

Assessment Schedule – 2020

Chinese: Demonstrate understanding of a variety of written and/or visual Chinese text(s) on familiar matters (91111)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and/or opinions in the texts.</p> <p>Responses as a whole show an understanding of the general meaning (gist) of the texts.</p>	<p><i>Demonstrating clear understanding</i> involves selecting relevant information, ideas, and/or opinions from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a clear understanding of the content of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating thorough understanding</i> involves expanding on relevant information, ideas, and/or opinions, with supporting detail, to show understanding of the meanings or conclusions implied within the texts.</p> <p>Responses as a whole show a comprehensive understanding of the content and underlying meaning of the texts, including nuance and meanings not obviously stated in the texts.</p>

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows very little understanding and does not communicate the general meaning of the text.	Shows little understanding and does not communicate the general meaning of the text.	Demonstrates some understanding and communicates some of the general meaning of the text.	Demonstrates understanding and communicates the general meaning of the text.	Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates thorough understanding and communicates some of the implied meanings by providing supporting detail from the text to justify conclusions.	Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the text to fully justify conclusions.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 13	14 – 20	21 – 24

Sample Evidence

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

Assessment judgments are based on the level of understanding shown, rather than knowledge of individual lexical items.

Quoting or direct translation alone are not sufficient evidence that the candidate understands the meaning of the text **clearly** or **thoroughly**.

The overall grade for a question must be judged after considering how much of the text as a whole has been understood, and to what depth. Refer to the Evidence statements above.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of which job offer is more suitable for Daming's situation.</i></p>	<p>Evidence for the tea house:</p> <ul style="list-style-type: none"> • The tea house is looking for someone from Monday to Friday, which suits Daming's free schedule during the term break. • The tea house is looking for someone who speaks Chinese and Daming is Chinese. • Daming would get to help with tea and snack preparation, which is related to how he wants to develop cooking skills. • \$20 an hour is a good pay rate. <p>Evidence for the restaurant:</p> <ul style="list-style-type: none"> • The restaurant offers \$18 an hour. • The restaurant offers flexible shifts – Daming can choose three days out of the week and can choose day or evening shifts. Also, he can just work two days in the weekends instead of three days over the week. This suits his plan to leave time for friends • The restaurant has both New Zealand and Chinese customers. Daming can use Chinese and also practise English. 	<ul style="list-style-type: none"> • The tea house offers better pay of \$20 an hour than the restaurant, which pays \$18 an hour. • Daming will be familiar with the most used language in the tea house, Chinese. • Daming would get to help with the tea and snack preparation, which is relevant to his wish to develop cooking skills. • He gets a free lunch at the tea house that he won't get at the restaurant. • At the restaurant, Daming might be able to help the chef after he gains some experience. • At the restaurant there is an opportunity to help the chef, which meets Daming's interest in developing cooking skills. • He will be able to use Chinese at the restaurant, but he will also get an opportunity to practise English, whereas at the tea house he will mostly be using Chinese. • The restaurant working hours offer Daming flexibility for his social life. 	<p><i>Candidates must demonstrate direct comparison of both job opportunities to gain Excellence.</i></p> <p>Possible inferences in addition to Merit:</p> <ul style="list-style-type: none"> • Daming will probably be fine with the full-time hours and can still spend time with his friends, if he doesn't mind a busy schedule every week. • The choice depends on what is more important to Daming. If developing cooking skills is more important, he should definitely work at the restaurant, as he will surely learn more about cooking. He does not have any chance to use the kitchen at home because of his host family's restrictions. • Overall, the benefits of the restaurant outweigh the tea house, with flexible hours to suit Daming's social life, opportunities to practise English, and opportunities to develop cooking skills. These are things that matter to Daming, according to his inquiry. • There are better opportunities for Daming to develop his cooking skills at the restaurant, as he can help the chef, compared with just preparing tea and snacks, which probably doesn't involve cooking, at the tea house.

