

Assessment Schedule – 2014

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 that conveys some of the general meaning	A range of valid information that conveys the general meaning	Clearly and unambiguously communicates some of the meaning by selecting relevant information	Clearly and unambiguously communicates most of the meaning by selecting relevant information	Communicates some of the implied meanings by providing some supporting detail which justifies conclusions	Communicates most of the implied meanings by providing supporting detail which fully justifies conclusions

N Ø No response or no valid evidence

Specific evidence	Grade Score Descriptors
<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 descriptors explain what each grade constitutes, and are intended to be indicative rather than prescriptive.</i>
The father is generous. (Positive) eg "I'll get your mum to take you shopping and buy you pretty dresses."	N1 – The response shows very little valid information.
The father is considerate. (Positive) eg "I will drive you and your friends to the ball."	N2 – The response shows little valid information. The overall impression conveyed is that the candidate fails to demonstrate understanding of the gist of the spoken text.
The father is over-protective. (Negative) eg "You go to a girls' school. How did you meet any boys?" eg "I have never met this boy, so you are not allowed to go to the school ball with him."	A3 – The response shows some valid information that demonstrates the candidate's understanding of the gist of the spoken text. The response – which contains selected, direct, unaltered quotes – is awarded with A3. An A3 response may contain direct quotes about the father's parenting style. The candidate must state at least one positive or negative consequence of such a parenting style, but may not provide any explanation or evidence to support their answer.
The father is manipulative because he tries to bribe his daughter into doing what he wants. (Negative) eg "Go to the ball with your girlfriends. I'll buy you anything like. I'll buy you a car for your 18 th birthday."	A4 – The response shows a range of valid information that demonstrates the candidate's understanding of the gist of the spoken text. The responses must be expressed in the candidate's own words. An A4 response may contain information, expressed in the candidate's own words, about the father's parenting style. The candidate must state at least one positive or negative consequence of such a parenting style, but may not provide any explanation or evidence to support their answer.
	M5 – The response contains explanation and clarification of the relevant information, ideas, and opinions from the spoken text that address the question and demonstrate the candidate's clear understanding of the text. To gain M5, the candidate must show that they understand the causal relationship between the father's parenting style and one positive and one negative consequence of it. The candidate must also provide an explanation and/or evidence to support their own answer.

<p>The father is controlling. (Negative) eg "If you must go to the ball with Tom, then you are not allowed to go."</p> <p>The positive consequences of such parenting style may include:</p> <p>The daughter and the father seem very close at the start of the conversation as the daughter seems comfortable talking to her father about her plans for the school ball. eg. "I also need to buy shoes and get my hair done. Ah! So much to do!"</p> <p>The father seems to know his daughter's friends well. eg. He knows who Lanlan is.</p> <p>The daughter would be protected from any potential harm as her father is very cautious and safety aware.</p> <p>The negative consequences of such parenting style may include:</p> <p>The daughter may become more confrontational and rebellious. eg "Dad, you're being unreasonable."</p> <p>The daughter may refuse to talk to her father about her social life in the future. eg "I'm going to tell mum."</p>	<p>M6 – The response contains detailed explanation and clarification of the relevant information, ideas, and opinions from the spoken text that address the question and demonstrate the candidate's clear understanding of the text. The response must clearly communicate the candidate's reasons for the answer.</p> <p>To gain M6, the candidate must show that they understand the causal relationship between the father's parenting style and the positive and negative consequences of it. The candidate must also provide more detailed explanations and/or evidence to support their own answer.</p> <hr/> <p>E7 – The response contains insights that demonstrate the candidate's understanding of the nuance of the spoken text. The candidate must provide justification for their interpretation of the text by providing detailed evidence from the text.</p> <p>To gain E7, the candidate must comment on the positive and negative aspects of this relationship, and justify their answer by providing detailed explanations and inferential evidence from the text.</p> <hr/> <p>E8 – The response contains insights that demonstrate the candidate's understanding of the nuance of the spoken text. The candidate must provide justification for their interpretation of the text by providing detailed evidence from the text. The response must demonstrate the candidate's ability to draw inferential conclusions.</p> <p>To gain E8, the candidate must provide inferential evidence to demonstrate their in-depth insights into this relationship and demonstrate ability to support and challenge conflicting arguments.</p>
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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 very little valid information	N2 Little valid information	A3 Some valid information that conveys some of the general meaning	A4 A range of valid information that conveys the general meaning	M5 Clearly and unambiguously communicates some of the meaning by selecting relevant information	M6 Clearly and unambiguously communicates most of the meaning by selecting relevant information	E7 Communicates some of the implied meanings by providing some supporting detail which justifies conclusions	E8 Communicates most of the implied meanings by providing supporting detail which fully justifies conclusions

