

Assessment Schedule – 2014

Chinese: Demonstrate understanding of a variety of written and/or visual Chinese texts on familiar matters (91111)

Evidence Statement

Question One							
Shows no or limited understanding of 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		Shows understanding / is able to make meaning 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>		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		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 developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade score descriptor							
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information and an attempted valid explanation	M5 Explanation supported by information from the text about the views of David and Lanlan	M6 Full explanation supported by information from the text about the views of David and Lanlan	E7 A justified answer about the similarities and differences of the views of David and Lanlan	E8 A fully justified answer about the similarities and differences of the views of David and Lanlan

N Ø No response or no valid evidence

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>
Explain and compare their views about the love story David	N1 – Any detail about their views It was unfair that, a long time ago in China, only guys could attend school.
<ul style="list-style-type: none"> Just heard about the Chinese love story from his Chinese friend It is unfair that Zhu Yingtai couldn't attend school as female; instead, she had to dress up. It was unfair that, a long time ago in China, only guys could attend school. If Liang Shanbo and Zhu Yingtai lived in current New Zealand, they would then attend school together, study the subjects they like, and know new friends. In this way, maybe they will be a bit happier. In addition, David really didn't understand that why the four young people, Liang Shanbo, Zhu Yingtai, Romeo and Juliet all passed away in the two love stories! David felt that, in their life, there should be other things that can make Liang Shanbo, Zhu Yingtai, Romeo and Juliet happy. 	N2 – Any 2 details about their views It was unfair that, a long time ago in China, only guys could attend school. This is Lanlan's favourite love story.
	A3 – Any 3 details about their views It was unfair that, a long time ago in China, only guys could attend school. This is Lanlan's favourite love story. Lanlan felt very sad after reading the story.
	A4 – Any 3 details about their views, attempt at explanation It was unfair that, a long time ago in China, only guys could attend school. This is Lanlan's favourite love story. Lanlan felt very sad after reading the story. This is because the story is similar to Romeo and Juliet in the West.
	M5 – At least 4 details about their views, with a supported explanation
	M6 – Details about their views, with well supported explanations
	E7 – A justified answer about David and Lanlan's views with an attempt at comparing their views linking to New Zealand or their personal situation Lanlan agrees with David's view that there are other things that can make young people happy and thinks she and David are lucky.
Lanlan	E8 – A justified answer about David and Lanlan's views with a comparison of their views, with links to New Zealand and their personal situation Lanlan agrees with David's view that there are other things that can make young people happy. "For example, we usually talk, listen to music, and watch a movie together. We are very happy, aren't we?"
<ul style="list-style-type: none"> This is Lanlan's favourite love story. The story is similar to the Western story of Romeo and Juliet. Eventually, Liang Shanbo and Zhu Yingtai couldn't be together and all passed away when they were very young. Lanlan felt very sad after reading this love story. She especially liked it. 	

Comparing David and Lanlan's views

- Lanlan agrees with David's view on fairly letting male and female attend school:
"For example, although we live far apart, we study at the same school and work part-time at the same place. It was really good that we can see each other every day."
- Lanlan agrees with David's view that there are other things that can make young people happy.
"For example, we usually talk, listen to music, and watch a movie together. We are very happy, aren't we?"

Question Two							
Shows no or limited understanding of 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		Shows understanding/is able to make meaning 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>		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		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 developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade score descriptors							
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information and an attempted valid explanation	M5 Explanation supported by information from the text	M6 Full explanation supported by information from the text	E7 A justified answer about Lanlan and David's relationship with reasons, causes, and prevention	E8 A fully justified answer about Lanlan and David's relationships with reasons, causes, and prevention

