

## Assessment Schedule – 2013

### Chinese: Demonstrate understanding of a variety of extended spoken Chinese texts (91533)

#### Evidence Statement

Question One							
Not Achieved		Achievement		Merit		Excellence	
Shows no or limited understanding of the text		Shows understanding /is able to make meaning of the text		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text.	
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade Score Descriptors							
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Some valid information identifying all 4 destinations both David and Lanlan have agreed to visit – Hong Kong, Guilin, Shanghai, and Beijing.	A range of valid information specifying what activities David and Lanlan want to do in each of the destinations.	A wider range of more detailed responses containing reasons why they are interested in each of the destinations, eg Why does David want to go shopping in Hong Kong.	A wider range of more detailed responses containing reasons why they reject the other person's proposal, eg Why David is not interested in Disneyland.	More developed responses showing understanding of most of the implied attitude and unspoken messages in this conversation, eg After consultation with Lanlan, David decided to try Shanghai food.	More developed responses showing thorough understanding of all of the implied attitude and unspoken messages in this conversation, eg David wants to spend more time in Beijing, not only for the sightseeing spots, but also because it's Lanlan's hometown and he'd like to find out more about this city.
Specific evidence				For example			
<i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</i>				<i>These examples are typical of candidates at the score indicated; however, they are not full responses and are intended to be indicative rather than prescriptive.</i>			
<b>Shanghai</b> Lanlan's reasons: Chinese / Shanghai food; Movie World; buy clothes in Nanjing Rd. David's reasons: Lots of history; wants to see the southern gardens; Western buildings; modern technology; Western restaurants;				<b>N1</b> – Shanghai and Beijing. <b>N2</b> – Shanghai because of food / restaurant; Beijing because of touristy places.			
<b>Beijing</b> Lanlan's reasons: Lots of fun things to do; visit the Great Wall; the Forbidden City; eat Beijing Roast Duck; David's reasons: Visit Lanlan's home town;				<b>A3</b> – Shanghai. Lanlan wants (2 of) the Chinese food / movie world / shopping. David wants to see (2 of) history / garden / buildings / technology. Beijing. Lanlan wants to show David around. David wants to see Lanlan's house. <b>A4</b> – Shanghai. Lanlan wants (3 of) the Chinese food / movie world / shopping. David wants to see (3 of) history / garden / buildings / technology. Beijing. Lanlan wants to take David to some fun places. David wants to see Lanlan's hometown.			
				<b>M5</b> – Shanghai. Lanlan wants (2 of) the Chinese food / movie world / shopping in Nanjing Rd. David wants to see (2 of) history / southern garden / Western buildings / modern technology. Beijing. Lanlan wants to take David to (2 of) the Great Wall, the Forbidden City and Beijing Roast Duck. David wants to see Lanlan's hometown.			
				<b>M6</b> – Shanghai. Lanlan wants (3 of) the Chinese food / movie world / shopping in Nanjing Rd. David wants to see (3 of) history / southern garden / Western buildings / modern technology. Beijing. Lanlan wants to take David to (2 of) the Great Wall, the Forbidden City and Beijing Roast Duck. David wants to see Lanlan's hometown.			

	<p><b>E7</b> – Shanghai. Lanlan wants (3 of) the Chinese food, movie world because Shanghai has produced many famous movie stars AND shopping for clothes in Nanjing Rd. David wants to see (3 of) history/southern garden/Western buildings/modern technology/Western restaurants. Beijing. Lanlan wants to take David to some fun places, such as (3 of) the Great Wall, the Forbidden City and Beijing Roast Duck. David wants to see Lanlan’s hometown.</p>
	<p><b>E8</b> – Shanghai. Lanlan wants the Chinese food, movie world AND shopping in Nanjing Rd. David wants to see history, southern garden, Western buildings AND modern technology. Beijing. Lanlan wants to take David to some fun places, such as (3 of) the Great Wall, the Forbidden City and Beijing Roast Duck. David wants to see Lanlan’s hometown.</p>

