

Assessment Schedule – 2016

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

Assessment Criteria

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

Evidence

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

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of the strengths and weaknesses of both applicants.</i></p>	<p>Jessica</p> <p>Strengths</p> <ul style="list-style-type: none"> • Bilingual • Independent • Willing to improve and learn • Has a positive outlook. <p>Weaknesses</p> <ul style="list-style-type: none"> • Only OK at Chinese. • Not good at household chores; can only make snacks and bread. <p>Xiaobai</p> <p>Strengths</p> <ul style="list-style-type: none"> • Fluent in Chinese • Humorous and positive • Has experience looking after young students and disciplining them • Responsible and helpful. <p>Weaknesses</p> <ul style="list-style-type: none"> • Born in China and has never been to America, so his English is not as good as his Chinese. 	<ul style="list-style-type: none"> • Brave, as she has just arrived in China from New Zealand • Young (18) and energetic • Confident <div style="background-color: #cccccc; height: 100px; width: 100%;"></div> <ul style="list-style-type: none"> • Could have a good understanding of both American and Chinese culture • Ensures his sisters do their homework before they go and play. <ul style="list-style-type: none"> • While his English is not as good as his Chinese, he has an American mum – so his English might not be as bad as he thinks • No overseas experiences mentioned. <p>• Based on the differences and similarities, students are to make their own judgement as to which applicant best suits the job, with detailed examples from the text of their strengths and weaknesses.</p>	<ul style="list-style-type: none"> • Likes sports as well as singing • Suitable for work with young children. <ul style="list-style-type: none"> • As a first-year university student, her study might be too busy for her to do the job • No experience looking after kids. <ul style="list-style-type: none"> • Disciplines his sisters, and ensures homework comes before entertainment. • Understand the importance of sports but is also artistic. <ul style="list-style-type: none"> • He might be too busy looking after his own family. <p>• Based on the differences and similarities, students are to make their own judgement as to which applicant best suits the job, with detailed, in-depth evidence from the text.</p>
<p><i>(b) Possible evidence showing understanding of why they think one applicant is more suitable for the job.</i></p>	<p>• Based on the differences and similarities, students are to make their own judgement as to which applicant best suits the job, with one or two accurate pieces of evidence from the text.</p>	<p>• Based on the differences and similarities, students are to make their own judgement as to which applicant best suits the job, with detailed examples from the text of their strengths and weaknesses.</p>	<p>• Based on the differences and similarities, students are to make their own judgement as to which applicant best suits the job, with detailed, in-depth evidence from the text.</p>

• Both applicants need to be mentioned in the answer to achieve Merit.

• Excellence answers must include the job descriptions in the advertisement.

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>(a) Possible evidence showing understanding of how Xiaohong helped Mark understand the concept of “Made in China”.</i></p> <p><i>(b) Possible evidence for recommending whether or not to purchase products that are made in China.</i></p>	<p>May mention either of the options below.</p> <ul style="list-style-type: none"> • Someone who is educated in China but performs exceptionally well internationally could be “made in China”, as it can refer to Chinese education • It is used when referring to products manufactured in China. <p>May mention two of the three options below.</p> <ul style="list-style-type: none"> • Mark’s new sports shoes were made in China and they broke during the running race, hence Xiaoming took first place • Products that are made in China may be of good quality, such as Mark’s phone, which he likes very much • Both good and bad things are made in China and other countries. As long as we are careful with what we buy, it should be OK. 	<p>Need to mention both options given in Achievement.</p> <p>All three parts in Achieved need to be answered with detailed evidence.</p>	<p>Need to mention both options given in Achievement, and provide evidence from the text.</p> <p>All three parts in Achieved need to be answered with detailed evidence and appropriate interpretations / extensions.</p>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence for arguing why Mark would, or would not, enjoy studying at Ms Wang's school.</i></p> <p><i>(Personal opinions are not judged as long as students offer supporting evidence from the passage.)</i></p>	<ul style="list-style-type: none"> • Mark would enjoy the friendly atmosphere of the Chinese school and making Chinese friends • He is willing to make friends and is ready to study hard • Mark likes sports but there is not much time for playing / practising sports in China, so he might find it difficult. 	<p>MUST include details from the entire interview, and show interpretation in the student's own words.</p> <ul style="list-style-type: none"> • He is willing to make friends and is ready to study hard. For example, Mark offered to teach Chinese students English songs because he considers singing a good way to help learn a language, based on his Chinese learning experience. If he studied at the Chinese school, he would have lots of opportunities to make Chinese friends. There are not many Chinese students at Mark's school in New Zealand. 	<p>MUST include details from the entire interview, and show interpretation in the student's own words, with justification.</p> <ul style="list-style-type: none"> • It seems that Mark would enjoy the friendly atmosphere of the Chinese school and making Chinese friends. In the interview, Mark heard that the students in the Chinese school are very smart, friendly, and helpful, and that they like to help overseas students. • Mark also demonstrated qualities such as being warm-hearted and helpful, which would help him make friends with Chinese students. For example, Mark offered to teach Chinese students English songs because he considers singing a good way to help learn a language, based on his Chinese learning experiences. If he studied at the Chinese school, Mark would have lots of opportunities to make Chinese friends. There are not many Chinese students at Mark's school in New Zealand. Mark is not afraid of working hard, which is also an admirable quality when studying at Ms Wang's school. • Mark might experience culture shock at the Chinese school because of the strict and over-protective rules. He would not be able to go cycling every day because Ms Wang told him that students need to take a bus or walk to school for safety reasons. As cycling is his favourite sport, losing the

			<p>opportunity to enjoy cycling would affect Mark's happiness.</p> <ul style="list-style-type: none"> • Mark says "when riding fast, I feel like I am flying ... sports make people happy". This could indicate that he likes his freedom, and that studying in China with very little free time might not make him happy.
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Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–7	8–13	14–18	19–24