National Certificate of Educational Achievement

2013 Assessment Report

Chinese Level 3

91533   Demonstrate understanding of a variety of extended spoken Chinese texts

91536   Demonstrate understanding of a variety of extended written and/or visual Chinese texts

COMMENTARY

Candidates were required to follow conflicting arguments in a dialogue to gain a full understanding of two perspectives. Also, as arguments tended to go back and forth, it assessed candidates' ability to extract relevant information from various places in the dialogue.

Question Two required candidates to indicate whether they agree with one of the characters in the passage and explain their reasons. Many candidates provided their own views without making links to the passage.

Question Three worked well to distinguish Excellence candidates from the rest, as the required information that constitutes Excellence response is quite subtle.

The passages managed to convey some complex and subtle messages using simple but adequate language at this level.

STANDARD REPORTS

91533   Demonstrate understanding of a variety of extended spoken Chinese texts

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They commonly:
- attempted most questions or parts of questions
- identified sufficient key verbs and information to answer questions
- included basic and valid information
- provided comprehensible answer.

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 questions
- misread or misinterpreted questions
- did not provide sufficient information or detail
- had insufficient vocabulary knowledge to enable basic understanding
- were unable to provide comprehensible responses
- provided responses which were irrelevant to texts or questions.

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 a sound language and cultural knowledge at Curriculum Level (C.L.8)
- provided the required details with some elaboration and justification
- made sense and connections of what they heard

- showed some understanding of concepts and set phrases, rather than just individual lexical items.

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:
- understood questions and supplied enough details necessary for Excellence
- showed excellent language and cultural knowledge at C.L.8
- understood questions and supplied sufficient details with substantial development and justification
- used clear and well-form language in their answers
- provided responses which showed ability to understand and decode the implied meaning, rather than word for word translation
- were able to read between the lines to interpret texts and craw meaningful and sensible conclusion
- were able to read questions carefully and answered in full without adding irrelevant information.

OTHER COMMENTS

This paper required candidates to decipher implied meanings of the texts, follow conflicting arguments, make a judgement on character's personalities and attitudes based on their actions, and justify their own responses based on the listening passages. In order to achieve with Merit and Excellence, candidates must make reference and inference to the text and the context. In other words, the 2013 paper encouraged higher level thinking and the skills to read between and beyond the lines, which reflects the principles and key competencies of the NZC.

Candidates who copied a section of spoken text, or provided word for word translation were not awarded with Achievement with Merit or Excellence. Candidates must understand that all examples provided must be re-phrased in their own words to show understanding.

Candidates would be able to gain higher grades if they also worked on note-taking skills. Candidates need to improve their ability to select relevant information from a longer piece of listening passages in order to improve their performance.

Candidates should be aware that the size of the space provided indicates the amount of required information expected in order to achieve with Excellence. The bigger the space is, the more details are expected. This is not to say candidates should try to fill the space with irrelevant information.

91536 Demonstrate understanding of a variety of extended written and/or visual Chinese texts

COMMENTARY

Topics cover a wide range of student interest and allow varied style and language use.

This is the first time that an extract of an authentic novel is used as reading assessment material. A brave attempt that should be commended as it marked a significant step towards using authentic reading material for assessment purposes which is in line with the principles of NZC.

Question One and Question Two are based on the adaptation of the novel extract, requiring candidates to decipher the subtleties between characters. This not only assessed candidates' linguistic knowledge (understanding of the literal meaning of the text), but also promoted candidates' appreciation of Chinese literature (understanding of the implied meaning of the text).

The Horoscope and text messages are relevant to New Zealand learners. As Question Three and Question Four are based on three separate texts, it encouraged candidates to read all three texts, draw meaningful connections between them, and make appropriate referencing and inferencing.

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They commonly:
- attempted most questions or parts of all questions
- identified sufficient key vocabulary and information to answer questions
- included basic information to achieve the standard
- provided comprehensible answers
- recognised basic vocabulary and grammar structures at C.L.8
- understood overall meaning of texts.

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 questions
- misread or misinterpreted questions
- showed large gaps in language and cultural knowledge at C.L.8
- did not provide sufficient information or detail
- had insufficient vocabulary knowledge to enable basic understanding
- provided vague and unclear answers, lacking key words or information
- provided responses which were irrelevant to texts or questions.

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 a sound language and cultural knowledge at C.L.8
- provided a range of the required details with some elaboration and justification
- made sense and connections of what they heard
- showed some understanding of concepts and set phrases, rather than just individual lexical items.

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:

- understood questions and supplied enough details necessary for Excellence
- showed excellent language and cultural knowledge at C.L.8
- understood questions and supplied sufficient details with substantial development and justification
- used clear and well-form language in their answers
- provided responses which showed ability to understand and decode the implied meaning, rather than word for word translation
- were able to read between the lines to interpret texts and craw meaningful and sensible conclusion
- were able to read questions carefully and answered in full without adding irrelevant information.

OTHER COMMENTS

This paper required candidates to decipher implied meanings of the texts, extract relevant and connecting information from a range of texts, make a judgement on character's personalities and attitudes based on their actions, and justify their own responses based on the reading passages. In order to achieve with Merit and Excellence, candidates must make reference and inference to the text and the context. In other words, the 2013 paper encouraged higher level thinking and the skills to read between and beyond the lines, which reflects the principles and key competencies of the NZC.

Candidates who copied a section of spoken text, or provided word for word translation were not awarded with Achievement with Merit or Excellence. Candidates must understand that all examples provided must be re-phrased in their own words to show understanding.

Candidates would be able to gain higher grades if they also worked on general reading comprehension skills. In order to have a better understanding of the reading texts, character recognition and familiarisation of formulaic expression and colloquialism would be essential. Candidates need to improve their ability to select relevant information from either a longer piece of reading passage, or various reading passages in order to improve their performance.

Candidates should be aware that the size of the space provided indicates the amount of required information expected in order to achieve with Excellence. The bigger the space is, the more details are expected. This is not to say candidates should try to fill the space with irrelevant information.