁饭碗”这概念，然后把以下句子翻译成英语。译文既要符合原文的意思，又要符合译文读者的阅读习惯。

先結合故事內容背景用英語解釋一下“鐵飯碗”這概念，然後把以下句子翻譯成英語。譯文既要符合原文的意思，又要符合譯文讀者的閱讀習慣。

Explain, in **English**, the concept of ‘铁饭碗’ in the context of the story. Render the following sentence into English. Your rendition must take into consideration both the meaning of the original Chinese text and your target audience.

Original text in simplified characters: 为了摆脱“二女儿”的阴影，五年前我辞去铁饭碗。

Original text in full-form characters: 為了擺脫“二女兒”的陰影，五年前我辭去鐵飯碗。

## Marking key for sample assessment task 5 – Unit 2

### Question 1

(6 marks)

Discuss the transformation of Zhou Muping during the course of the story to explain how her attitude to interpersonal relationships changed. Answer in approximately 100 **Chinese** characters.

Description	Marks
<b>The narrator's attitude to interpersonal relationships prior to her migration</b>	<b>/3</b>
<ul style="list-style-type: none"> <li>Zhou Muping was not close to her parents. She thought they often ignored her.</li> <li>She was not close to her siblings. She was the second child in the family. However, she did not mention communicating with her siblings until after she migrated.</li> <li>She learned to look after herself and not to ask others for help unless it was necessary.</li> </ul>	1–3
<b>The narrator's change of attitude after migration</b>	<b>/3</b>
<ul style="list-style-type: none"> <li>She started to appreciate the reception she received from a staff member of the migration agency when she first landed in Perth.</li> <li>Her relationship with her parents and siblings has improved while she is living alone away from home. Loneliness and homesickness have prompted her to communicate with her family more often. Consequently, she feels closer to them even though they are far apart.</li> <li>The help she received from her neighbours when she needed emergency medical attention has finally made her realise that there is no shame in asking for help and that mutual help is an ingredient that will make the world a better place.</li> </ul>	1–3
<b>Total</b>	<b>/6</b>

### Question 2

(11 marks)

Use examples from the written text to discuss why the story was written, who the audiences are, and how the text producer used language to convey messages to the audiences. Answer in approximately 150 **Chinese** characters.

Description	Marks
<b>Why was the story written</b>	<b>/3</b>
<ul style="list-style-type: none"> <li>To share a migrant's experience.</li> <li>To persuade potential customers of Blue Sky Migration Services of the benefit of migration.</li> <li>To reassure former and current customers that they have made the right decision to embark on the journey of migration.</li> </ul>	1–3
<b>The audiences</b>	<b>/2</b>
<ul style="list-style-type: none"> <li>The audiences are users of social media who can read Chinese and are interested in the topic of migration or migrant experience.</li> <li>More specifically, the audiences targeted are current or potential customers of Blue Sky Migration Services.</li> </ul>	1–2
<b>Language used to convey messages</b>	<b>/3</b>
<ul style="list-style-type: none"> <li>Uses comparison and contrast to highlight the transformation of the narrator.</li> <li>Uses expressions with positive connotations to depict positive migrant's experience.</li> <li>Uses question and answer format at the end of the story as a way of inviting the audience to share the narrator's optimism.</li> </ul>	1–3
<b>How the student uses examples from the text</b>	<b>/3</b>
Uses relevant examples from the written text for the discussion.	3
Uses some examples from the written text for the discussion.	2
Uses at least one example from the written text for the discussion.	1
<b>Total</b>	<b>11</b>

**Question 3****(5 marks)**

Write two sentences in **Chinese** that illustrate **two** different uses of the expression ‘体面’. Render your sentences into **English**.

Description	Marks
<b>Two sentences that illustrate two different uses of 体面</b>	<b>/2</b>
Any two of the following: <ul style="list-style-type: none"> <li>• <b>Dignified</b>: for example: 这几句话说得很体面。(This is a very dignified way to put it.)</li> <li>• <b>Honourable, respectable</b>: for example: 还是诚实一点好, 整天撒谎, 不体面。(It is better to be honest. It is not respectable to tell lies all the time.)</li> <li>• <b>Good-looking</b>: for example: 这姑娘长得真体面。(What a good-looking young lady.)</li> </ul>	1–2
<b>English rendition of the two sentences</b>	<b>/3</b>
Produces a rendition that accurately conveys the meaning of the original text and uses language that is effective in engaging an English-speaking audience.	3
Produces a rendition that is mostly relevant to the meaning of the original text. Minor inaccuracies do not affect comprehension. The use of language is appropriate for an English-speaking audience.	2
Produces a rendition that has some relevance to the meaning of the original text. Inaccuracies occasionally affect comprehension. The use of language is acceptable for an English-speaking audience.	1
<b>Total</b>	<b>/5</b>

**Question 4****(6 marks)**

Explain, in **English**, the concept of ‘铁饭碗’ in the context of the story. Render the following sentence into **English**. Your rendition must take into consideration both the meaning of the original Chinese text and your target audience.