**N Ø** No response or no valid evidence

Question Two							
Not Achieved		Achievement		Merit		Excellence	
Shows no or limited understanding of the text		Shows understanding /is able to make meaning of the text		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text.	
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade Score Descriptors							
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Response identifies all 3 activities that David wanted to do but got rejected by Lanlan – clothes shopping in Hong Kong, seeing pandas in Sichuan and eating European food in Shanghai.	Response identifies all 3 activities that David wanted to do but got rejected by Lanlan, with some valid supporting evidence.	More details as to why Lanlan rejected David’s original proposal. Responses also show valid justification.	More clarification as to why why Lanlan rejected David’s original proposal. Responses also show valid justification with some references to the text.	Responses show thorough understanding of Lanlan’s reasons to reject David’s proposals regarding all 3 activities. Personal responses draw meaningful references to the text.	Responses show thorough understanding of Lanlan’s reasons to reject David’s proposals regarding all 3 activities. Personal responses show understanding of the underlying meaning, eg Lanlan’s being selfish.

Specific evidence	For example
<p><i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items</i></p>	<p><i>These examples are typical of candidates at the score indicated; however, they are not full responses and are intended to be indicative rather than prescriptive</i></p>
<p>David wants to buy clothes in Hong Kong, because he’s heard that clothes are cheap and pretty and lots of people like going shopping in Hong Kong. Lanlan thinks they shouldn’t buy anything in Hong Kong because it’s their first destination. If they buy too much in Hong Kong, they’ll have a lot of luggage to carry for the rest of the journey. It’s really inconvenient.</p> <p>I agree with Lanlan’s decision, as they are visiting 4 cities in total over 2 weeks’ time. It is indeed a lot of trouble carrying too much luggage. Also, they will have another shopping opportunity in Nanjing Rd in Shanghai.</p> <p>OR</p> <p>I disagree with Lanlan’s decision. David is prepared to go to Disneyland with her</p>	<p><b>N1</b> – David wants to go to Hong Kong.</p>
	<p><b>N2</b> – David wants to go shopping in Hong Kong, but Lanlan is not keen.</p>
	<p><b>A3</b> – David wants to go shopping in Hong Kong, because it’s cheap and pretty. Lanlan is not keen.</p>
	<p><b>A4</b> – David wants to go shopping in Hong Kong because the clothes are cheap and pretty in Hong Kong. Lanlan thinks they shouldn’t go shopping in Hong Kong.</p>
	<p><b>M5</b> – David wants to go shopping in Hong Kong because he’s heard clothes are cheap and pretty in Hong Kong. Lanlan thinks they shouldn’t go shopping in Hong Kong, because it’s their first stop.</p>
	<p><b>M6</b> – David wants to go shopping in Hong Kong because clothes are cheap and pretty in Hong Kong and lots of people go there to shop. Lanlan is not keen, because it’s only their first stop. She doesn’t want to buy too much things.</p>
	<p><b>E7</b> – David wants to go shopping in Hong Kong because clothes are cheap and pretty in Hong Kong and lots of people go there to shop. Lanlan is not keen, because it’s only their first stop. If they buy too much in Hong Kong, they will have to carry a lot of luggage.</p>

<p>even though he's not interested in this activity. Lanlan should accommodate David, too.</p>	<p><b>E8</b> – David wants to go shopping in Hong Kong because clothes are cheap and pretty in Hong Kong and lots of people go there to shop. Lanlan is not keen, because it's only their first stop. If they buy too much in Hong Kong, they will have to carry a lot of luggage. It's really inconvenient. They'll have an opportunity to go shopping in Shanghai.</p>
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**N Ø** No response or no valid evidence

Question Three			
Not Achieved	Achievement	Merit	Excellence
<p>Shows no or limited understanding of the text</p> <p>Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text</p>	<p>Shows understanding /is able to make meaning of the text</p> <p>Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i></p>	<p>Selects relevant information, ideas, and opinions from the text and communicates them unambiguously</p> <p>Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i></p>	<p>Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text.</p> <p>Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i></p>

