

National Certificate of Educational Achievement

2014 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:

- answered questions in short sentence form without showing links among sentences and key vocabulary
- provided basic answers without analysis, evaluation and/or explanation supported by evidence from the spoken texts
- demonstrated basic understanding of ideas and vocabulary in the spoken texts by providing details in questions that required descriptions
- made general statements that showed basic understanding but were unable to provide details from the spoken texts to support their answers
- attempted only parts of the paper and lacked consistency in their answers across passages.

NOT ACHIEVED

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

- showed limited effort in note-taking and did not attempt all questions or sections
- lacked understanding of key vocabulary and ideas in the spoken texts and left parts of the section unanswered
- provided short answers to questions or misunderstood what the questions were asking
- failed to provide details or evidence from the spoken texts and used solely their personal experience or background knowledge.

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 from the spoken texts by providing details or evidence to explain or justify their opinions
- showed effective note-taking skills to assist them with answering questions
- had the ability to select key information or evidence from the spoken texts and showed clear understanding of passages
- did not always sufficiently integrate evidence into question sections that required evaluation, prediction or justification based on the spoken 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:

- articulated differences or similarities of view points, perspectives and/or possibilities based on evidence from the spoken text
- selected, integrated and synthesised relevant information or evidence from the spoken text to demonstrate thorough and in-depth understanding of the passages
- made strong links between texts and their analysis and demonstrated understanding of inference in the spoken text
- had the ability to use their own words to fully answer the questions by providing evaluations, analysis, predictions, advice and/or explanations based on the passages
- demonstrated thorough understanding of ideas and concepts in the spoken text by integrating a wide range of evidence to support their answers.

OTHER COMMENTS

Candidates who were able to integrate their interpretation with evidence from the passages were able to perform at higher grade levels. It is, however, essential to focus on question wording and select relevant evidence rather than relying on prior knowledge or personal experience. Candidates who demonstrated effective note-taking skills tended to perform at a higher level as they were able to derive their analysis and explanations from their notes.

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:

- showed an attempt to provide some keywords and short answers 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 assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:

- wrote very short answers with inaccurate details and did not attempt all questions in the paper
- 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
- failed to demonstrate basic understanding of details, ideas and concepts in the written texts
- 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 in-depth and 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
- maintained the focus of each question and provided some evidence showing clear understanding
- did not always integrate evidence into question sections that required evaluation, prediction or advice written in texts
- had a well-developed ability to understand complex structures in the text and drew accurate conclusions based on passages.

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 explaining the 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 a wide range and fully integrated comprehensive evidence from the passages in supporting their answers.

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. Another major difference between Merit and Excellence is the ability to interpret inferences using their own words.