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>	Grade Score Descriptors <i>These descriptors explain what each grade constitutes, and are intended to be indicative rather than prescriptive.</i>
The father thinks the daughter and Tom are having a serious, long-term relationship; and he is against this because he hasn't met Tom, he doesn't know Tom's academic ability, he is worried about Tom's ability to provide a secure future to his daughter and he doesn't approve of Tom's involvement in sports. eg "How are Tom's studies?" eg "Can he be a professional sportsman?" eg "Does he plan to go to university? What does he want to study?"	N1 – The response shows very little valid information. N2 – The response shows little valid information. The overall impression conveyed is that the candidate fails to demonstrate understanding of the gist of the spoken text. A3 – The response shows some valid information that demonstrates the candidate's understanding of the gist of the spoken text. The response – which contains selected, direct, unaltered quotes – is awarded with A3. An A3 response may contain direct quotes about the father's view and the daughter's view. The candidate must indicate their own attitude, but may not provide any explanation or evidence to support their own attitude. A4 – The response shows a range of valid information that demonstrates the candidate's understanding of the gist of the spoken text. The responses must be expressed in the candidate's own words. An A4 response may contain information, expressed in the candidate's own words, that explain the father's view and the daughter's view. The candidate must indicate their own attitude, but may not provide any explanation or evidence to support their own attitude. M5 – The response contains explanation and clarification of the relevant information, ideas, and opinions from the spoken text that address the question and demonstrate the candidate's clear understanding of the text. To gain M5, the candidate must show that they understand the father's concern about this relationship has the potential to become a long term serious relationship. The candidate must also provide an explanation and/or evidence to support their own attitude. M6 – The response contains detailed explanation and clarification of the relevant information, ideas, and opinions from the spoken text that address the question and demonstrate the candidate's clear understanding of the text. The response must clearly communicate the candidate's reasons for the answer. To gain M6, the candidate must provide detailed evidence to support their view that the father is concerned that this relationship is potentially a long term serious relationship. The candidate must also provide an explanation and/or evidence to support their own attitude. E7 – The response contains insights that demonstrate the candidate's understanding of the nuance of the spoken text. The candidate must provide justification for their interpretation of the text by providing detailed evidence from the text.
The daughter thinks Tom is just a friend of whom she is fond because he has many good qualities and with whom she would like to go to the ball. She has no intention of developing their friendship into something serious. eg "I don't know anything about his studies. I think he's doing all right at school." eg "We're only 17. Who wants to get a job?" eg "We've known each other for only a month. I don't know if he plans to go to university or not."	
I agree with the father because it's worrying to let his daughter go to the ball with someone he has never met and the daughter's thinking is too naïve. eg "I don't want you to go to the ball with Tom because I've never met him."	
OR	

<p>I agree with the daughter because Tom seems to be a lovely person and the father's worries about the future is unnecessary and unrealistic. eg "He is friendly and very helpful."</p>	<p>To gain E7, the candidate must indicate that the father is worried about Tom's inability to provide a good future to his daughter.</p> <p>E8 – The response contains insights that demonstrate the candidate's understanding of the nuance of the spoken text. The candidate must provide justification for their interpretation of the text by providing detailed evidence from the text. The response must demonstrate the candidate's ability to draw inferential conclusions.</p> <p>To gain E8, the candidate must provide evidence to justify their response and challenge conflicting arguments.</p>
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Question Three			
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 very little valid information	N2 Little valid information	A3 Some valid information that conveys some of the general meaning	A4 A range of valid information that conveys the general meaning	M5 Clearly and unambiguously communicates some of the meaning by selecting relevant information	M6 Clearly and unambiguously communicates most of the meaning by selecting relevant information	E7 Communicates some of the implied meanings by providing some supporting detail which justifies conclusions	E8 Communicates most of the implied meanings by providing supporting detail which fully justifies conclusions

