

**Assessment Schedule – 2016**

**Chinese: Demonstrate understanding of a variety of spoken Chinese texts on areas of most immediate relevance (90868)**

**Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> involves <b>making meaning of the relevant information, ideas, and/or opinions</b> in the texts.	<i>Demonstrating clear understanding</i> involves <b>selecting relevant information, ideas, and/or opinions</b> from the texts and communicating them <b>unambiguously</b> .	<i>Demonstrating thorough understanding</i> involves <b>expanding on relevant information, ideas, and/or opinions</b> from the texts with <b>supporting detail</b> .

**Evidence**

Not Achieved		Achievement		Merit		Excellence	
<p>Demonstrates <b>limited</b> or <b>no understanding</b> of the spoken texts.</p> <p>Some information is correct. The candidate has not shown understanding of the <b>general meaning</b> (gist) of the spoken texts. The response is logically <b>inconsistent</b>, indicating misunderstanding.</p>		<p><i>Demonstrates understanding</i> and <b>makes meaning of the relevant information, ideas, and/or opinions</b> from the spoken texts.</p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the spoken texts. The response is <b>consistent</b>.</p>		<p><i>Demonstrates clear understanding</i> by selecting <b>relevant information, ideas, and/or opinions</b> from the spoken texts and communicating them <b>unambiguously</b>.</p> <p>Information correctly includes relevant detail from the spoken texts. The candidate communicates implied meanings without showing understanding of every nuance.</p>		<p><i>Demonstrates thorough understanding</i> of the <b>implied meanings or conclusions</b> within the spoken texts.</p> <p>Relevant information, ideas and opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuances and meanings not obviously stated in the spoken texts.</p>	
<b>N1</b> Shows <b>very little understanding</b> and does not convey the general meaning of the spoken texts.	<b>N2</b> Shows <b>little understanding</b> and does not convey the general meaning of the spoken texts.	<b>A3</b> Demonstrates <b>some understanding</b> of the spoken texts, and conveys <b>some</b> of the general meaning.	<b>A4</b> <b>Demonstrates understanding</b> of the spoken texts and conveys the general meaning.	<b>M5</b> Demonstrates <b>clear understanding</b> of the texts and unambiguously <b>communicates some</b> of the meaning by selecting relevant information, ideas, and/or opinions from the spoken texts.	<b>M6</b> Demonstrates <b>clear understanding</b> and unambiguously <b>communicates most</b> of the meaning by selecting relevant information, ideas, and/or opinions from the spoken texts.	<b>E7</b> Demonstrates <b>thorough understanding</b> and <b>communicates some</b> of the implied meanings by providing <b>some</b> supporting detail from the spoken texts, which justifies conclusions.	<b>E8</b> Demonstrates <b>thorough understanding</b> and <b>communicates most</b> of the implied meanings by providing supporting detail from the spoken texts, which fully justifies conclusions.
<b>N0</b> No response; no relevant evidence							

<b>Question ONE</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p><i>Possible evidence showing understanding of how Lucy improved her Chinese in China.</i></p>	<ul style="list-style-type: none"> <li>• Lucy had to speak Chinese at home</li> <li>• She practised Chinese at home every day</li> <li>• She had three Chinese lessons every day</li> <li>• She needed to speak Chinese when shopping.</li> </ul>	<ul style="list-style-type: none"> <li>• Lucy had to speak Chinese at home because her homestay parents couldn't speak English</li> <li>• There was lots of Chinese homework</li> <li>• She went shopping every day because there were so many shops selling goods cheaply</li> <li>• Though she was tired every day, she learnt a lot</li> <li>• She could practise speaking Chinese when shopping.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily practice was very important and Lucy was motivated to practise and improve her Chinese</li> <li>• She also made friends with Chinese people when shopping, which would have motivated her to speak to more Chinese people</li> <li>• Her positive attitude and hard work helped her to learn Chinese</li> <li>• Her personality (outgoing and sociable) created more opportunities to interact with others</li> <li>• Surrounding herself with Chinese speakers and living with them benefited her greatly</li> <li>• She was committed to learning Chinese: e.g. taking classes, practising Chinese in a wide range of situations.</li> </ul>

***Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.***

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of what Lucy bought from the shop, and how she bargained to reach the final price.</i></p>	<ul style="list-style-type: none"> <li>• The shop had lots of beautiful clothes</li> <li>• Lucy liked the colour black</li> <li>• Lucy said she had only 230 kuai</li> <li>• Lucy bought a black top for 220 kuai.</li> </ul>	<ul style="list-style-type: none"> <li>• Lucy was first offered a red top, which she thought was not bad, but she prefers the colour black, so asked if they had one in that colour</li> <li>• She asked the shopkeeper if the top could be a bit cheaper. However the shopkeeper thought that 320 kuai was not at all expensive for such a pretty top.</li> <li>• Lucy tried to bargain again, saying that she did not have much money because she was a student</li> <li>• Her second attempt to bargain resulted in the owner cutting the price from 320 kuai to 300 kuai</li> <li>• Lucy said she had only 230 kuai, and could pay only 220 kuai because she needed 10 kuai to buy a bus ticket home</li> <li>• Lucy thanked the shopkeeper and said goodbye.</li> </ul>	<ul style="list-style-type: none"> <li>• Because Lucy spoke Chinese very well, the owner compromised and dropped the price to 300 kuai</li> <li>• Lucy used her status as a student to bargain down the price</li> <li>• Lucy initially offered a very low price to the owner, so that she had the capacity to increase the price in her second offer, as the owner was likely to turn down the first offer anyway</li> <li>• She bargained the price down by being persistent and giving the shop owner a lot of reasons why she should lower the price of the top</li> <li>• Lucy's personality and strong Chinese language skills also contributed to the final price as the shop owner liked her and felt inclined to lower the price.</li> </ul>

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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding as to whether Xiao Yu will enjoy his schooling in New Zealand.</i></p>	<ul style="list-style-type: none"> <li>• Xiao Yu will enjoy his schooling in New Zealand</li> <li>• There is a big sports field</li> <li>• There are only 25 students in a class</li> <li>• The school finishes at 3.30 p.m., which is really good</li> <li>• Xiao Yu described the school as very good</li> <li>• There is not as much homework as in his school in China.</li> </ul>	<ul style="list-style-type: none"> <li>• The teachers and students are friendly</li> <li>• He is happy and has an optimistic outlook about the school</li> <li>• When Alice asked him about his first impression of the school, he was very positive. This shows he will enjoy his schooling in New Zealand.</li> <li>• He had already heard many positive things about the school. Xiao Yu had a good impression about many aspects of the school, including class size, infrastructure, and school hours.</li> </ul>	<ul style="list-style-type: none"> <li>• Xiao Yu enjoyed socialising and talking to Alice, asking her her name, and complimenting her Chinese language skills. This indicates that he is comfortable at Alice’s school and enjoys talking to the students there.</li> <li>• A student (Alice) is speaking Chinese with him, which makes him feel at ease</li> <li>• He has a kind friend like Alice to help him manage school life</li> <li>• Though he doesn’t always understand everything in class, this does not affect his positive impression of the school.</li> </ul>

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Question FOUR	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of how Alice showed her hospitality to Xiao Yu.</i></p>	<ul style="list-style-type: none"> <li>• Alice has been very hospitable and helpful</li> <li>• Alice greeted Xiao Yu in Chinese</li> <li>• Alice came to Xiao Yu to chat with him</li> <li>• Alice also told Xiao Yu to have some fruit and snacks at interval time.</li> </ul>	<ul style="list-style-type: none"> <li>• Alice greeted Xiao Yu and introduced herself. She welcomed him to New Zealand and told him it was very nice to meet him</li> <li>• Alice expressed her concern by asking Xiao Yu if he enjoyed school</li> <li>• Xiao Yu had music next period and Alice happened to have music as well. She offered to take him to the classroom. This shows her caring nature and hospitality towards Xiao Yu.</li> <li>• When Xiao Yu forgot his fruit and snacks, Alice shared her snack, which was made by her mother. Xiao Yu thought it was delicious and thanked Alice. This also proves that Alice is very caring and generous.</li> <li>• Alice initiated a conversation with Xiao Yu, showing her friendliness</li> <li>• Alice used Chinese, Xiao Yu's first language, to communicate with him, helping to make him more relaxed.</li> </ul>	<ul style="list-style-type: none"> <li>• Alice knew that Xiao Yu came from China and was probably not used to asking questions in class. She assured Xiao Yu that their teacher liked it when students asked questions. This would make him feel more open and comfortable about asking questions. This was thoughtful, on Alice's part, as it would improve his confidence and quality of life in school.</li> <li>• Alice showed kindness towards Xiao Yu and offered him some advice about how to adjust to school life here</li> <li>• Alice showed her empathy by addressing Xiao Yu's concerns of not always understanding what was going on in class.</li> </ul>

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***Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.***

### **Cut Scores**

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