

# Assessment Report

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### Part A: Commentary

Candidates are reminded that Excellence and Merit level answers require a very solid receptive knowledge of all NCEA Level 1 and Level 2 vocabulary and structures.

The Level 2 Chinese reading and listening texts move beyond simple statements about personal opinions to an examination of the motivations, justifications, and explanations of someone's actions, feelings, and decisions.

Candidates are also reminded that quality answers need to be based on evidence in the texts and not based on prior knowledge and personal opinions. Any conclusion or implied meaning must be supported by evidence from the text to demonstrate understanding.

Candidates should allocate their time evenly to all questions.

Interpreting texts for inferred or implied meanings is an expectation at this level, particularly for Merit and Excellence.

## Part B: Report on standards

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

Candidates who were awarded **Achievement** commonly:

- answered with two to three correct facts from the listening passages
- showed some understanding of the texts and were able to extract key words for their answers
- provided basic answers without evaluation and / or explanation supported by evidence from the text
- showed some inconsistencies in the details they provided.

Candidates whose work was assessed as **Not Achieved** commonly:

- wrote very little, with perhaps some key words correct, but with the majority of the response incorrect or contradictory
- showed limited or no understanding of the spoken texts and answered with few or no correct facts.

Candidates who were awarded **Achievement with Merit** commonly:

- answered with many correct facts from the listening passages
- demonstrated an in-depth and clear understanding of the text and were able to provide detailed information and evidence
- understood the main ideas in the spoken texts but did not show a thorough understanding of the inferences
- provided evidence to show a clear understanding and drew accurate conclusions based on the passages.

Candidates who were awarded **Achievement with Excellence** commonly:

- answered with all correct facts and supported their answers with evidence using some inference
- demonstrated a thorough understanding using supporting evidence from the spoken texts

- demonstrated a clear understanding of subtle details and inferences in the texts
  - drew accurate conclusions based on a wide range of information and fully integrated comprehensive evidence from the passages to support their answers.
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## 91111: Demonstrate understanding of a variety of written and/or visual Chinese texts on familiar matters

Candidates who were awarded **Achievement** commonly:

- showed some understanding of the basic plot of the texts
- understood that the second job offer at the Four Seasons Restaurant was more suitable for Da Ming due to the more flexible hours
- provided one-sided arguments and did not provide specific details
- showed understanding of some parts of the texts, but not others.

Candidates whose work was assessed as **Not Achieved** commonly:

- failed to demonstrate basic understanding of the texts
- wrote very short answers with inaccurate information
- did not attempt any / all questions of the paper.

Candidates who were awarded **Achievement with Merit** commonly:

- demonstrated a clear general understanding of the texts
- provided accurate overall translations of relevant information and evidence, although might not have included a conclusion
- showed a clear understanding of one alternative, but did not make explicit comparisons or show thorough understanding of why one alternative was better than the other
- showed a clear understanding of the benefits and summarised the text without any inferencing.

Candidates who were awarded **Achievement with Excellence** commonly:

- demonstrated a thorough overall understanding of the texts

- communicated at least some of the implied meanings from the texts
- made explicit comparisons of alternatives
- discussed all parts of the texts, and made specific suggestions where appropriate.

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#### Previous years' reports

[2019 \(PDF, 214KB\)](#)   [2018 \(PDF, 123KB\)](#)   [2017 \(PDF, 40KB\)](#)   [2016 \(PDF, 207KB\)](#)