			<ul style="list-style-type: none">• The only things better at the tea house are the hourly rate and free lunch, but these don't seem important to Daming, according to his inquiry.• He will earn a lot at the tea house due to the fulltime hours.• The restaurant offers lots of options for work hours compared with the tea house, which is fixed full-time hours. He is more likely to be able to keep time for friends if he works at the restaurant.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of Mrs Zhang's relationship with her son, Zhanghai.</i></p>	<p>Mrs Zhang and Zhanghai have a good relationship because:</p> <ul style="list-style-type: none"> • Zhanghai listened to his mother's advice. • He joined the cycling team. • He has made more friends. • Mrs Zhang wanted Zhanghai to be happier and healthier. • She let his friends come to their house for meals and to watch movies. • She talked to Zhanghai's teacher. 	<p>Mrs Zhang and Zhanghai have a very good relationship because:</p> <ul style="list-style-type: none"> • Mrs Zhang noticed her son seemed unhappy, did not like talking, and often stayed in his room by himself. • At first, Zhanghai was not keen to join the cycling team, but after discussions with his mum, he took her advice and joined the team. • Mrs Zhang loves her son and wanted him to be happier and healthier. • Zhanghai has more friends since he joined the cycling team. They come to Zhanghai's home for meals and to watch movies, and he is happier. • Zhanghai and his mother have a good relationship, which has helped Zhanghai to make changes in his life for the better. 	<p>Mrs Zhang and Zhanghai have a very good relationship because:</p> <ul style="list-style-type: none"> • Mrs Zhang was observant and noticed her son's unhappy behaviour, which upset her, so she sought help. • When Zhanghai did not want to join the cycling team, Mrs Zhang did not give up. She explained to her son why he should join the team because she cared about him. • Zhanghai's friends come over to their house for meals and to watch movies, indicating the home atmosphere is inviting and friendly. This is likely to mean Mrs Zhang and her son are on good terms and are willing to make each other happy. • Mrs Zhang cared for her son by reaching out for help and asking Zhanghai's teacher to give advice so she could help him improve his wellbeing.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of why Jessie believes public libraries benefit people of all ages.</i></p>	<p>For young children and parents:</p> <ul style="list-style-type: none"> • The library has picture books for children. • The library often runs activities for children. • There is a little park by many libraries. • Families can eat while reading outside at the park. • When the weather is cold, the library is warm and cosy. <p>For teenagers:</p> <ul style="list-style-type: none"> • Teenagers can go to the library by themselves or with a group. • They can go to the library with friends, to do homework or just hangout. • Jessie waits at the library for her swim lesson. • Going to her swim lesson straight after school is too early. <p>For older citizens:</p> <ul style="list-style-type: none"> • Grandma said she can gain new knowledge, and read books and newspapers in the library. • You can make new friends at the library. • The library has activities for older people. • Grandma often meets her friends at the library. 	<p>For young children and parents:</p> <ul style="list-style-type: none"> • The library has picture books that are suitable for young children. • The library often runs activities for children, such as games and singing sessions, so they can interact with each other. • Many libraries have a little park nearby, which is convenient for families with young children. They can eat while reading outside at the park, or read inside the library. • When the weather is fine they can go to the park, but if the weather is cold, the library is warm and cosy for the little ones. • Parents and children can do things at the library together. <p>For teenagers</p> <ul style="list-style-type: none"> • They can go to the library by themselves, or with friends, to do homework or just to hang out. • Jessie waits at the library until about 4.30pm, then leaves for her swim lesson, to fill in time after school. <p>For older citizens:</p> <ul style="list-style-type: none"> • Jessie’s grandmother said that at the library she can learn new things, read books and newspapers, and make new friends. • Grandma thought the activities the library offered were suitable for her age. 	<ul style="list-style-type: none"> • Public libraries are safe and warm places that offer a wide range of books, resources, and free activities, appealing to people of all ages. Families, young people and older citizens are all catered for. People can use library resources to learn and study, as well as for fun and for social interaction. • For example, special games and activities make libraries fun for both children and their parents, and give them a place to meet other families. • Libraries are safe, convenient, and free places for teenagers to hang out with their peers or to wait until their next planned arrangement. • Libraries are also good places for older people to meet their friends, as each city has a library and they are in convenient locations.