

# **National Certificate of Educational Achievement**

## **2013 Assessment Report**

### **Chinese Level 2**

- 91108 Demonstrate understanding of a variety of spoken Chinese texts on familiar matters**
- 91111 Demonstrate understanding of a variety of written and/or visual Chinese text(s) on familiar matters**

## COMMENTARY

Candidates who were awarded Achievement or higher read questions carefully and understood what was required and wrote clear, detailed answers in English or Chinese or a mixed use of Chinese and English in different sections.

In both listening (91108) and reading (91111) candidates who achieved demonstrated a sound knowledge of the vocabulary and structures expected at NCEA Level 2, and therefore displayed sound comprehension of the texts.

Since the exam papers required candidates to extract relevant information, ideas and/or opinions from the texts to answer the questions, just providing general statements without supporting evidence limited candidate performance and grade achievement. It was therefore essential for evidence to be integrated into answers for explanations, advice, predictions and analysis to demonstrate clear and thorough evidence.

## STANDARD REPORTS

### **91108 Demonstrate understanding of a variety of spoken Chinese texts on familiar matters**

#### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They commonly:**

- demonstrated basic understanding of ideas and vocabulary in the spoken texts by providing details in questions that required descriptions
- made general statements that showed understanding but were unsupported by evidence from the texts
- demonstrated inconsistent understanding across passages and attempted only part of the paper
- misunderstood the need for evaluation, explanation supported by evidence from the spoken texts and answered only in short general ways.

#### **NOT ACHIEVED**

**Candidates who were awarded Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:**

- lacked understanding of key vocabulary and ideas in the spoken texts
- provided short answers to questions or misunderstood what the questions were asking
- did not provide details or evidence from the spoken texts and used solely their personal experience or background knowledge
- did not attempt all questions or sections.

## **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit commonly:**

- demonstrated clear understanding of ideas in the texts by providing evidence for sections that required tables and explanations
- used effectively note taking boxes to assist them with question answering
- identified most of the itinerary required for question two and were able to explain basically how weather and time were factors
- demonstrated an ability to understanding the differences in point of view in Question Three
- provided evidence showing clear understanding but did not always sufficiently integrate evidence into question sections that required evaluation, prediction or advice spoken in texts.

## **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence commonly:**

- demonstrated thorough understanding of ideas and concepts in the text by integrating evidence to support their answers
- demonstrated understanding of inference in the spoken texts and were able to link this back to questions in their evaluations, analysis, predictions, advice and explanations
- contrasted points of views, perspectives and possibilities using integrated evidence from the text in their answers
- provided advice for questions that required advice synthesized from ideas in the text
- made strong links between texts and their analysis.

## **OTHER COMMENTS**

Candidates who used the note taking boxes in the paper performed at a higher level as they were able to derive their analysis and explanations from their notes. Candidates also who were able to integrate their background knowledge with evidence from the passages were also able to perform at higher grade levels. However, focus on question wording and evidence was essential if prior knowledge was to be of assistance in regard to the zodiac, travel and international student study experience in New Zealand.

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

### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They commonly:**

- answered in short answer form without development of explanation in questions
- described basic details from the texts in their answers, sometimes followed by some information that was inaccurate

- demonstrated clear understanding in several questions but little understanding across other sections
- understood key characters, ideas, intercultural concepts and experiences that were raised in passages.

## **NOT ACHIEVED**

**Candidates who were awarded Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:**

- did not attempt all questions in the paper and wrote very short answers with inaccurate details
- misunderstood key characters in written texts or in the questions and as a result provided inaccurate answers
- used guessing strategies drawn on their background knowledge inappropriately to answer questions
- did not demonstrate basic understanding of details, ideas and concepts in the written texts and showed poor understanding of characters expected at this level.

## **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit commonly:**

- demonstrated clear understanding of most passages written in the text, however did not always evenly do this across questions or fully provide details
- understood main ideas in texts but did not fully understand inferences required for thorough understanding in questions
- provided evidence showing clear understanding but did not always integrate evidence into question sections that required evaluation, prediction or advice written in texts
- drew accurate conclusions based on passages
- understood complex structures in the text.

## **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence commonly:**

- demonstrated thorough understanding through showing understanding of inferences written in the texts and subtle details
- supported their answer thoroughly with details from the text in sections that required evaluation, prediction and advice
- demonstrated thorough analysis and ability to recognise different possibilities using evidence, effectively providing points of contrast
- drew accurate conclusions based on passages, and fully integrated comprehensive evidence from the passages to support them.

## **OTHER COMMENTS**

Candidates who were able to integrate evidence from the reading passages performed better than those who could not. The highest achieving candidates carefully provided extensive evidence from the reading passages to support their impressions, advice, explanations and justifications.