

Assessment Schedule – 2016

Chinese: Demonstrate understanding of a variety of extended written and/or visual Chinese texts (91536)

Assessment Criteria

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

Evidence

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

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of what the moral of the story is.</i></p>	<p>States an appropriate moral relevant to the story and uses partial information from the passage to support the moral.</p> <p>Possible appropriate moral relevant to the story</p> <ul style="list-style-type: none"> • You should not take things that you haven't earned <p style="text-align: center;"><i>OR</i></p> <ul style="list-style-type: none"> • You should not be pleased by external gains, nor saddened by personal losses. <p>Possible justification with partial evidence (ONE of the following):</p> <ul style="list-style-type: none"> • When he gained a good horse unexpectedly, he wasn't happy. Instead, he was worried because he hadn't earned it • The old man was not saddened by the fact that he had lost a horse. On the contrary, he tried to comfort those who were worried about him. • When his horse came back and brought another horse, he didn't think it a good thing. The old man started to 	<p>States an appropriate moral that's more relevant to the story. Explains the moral and justifies it with some supporting evidence from the text.</p> <p>Possible appropriate and more relevant moral</p> <ul style="list-style-type: none"> • Have a positive attitude towards life <p style="text-align: center;"><i>OR</i></p> <ul style="list-style-type: none"> • We all face highs and lows in life. We should not be carried away by the highs, nor saddened by the lows. <p style="text-align: center;"><i>OR</i></p> <ul style="list-style-type: none"> • We should not be saddened by any loss, as there might be good things on the way. Likewise, we should not get too carried away by anything good that happens, as unexpected pitfalls might be on the way. <p>Possible justification with some evidence (TWO of the following):</p> <ul style="list-style-type: none"> • Even a bad situation may have good consequences • The old man was not saddened by the fact that he had lost a horse. On the contrary, he tried to comfort those who were worried about him. • When his horse came back and brought another horse, he didn't think it a good thing. The old man started to worry, as he had obtained something that he hadn't earned. This means the 	<p>States a concise and more appropriate moral that is most relevant to the story; explains it clearly and justifies the moral sufficiently with full supporting evidence from the text.</p> <p>Possible concise and more appropriate moral</p> <ul style="list-style-type: none"> • Every cloud has a silver lining <p style="text-align: center;"><i>OR</i></p> <ul style="list-style-type: none"> • Misfortune might be a blessing in disguise <p style="text-align: center;"><i>OR</i></p> <ul style="list-style-type: none"> • Things may not be as they seem. <p>Possible justification with full supporting evidence (THREE of the following):</p> <ul style="list-style-type: none"> • Even a bad situation can have good consequences • The old man was not saddened by the fact that he had lost a horse. On the contrary, he tried to comfort those who were worried about him. • When his horse came back and brought another horse, he didn't think it a good thing. The old man started to worry, as he had obtained something that he hadn't earned. This means the