Grade Score Descriptors							
<p><b>N1</b> Very little valid information</p>	<p><b>N2</b> Little valid information</p>	<p><b>A3</b> Some valid information about them being old classmates back in China and some descriptions and observations on their personalities and attitudes towards school, with some supporting evidence.</p>	<p><b>A4</b> A range of valid information about them being old classmates back in China and some descriptions and observations on their personalities and attitudes towards school, with more detailed and valid supporting evidence.</p>	<p><b>M5</b> Response shows clear understanding that they are good friends and with more insight into their personalities and attitudes towards school. With supporting evidence from the text.</p>	<p><b>M6</b> Response shows clear understanding that they are good friends and with more detailed insight into their personalities and attitudes towards school. With a range of valid supporting evidence from the text.</p>	<p><b>E7</b> Response shows thorough understanding of the implied meaning, eg They were close friends because of the way they communicated with each other, rather than what was said in the conversation.</p>	<p><b>E8</b> Response shows thorough understanding of the implied meaning. Own observations of their personalities and attitudes also show thorough understanding of the whole text, drawing inferences throughout the whole passage.</p>

<p><b>Specific evidence.</b> <i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</i></p>	<p><b>For Example</b> <i>These examples are typical of candidates at the score indicated; however, they are not full responses, and are intended to be indicative rather than prescriptive.</i></p>
<p>Daming and Wang Hong are good friends. Daming was waiting online at 2.30am in NZ in order to chat with Wang Hong. He complimented Wang Hong as "pretty girl", which implies he might like Wang Hong or they are friendly with each other. They are very close friends, because Daming felt comfortable confiding in Wang Hong and Wang Hong showed a lot of concerns for Daming. Daming and Wang Hong were classmates in China, because Daming asked if classmates miss him or not.</p>	<p><b>N1</b> – They are friends.</p> <p><b>N2</b> – They are good friends.</p> <p><b>A3</b> – They are good friends and used to be classmates because Daming asked about his classmates in China.</p> <p><b>A4</b> – They are good friends and used to be classmates because Daming asked about his classmates in China, and seems very casual / friendly with Wang Hong.</p> <p><b>M5</b> – They are good friends and used to be classmates because Daming asked about his classmates in China, and seems very casual / friendly with Wang Hong. They joke with each other.</p> <p><b>M6</b> – They are good friends and used to be classmates because Daming asked about his classmates in China, and seems very casual / friendly with Wang Hong. They joke with each. Daming called Wang Hong "pretty girl" which suggests they are friendly with each other.</p> <p><b>E7</b> – Daming and Wang Hong are good friends. Daming was waiting online at 2.30am in NZ in order to chat with Wang Hong. He complimented Wang Hong as "pretty girl", which suggests they are friendly with each other. Wang Hong said "haha", which suggests they are friendly with each other. Daming and Wang Hong were classmates in China, because Daming asked if classmates miss him or not.</p>

	<p><b>E8</b> – Daming and Wang Hong are good friends. Daming was waiting online at 2.30am in NZ in order to chat with Wang Hong. He complimented Wang Hong as “pretty girl”, which implies he might like Wang Hong. Wang Hong said “haha”, which suggests they are friendly with each other. Daming and Wang Hong were classmates in China, because Daming asked if classmates miss him or not. Wang Hong seems very concerned / showed a lot of interest in Daming’s life / studies in NZ, which suggests she cares a lot of Daming.</p>
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**N Ø** No response or no valid evidence