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>	Grade Score Descriptors <i>These descriptors explain what each grade constitutes, and are intended to be indicative rather than prescriptive.</i>
<p>This school may seem attractive to the Chinese international students for the following reasons:</p> <p>This school has a good academic reputation. This would appeal to the Chinese parents and students because traditionally, education is very important to the Chinese and international parents spend a lot of money in order to give their students a better education.</p> <p>eg It's the best school in NZ. The best subjects include English, Maths, History, and Science.</p> <p>This school provides extra curriculum support to their international students. This would help international students with their initial language difficulties.</p> <p>eg If international students have trouble with school work, they can come to the English classroom. There will be teachers and senior students there to help them with their homework.</p> <p>This school is 'culturally aware'. It has many sister schools, meaning intercultural and international education is important to the school. They are experienced in dealing with international students and treats international students well.</p> <p>eg This school has many sister schools in lots of countries, including France, Japan, China, USA, and England. Every year, students go on study tours to</p>	N1 – The response shows very little valid information.
	N2 – The response shows little valid information. The overall impression conveyed is that the candidate fails to demonstrate understanding of the gist of the spoken text.
	A3 – The response shows some valid information that demonstrates the candidate's understanding of the gist of the spoken text. The response – which contains selected, direct, unaltered quotes – is awarded with A3. An A3 response may contain direct quotes about reasons why this school may attract Chinese international students. There must be sufficient information to indicate that the candidate understands the gist of the whole text.
	A4 – The response shows a range of valid information that demonstrates the candidate's understanding of the gist of the spoken text. The responses must be expressed in the candidate's own words. An A4 response may contain reasons, expressed in the candidate's own words, why this school may attract Chinese international students. There must be sufficient information to indicate that the candidate understands the gist of the whole text.
	M5 – The response contains explanation and clarification of the relevant information, ideas, and opinions from the spoken text that address the question and demonstrate the candidate's clear understanding of the text. To gain M5, the candidate must provide explanations and evidence from the whole text to explain why this school may attract Chinese international students.
	M6 – The response contains detailed explanation and clarification of the relevant information, ideas, and opinions from the spoken text that address the question and demonstrate the candidate's clear understanding of the text. The response must clearly communicate the candidate's reasons for the answer. To gain M6, the candidate must provide detailed explanations and evidence from the whole text to explain why this school may attract Chinese international students.
	E7 – The response contains insights that demonstrate the candidate's understanding of the nuance of the spoken text. The candidate must provide justification for their interpretation of the text by providing detailed evidence from the text. To gain E7, the candidate must be able to make their own judgements and justify their own answer by providing the detailed evidence

<p>these countries. Their students learn about another language, culture and make many friends.</p> <p>This school encourages the Chinese students to be proud of their culture and showcase their culture at every opportunity. eg. The school hosts the Chinese Night each year to provide a platform for the Chinese students to promote their culture. eg International students are encouraged to participate in the cooking competition to share Chinese food culture with the Kiwi students.</p> <p>This school has a student leader who is a Chinese international student. This must be reassuring to the international students that if they work hard, they too can be successful and if they need help, they can approach someone who speak their first language. eg “Hello everyone. I’m a student leader and I’m an international student from China just like you.”</p>	<p>from the whole text. An example of an E7 response would be:</p> <p>This school is ‘culturally aware’. It has many sister schools, meaning intercultural and international education is important to the school. They are experienced in dealing with international students and treats international students well. eg This school has many sister schools in lots of countries, including France, Japan, China, USA, and England. Every year, students go on study tours to these countries. Their students learn about another language, culture and make many friends.</p> <p>E8 – The response contains insights that demonstrate the candidate’s understanding of the nuance of the spoken text. The candidate must provide justification for their interpretation of the text by providing detailed evidence from the text. The response must demonstrate the candidate’s ability to draw inferential conclusions.</p> <p>To gain E8, the candidate must be able to draw inferential conclusion and make connections between the literal meaning of the text and its implication in the wider world, and support their own response by providing detailed evidence from the whole text. An example of an E8 response could be this:</p> <p>This school has a student leader who is a Chinese international student. This must be reassuring to the international students that if they work hard, they too can be successful and if they need help, they can approach someone who speak their first language. eg “Hello everyone. I’m a student leader and I’m an international student from China just like you.”</p>
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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>