<p>Specific evidence <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>For example <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>Relationship between Lanlan and David</p> <p><u>Classmates</u></p> <ul style="list-style-type: none"> • They are classmates and attend the same school. • Although we live far apart, they can see each other every day. <p><u>Colleagues</u></p> <ul style="list-style-type: none"> • They are colleagues who work part-time at the same place. <p><u>Good friends</u></p> <ul style="list-style-type: none"> • They usually talk, listen to music, and watch movies together. • They are very happy together. <p><u>Boyfriend and girlfriend: The following evidence shows that their relationship is more than friends.</u></p> <ul style="list-style-type: none"> • Lanlan called David ‘dear’. • Lanlan was unhappy when she knew that David went to the library with a beautiful girl. • Lanlan asked if David would care about her and feel sad if she was sick. David said he would. • Lanlan said David is not allowed to go out with only one girl, and David said, “Next time, if I went out with other classmates, I would tell you first.” • David said, “You know I like especially like you, and we have already been together for a very long time. You should believe me.” <p>What caused misunderstanding:</p> <ul style="list-style-type: none"> • David went to the library for a math group work. The teacher required a group of 4 people. • One of the group member was a very beautiful girl. • Lanlan thought David went to the library with only this girl and got angry. • David didn’t tell Lanlan that he went to the library for group work, and it involved a very beautiful girl. <p>How would they prevent this misunderstanding from happening again:</p> <ul style="list-style-type: none"> • David should tell Lanlan he goes out with other classmates and not with girls by himself .“Next time, if I went out with other classmates, I would tell you first.” • They should trust each other more and communicate with each other. 	<p>N1 – Any detail about their relationship They can see each other every day.</p> <p>N2 – Any 2 details about their relationship They can see each other every day. They attend the same school.</p> <p>A3 – Any 3 details about their relationship They can see each other every day. They attend the same school. They work part-time at the same place.</p> <p>A4 – Any 4 details about their relationship, attempt at giving reasons They are good friends. We know this because they are very happy together; they usually talk, listen to music and watch movies together.</p> <p>M5 – Any justification of ‘the cause of the misunderstanding’ or ‘prevention’ in addition to the criteria for Achievement</p> <p>M6 – Any 2 justifications of ‘the cause of the misunderstanding’ and/or ‘prevention’ in addition to the criteria for Achievement</p> <p>E7 – Any justification of ‘the cause of the misunderstanding’ and 2 explanations referring to both sides for future ‘prevention’ in addition to Merit criteria (All three sections must be answered sufficiently)</p> <p>E8 – Any justification of ‘the cause of the misunderstanding’ and 2 full explanations referring to both sides for future ‘prevention’ in addition to Merit criteria (All three sections must be answered sufficiently)</p>

Question Three							
Shows no or limited understanding of 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		Shows understanding /is able to make meaning 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>		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		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 developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade score descriptors							
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information and an attempted valid explanation	M5 Explanation supported by information from the text across two aspects	M6 Full explanation supported by information from the text across two aspects	E7 A justified answer and detailed explanation across two aspects	E8 A fully justified answer and detailed explanation across two aspects