Original text: 为了摆脱“二女儿”的阴影, 五年前我辞去铁饭碗。

Description	Marks
<b>The concept of 铁饭碗 as used in the story</b>	<b>/3</b>
<ul style="list-style-type: none"> <li>• The word 饭碗 or ‘rice bowl’ is often used metaphorically in Chinese to refer to employment or means by which one earns a living</li> <li>• Iron bowl is used to refer to employment that offers job security and a good income.</li> <li>• In China, the term is often used to describe employment in the government, the military, the police force and public schools.</li> </ul>	1–3
<b>English rendition:</b>	<b>/3</b>
<b>In order to rid myself of the stigma of being a second daughter, I quit my secure employment; or In order to shake off the shadow of being a second daughter, I resigned from my secure employment</b>	
Produces a rendition that accurately conveys the meaning of the original text and uses language that is effective in engaging an English-speaking audience.	3
Produces a rendition that is mostly relevant to the meaning of the original text. Minor inaccuracies do not affect comprehension. The use of language is appropriate for an English-speaking audience.	2
Produces a rendition that has some relevance to the meaning of the original text. Inaccuracies occasionally affect comprehension. The use of language is acceptable for an English-speaking audience.	1
<b>Total</b>	<b>/6</b>
<b>Final total</b>	<b>/28</b>

## Sample assessment task

### Chinese: First Language – ATAR Year 11

#### Task 7 – Unit 2

**Assessment type:** Text production (spoken)

**Conditions**

Time for the task: approximately three minutes

Monolingual and/or bilingual print dictionaries can be used for this task

**Task weighting**

10% of the school mark for this pair of units

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#### **Technology and cross-cultural communication**

**(16 marks)**

You will give a three-minute oral presentation, in **Chinese**, on ‘How to use emoji for cross cultural communication’. Your audience is your classmates.

Your presentation is scheduled on \_\_\_\_\_.

You have two weeks to prepare your presentation. During this time, conduct your research on the topic, prepare your script and organise visual aids that you intend to use in your presentation.

In the presentation, you need to:

- provide a brief introduction to explain what emoji are and how they are used
- explain the advantages and disadvantages of using emoji for cross-cultural communication
- use examples to:
  - demonstrate how emoji can be used effectively in cross-cultural communication
  - explain the difficulties, and possible pitfalls, of using emoji for cross-cultural communication.

You may use cue cards during your presentation; however, you should avoid reading directly from the cards. You may use visual aids for your presentation; however, no marks will be allocated to the use of visual aids.

**Question in simplified characters**

以“如何使用表情符号进行跨文化交流”为题，用汉语做一个3分钟的演讲，你的听众是班里的同学。

演讲日期为\_\_\_\_\_。

你有两周时间做准备。在此期间，请收集与演讲题目有关的资料，写好讲稿，并把准备使用的视觉辅助工具安排就绪。

演讲内容须包括：

- 简要介绍一下什么是表情符号，并略谈其使用方式
- 解释使用表情符号进行跨文化交流的优点和缺点
- 用例子来解释说明：
  - 如何在跨文化交流中有效地使用表情符号
  - 在使用表情符号进行跨文化交流时应该避免哪些错误。

演讲时可以使用提示卡，但应该避免直接朗读提示卡的内容。演讲时，请酌情适当使用视觉辅助工具。不过，视觉辅助工具使用与否，不在评分标准之列。

**Question in full-form characters**

以“如何使用表情符號進行跨文化交流”為題，用漢語做一個3分鐘的演講，你的聽眾是班裡的同學。

演講日期為\_\_\_\_\_。

你有兩週時間做準備。在此期間，請收集與演講題目有關的資料，寫好講稿，並把準備使用的視覺輔助工具安排就緒。

演講內容須包括：

- 簡要介紹一下什麼是表情符號，並略談其使用方式
- 解釋使用表情符號進行跨文化交流的優點和缺點
- 用例子來解釋說明：
  - 如何在跨文化交流中有效地使用表情符號
  - 在使用表情符號進行跨文化交流時應該避免哪些錯誤。

演講時可以使用提示卡，但應該避免直接朗讀提示卡的内容。演講時，請酌情適當使用視覺輔助工具。不過，視覺輔助工具使用與否，不在評分標準之列。

## Marking key for sample assessment task 7 – Unit 2

Criteria	Marks
<b>Content (response to the question)</b>	<b>/4</b>
Provides a detailed response, with examples, elaborating on information in relation to: <ul style="list-style-type: none"> <li>a brief introduction to emoji</li> <li>advantages and disadvantages of using emoji for cross-cultural communication</li> <li>how emoji can be used effectively in cross-cultural communication</li> <li>the difficulties, and possible pitfalls, of using emoji for cross-cultural communication.</li> </ul>	4
Provides a good response with mostly appropriate information and examples.	3
Provides a response with some relevant information and examples.	2
Provides an inadequate response with limited information and examples.	1
<b>Structure (sequencing of information)</b>	<b>/3</b>
Sequences information in a logical manner that effectively presents ideas and attitudes.	3
Sequences information, providing a clear presentation of most relevant ideas and attitudes.	2
Sequences information, presenting some relevant ideas and attitudes.	1
<b>Language (relevance to the audience)</b>	<b>/3</b>
Uses registers and language features that effectively target the audience.	3
Uses registers and language features that are relevant to the audience.	2
Uses registers and language features with some relevance to the audience.	1
<b>Style (relevance to communicative purpose)</b>	<b>/3</b>
Uses a wide range of stylistic devices that support the communicative purposes, including the use of repetition, contrast, imagery and change in tone.	3
Uses a range of stylistic devices that are relevant to the communicative purposes.	2
Uses some stylistic devices with some relevance to the communicative purposes.	1
<b>Delivery (voice, fluency, body language)</b>	<b>/3</b>
Delivers the presentation fluently with good voice projection and effective use of body language.	3
Delivers the presentation with slight hesitations. Voice projection and the use of body language are acceptable.	2
Delivers the presentation with some hesitations. Voice projection and/or the use of body language are not very effective.	1
<b>Total</b>	<b>16</b>