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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>	Grade Score Descriptors <i>These descriptors explain what each grade constitutes, and are intended to be indicative rather than prescriptive.</i>
International students may face the following challenges: Finding studies hard because of English barriers Homesickness Feeling lonely as they don't have many NZ friends. Relevant and useful suggestions may include: International students should participate in school activities such as sports day, concerts, the Chinese Night, swimming competition, cooking competition, etc. This would allow them to meet new friends, understand the New Zealand school culture, and become more integrated in the school life. It'd be great if Chinese students could participate in cooking competition, and let Kiwi students try Chinese food. This would help New Zealand students become more aware and respectful of other cultures. This would in turn make the school environment more welcoming to the Chinese international students. International students should read the English newspapers every day in order to improve their English and get to know NZ. This would help international students integrate into the New Zealand society more easily. International students should ask for help when needed. They mustn't feel	<p>N1 – The response shows very little valid information.</p> <p>N2 – The response shows little valid information. The overall impression conveyed is that the candidate fails to demonstrate understanding of the gist of the spoken text.</p> <p>A3 – The response shows some valid information that demonstrates the candidate's understanding of the gist of the spoken text. The response – which contains selected, direct, unaltered quotes – is awarded with A3. An A3 response may contain direct quotes about challenges faced by the international students and advice given by the speaker. There must be sufficient information to indicate that the candidate understands the gist of the whole text. The response may not include the candidate's judgement of the effectiveness of the advice.</p> <p>A4 – The response shows a range of valid information that demonstrates the candidate's understanding of the gist of the spoken text. The responses must be expressed in the candidate's own words. An A4 response may contain information, expressed in the candidate's own words, about challenges faced by the international students and advice given by the speaker. There must be sufficient information to indicate that the candidate understands the gist of the whole text. The response may not include the candidate's judgement of the effectiveness of the advice.</p> <p>M5 – The response contains explanation and clarification of the relevant information, ideas, and opinions from the spoken text that address the question and demonstrate the candidate's clear understanding of the text. To gain M5, the candidate must provide information about challenges faced by the international students and advice given by the speaker, supported by some explanation and clarification. The response must include the candidate's judgement of the effectiveness of the advice.</p> <p>M6 – The response contains detailed explanation and clarification of the relevant information, ideas, and opinions from the spoken text that address the question and demonstrate the candidate's clear understanding of the text. The response must clearly communicate the candidate's reasons for the answer. To gain M6, the candidate must provide information about challenges faced by the international students and advice given by the speaker, supported by more detailed explanation and clarification. The response must include the candidate's judgement of the effectiveness of the advice.</p>

embarrassed to seek help. They must make use of the after school English tutorial and homework centre. They must be proactive and take advantage of the first language support offered by the Chinese student leader.

E7 – The response contains insights that demonstrate the candidate's understanding of the nuance of the spoken text. The candidate must provide justification for their interpretation of the text by providing detailed evidence from the text.

To gain E7, the candidate must provide detailed information, explanation and clarification about challenges faced by the international students and advice given by the speaker. The candidate must be able to make their own judgements about the effectiveness of the advice and justify their own answer by providing the detailed evidence from the whole text. An example of an E7 response would be:

International students should participate in school activities such as sports day, concerts, the Chinese Night, swimming competition, cooking competition, etc. This would allow them to meet new friends, understand the New Zealand school culture, and become more integrated in the school life.

E8 – The response contains insights that demonstrate the candidate's understanding of the nuance of the spoken text. The candidate must provide justification for their interpretation of the text by providing detailed evidence from the text. The response must demonstrate the candidate's ability to draw inferential conclusions.

To gain E8, the candidate must provide detailed information, explanation and clarification about challenges faced by the international students and advice given by the speaker. The candidate must be able to draw inferential conclusion about the effectiveness of the advice and make connections between the literal meaning of the text and its implication in the wider world, and support their own response by providing detailed evidence from the whole text. An example of an E8 response could be this:

It'd be great if Chinese students could participate in cooking competition, and let Kiwi students try Chinese food. This would help New Zealand students become more aware and respectful of other cultures. This would in turn make the school environment more welcoming to the Chinese international students.

Cut Scores

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