Question Four							
Not Achieved		Achievement		Merit		Excellence	
Shows no or limited understanding of the text		Shows understanding /is able to make meaning of the text		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text.	
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade Score Descriptors							
<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> Some valid information outlining Daming’s basic problems in all three areas.	<b>A4</b> A range of valid information on Daming’s problems in all 3 areas, with support evidence.	<b>M5</b> Some valid information outlining Daming’s basic problems in all three areas and provide sensible solutions relevant to the text.	<b>M6</b> A range of valid information on Daming’s problems in all 3 areas, with support evidence and provide sensible solutions relevant to the text.	<b>E7</b> Response shows thoughtful insights into Daming’s problems in all 3 areas, eg On top of the English problem, Daming is struggling with the teaching and learning methods in New Zealand. Solutions provided are sensible and relevant to the text.	<b>E8</b> Response shows thoughtful insights into Daming’s problems in all 3 areas, eg On top of the English problem, Daming is struggling with the teaching and learning methods in New Zealand. Socially, he is lonely. Also, he feels guilty towards his parents as he is unable to meet their expectations. Solutions provided are sensible and relevant to the text.

<b>Specific evidence.</b> <i>This is <u>not</u> a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</i>	<b>For Example</b> <i>These examples are typical of candidates at the score indicated; however, they are <u>not full responses</u>, and are intended to be indicative rather than prescriptive.</i>
<p><u>Learning:</u> Daming’s struggling to adapt to the New Zealand way of teaching and learning. Daming’s English level is not really high. School requires him to go online to find answers, do research, and do team projects with classmates. He is a bit embarrassed when working with Kiwi students, because he is shy. He is also reluctant to ask teachers to slow down when explaining ideas. Daming will need be more proactive to join in group work with Kiwi / Chinese students. Also, he shouldn’t feel ashamed to ask teachers to slow down.</p> <p><u>Social:</u> Daming feels isolated and lonely. There are only 10 or so Chinese</p>	<b>N1</b> – Daming has problems with school.
	<b>N2</b> – Daming is struggling at school.
	<b>A3</b> – Daming’s English is not very good. He doesn’t want to work with other students.
	<b>A4</b> – Daming’s English is not very good. He doesn’t want to work with other students. He thinks teachers talk too fast.
	<b>M5</b> – Daming’s English is not very good. He doesn’t want to work with other students, because he feels shy to join in. He thinks the teachers talk too fast. He shouldn’t feel so shy.
	<b>M6</b> – Daming’s English is not very good. He feels shy / embarrassed to work with other students on group project. He thinks teachers

<p>students at Daming's school and they're not Daming's friends yet. Daming hasn't made any good Kiwi friends, either. He doesn't understand Kiwi culture enough to communicate well with Kiwi students. Daming could befriend with other Chinese students in the school. As his English and culture knowledge improve, he will make more Kiwi friends. He shouldn't stay up all night and chat with his Chinese friends. He should try to make an effort at his new school.</p> <p><u>Family</u>: Daming's family has high expectations of him. They expect him to do well at school and going to university next year, even though he hasn't been in NZ for a long time. His parents have spent a lot of money on him, so Daming felt the pressure to perform well. Daming should talk to his parents about the challenges he's facing. His parents should also consult Daming before they make any decisions on his behalf. If they could communicate with each other better, maybe his parents will be able to provide better support.</p>	<p>talk too fast. Daming needs to be more proactive to join in group work. He should ask teachers questions to clarify his understanding.</p>
	<p><b>E7</b> – Daming's English level is not really high. School requires him to go online to find answers, do research, and do team projects with classmates. He is a bit embarrassed when working with Kiwi students. He is also reluctant to ask teachers to slow down when explaining ideas. Daming will need be more proactive to join in group work with other students and be more independent with his learning.</p>
	<p><b>E8</b> – Daming's struggling to adapt to New Zealand way of teaching and learning. Daming's English level is not really high. School requires him to go online to find answers, do research, and do team projects with classmates. He is a bit embarrassed when working with Kiwi students, because he is shy. He is also reluctant to ask teachers to slow down when explaining ideas. Daming will need be more proactive to join in group work with Kiwi/Chinese students. Also, he shouldn't feel ashamed to ask teachers to slow down. He should learn to be more independent with his learning, too.</p>

**N Ø** No response or no valid evidence

### Judgement Statement

	<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<b>Score range</b>	0 – 11	12 – 18	19 – 24	25 – 32