N Ø No response or no valid evidence

Specific evidence <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>	For example <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>How they became good friends</p> <ul style="list-style-type: none"> • Three years ago, Xiaohong had just come to New Zealand from China. • Xiaohong became an international student at Mary's school. • Xiaohong and Mary slowly became good friends. • It was because Xiaohong's English wasn't good so that she had difficulty talking to homestay parents. • There were not many Chinese people in Christchurch. • Therefore, Xiaohong often talked to Mary only. • There was a huge earthquake three years ago. Xiaohong and Mary were extremely scared. Xiaohong came to Mary's house to stay for two weeks. • Xiaohong is one year younger than Mary • Xiaohong usually cared about Mary and helped Mary do a lot of things. • They still communicate through emails. • Mary knew that Xiaohong is coming to NZ for university so she would like to meet Xiaohong. <p>Why Mary's family all liked Xiaohong</p> <ul style="list-style-type: none"> • Xiaohong stayed at Mary's house during the earthquake. That's why Mary's family got to know her. • Although Xiaohong is one year younger, she usually cared about Mary • Xiaohong helped Mary do a lot of things. • My family and I felt that Xiaohong was not only very special • Her family also felt that Xiaohong was very capable. 	<p>N1 – Any detail about 'how they became friends' or 'why Mary's family all liked Xiaohong' Xiaohong didn't have friends when she just arrived in New Zealand</p>
	<p>N2 – Any 2 details about 'how' and/or 'why' Xiaohong didn't have friends when she just arrived in New Zealand. Xiaohong helped Mary do a lot of things</p>
	<p>A3 – Any 3 details about 'how' and/or 'why' Xiaohong didn't have friends when she just arrived in New Zealand. Xiaohong helped Mary do a lot of things. Xiaohong was very special.</p>
	<p>A4 – Any 4 details about 'how' and 'why', across two aspects, at least 1 important detail from each aspect. Xiaohong and Mary slowly became good friends. It was because Xiaohong's English wasn't good so that she had difficulty talking to homestay parents. Although Xiaohong is one year younger, she usually cared about Mary and helped Mary do a lot of things.</p>
	<p>M5 – Selective details about 'how' and 'why', across two aspects, at least 2 important details from each aspect.</p>
	<p>M6 – Explained about 'how' and 'why', across two aspects, at least 2 important details from each aspect.</p>
	<p>E7 – Well explained details about 'how' and 'why', across two aspects, at least 3 important details from each aspect (some details can be used more than once). NB: Reference must be made to context of the earthquake.</p>
	<p>E8 – Fully explained details about 'how' and 'why', across two aspects, at least 3 important details from each aspect (some details can be used more than once). NB: Reference must be made to context of the earthquake</p>

Question Four							
Shows no or limited understanding of 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		Shows understanding /is able to make meaning 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>		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		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 developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade score descriptors							
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information and an attempted valid explanation	M5 Explanation supported by information from the text	M6 Full explanation supported by information from the text	E7 A justified answer about festivals, with comparison	E8 A fully justified answer about festivals, with comparison

N Ø No response or no valid evidence

Specific evidence <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>	For example <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>How Mary celebrated the two events</p> <p><u>Third Anniversary of Christchurch earthquake</u></p> <ul style="list-style-type: none"> Mary and her family bought a lot of beautiful flowers. At 12.51 pm on Saturday 22nd February They put flowers in the river. This has become a tradition in Christchurch. This is to tell people who died in the huge earthquake that we miss them very much. <p><u>Chinese Lantern Festival</u></p> <ul style="list-style-type: none"> Many adults took children to Lantern Festival to play. In the park, there were a lot of fun and beautiful lanterns and traditional games. There were also very tasty Chinese snacks, including dumplings, noodles, and stir-fried rice. Some of my good friends and my family went picnicking together. We ate while seeing beautiful lanterns. <p>Mary's attitude</p> <ul style="list-style-type: none"> Positive attitude towards both New Zealand and Chinese cultural heritage 	<p>N1 – Any detail about the two events They put flowers in the river.</p>
	<p>N2 – Any 2 details about the two events At 12.51 pm, they put flowers in the river.</p>
	<p>A3 – Any 3 details about the two events Many adults took children to Lantern Festival to play. In the park, there were a lot of fun and beautiful lanterns and traditional games.</p>
	<p>A4 – Any 4 details across the two events, at least one important detail from each section.</p>
	<p>M5 – Well explained events, with an explanation of her attitude</p>
	<p>M6 – Well explained events, with a more detailed explanation of her attitude</p>
	<p>E7 – Successfully judged Mary's attitude to Chinese and / or New Zealand memorial and cultural heritage</p>
	<p>E8 – Successfully judged Mary's attitude to Chinese and New Zealand memorial and cultural heritage supported by details. The explanation highlights her attitude and enthusiasm and goes beyond the text.</p>

<ul style="list-style-type: none"> • Mary is curious about a Chinese festival that people also put food in the river. • She would like to know more about what Chinese festival it is. • She would like to know what food Chinese people put in the river on that special festival • Although China and New Zealand are two different countries, they both have their own traditions. • Young people should know something about the tradition of their own countries. • In the future, if there are opportunities, people should tell their children (about their tradition). 	
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Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 11	12 – 19	20 – 26	27 – 32