	<p>worry, as he had obtained something that he hadn't earned. This means the old man was not greedy.</p> <ul style="list-style-type: none">• His son injured himself while riding the horse. The old man was not only not worried about him, but also said it might turn out to be a blessing.	<p>old man was not greedy.</p> <ul style="list-style-type: none">• His son injured himself while riding the horse. The old man was not only not worried about him, but also said it might turn out to be a blessing.	<p>old man was not greedy.</p> <ul style="list-style-type: none">• His son injured himself while riding the horse. The old man was not only not worried about him, but also said it might turn out to be a blessing.• The son falling from the horse and injuring himself might seem negative, but because of his injury, he was able to rest for a whole month and stay at home during the war. The result was positive.
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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 the impact of tourism on tourists.</i></p> <p><i>(b) Possible evidence showing understanding of the impact of tourism on tourist destinations.</i></p>	<p>States benefits to tourists with partial information from the text as evidence.</p> <ul style="list-style-type: none"> • We gain many benefits from travelling • We can go to new cities and see beautiful places • Make new friends • Learn about different cultures and customs. <p>Identifies and states the partial impact with partial evidence from the text.</p> <ul style="list-style-type: none"> • Tourism can bring economic activities and job opportunities • Eco-tourism and “folk-tourism” can teach travellers new things about the destination. 	<p>States benefits to tourists with some information from the text as evidence.</p> <ul style="list-style-type: none"> • We gain many benefits from travelling, benefits which can only be experienced, not read about in books • Can relax body and soul • After a holiday, we can work harder. <p>Identifies and states the partial impact, justifying the answer with some evidence from the text.</p> <ul style="list-style-type: none"> • Eco-tourism promotes environmental sustainability • “Folk-tourism” promotes the culture and customs of the destination and can help preserve them. 	<p>Evaluates the benefits to tourists with full details from the text as supporting evidence.</p> <ul style="list-style-type: none"> • Benefits such as seeing new cities and beautiful places, making new friends, and learning about different cultures help us to understand other people’s points of view more easily • They help us reflect on our own cultural perspectives, customs, and values, and understand them better. <p>Identifies and states the partial impact, fully justifying the answer with details from the text.</p> <ul style="list-style-type: none"> • The development of tourism brings economic, environmental, and socio-cultural benefits to the destination.

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

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Possible evidence showing understanding of the refugees' priorities.</p> <p>(b) Possible evidence showing understanding of attitudes expressed in the letters towards the refugees.</p>	<ul style="list-style-type: none"> • Safety • Clean water • Food • Shelter • Education • Health care • Happiness. <p>(i) Attitudes in first letter</p> <ul style="list-style-type: none"> • Need to ensure everyone has a warm home, every child is able to go to school, and everyone is able to have a good job. <p>(ii) Second letter</p> <ul style="list-style-type: none"> • Some people consider refugees “second class citizens” • They can't be with their own family in their own country. They can't speak their own language. • They don't have access to clean water or education. Their lives are in danger. They are powerless and helpless, with little control over their destiny. All they can do is accept other people's charity. 	<div style="background-color: #cccccc; height: 100px; width: 100%;"></div> <ul style="list-style-type: none"> • Hosting countries need to consider their capacity before offering to help refugees. • Some people consider refugees “second-class citizens” because they have to forego their pride, they have no voice, and can't decide on their own lives in the host country. 	<div style="background-color: #cccccc; height: 100px; width: 100%;"></div> <ul style="list-style-type: none"> • Hosting countries need to consider their capacity before offering to help refugees because every country has its own social issues, and should treat its own citizens as first priority • By accepting refugees, countries help human traffickers • There are many different ways to help refugees. It's not always necessary to have them come to our country. • The second letter was very empathetic and felt it's not fair for the refugees when they are treated as “second-class citizens”. • Refugees have to move to other countries to survive. In their home countries they don't have access to clean water or education and their lives are in danger. They are powerless and helpless, with little control over their destiny. All they can do is accept other people's charity. • Some were not treated fairly or with dignity.

	<p>(iii) Attitudes in the two letters – contradictory or not?</p> <p>The two attitudes are not contradictory. Both readers would like to help the refugees in different ways.</p> <p style="text-align: center;"><i>OR</i></p> <p>The two attitudes are contradictory. The first letter is opposed to accepting refugees but the second supports receiving refugees.</p>	<p>The two attitudes are not necessarily contradictory. Both readers would like to offer refugees the most adequate support and assistance. They merely suggested different ways to look after refugees.</p> <p style="text-align: center;"><i>OR</i></p> <p>The two attitudes are contradictory. The first letter seems not to support accepting refugees while the second supports receiving them.</p>	<ul style="list-style-type: none"> • The second letter hopes first-world countries treat refugees fairly, not only satisfying their basic needs but also treating them with respect and dignity. <p>These two attitudes are not necessarily contradictory. Both readers would like to offer refugees the most adequate support and assistance. They merely suggested different ways to look after refugees. The first reader thinks priority should be given to their country’s own people, and that refugees could be helped in different ways. The second reader feels there are other ways to help refugees as well.</p> <p style="text-align: center;"><i>OR</i></p> <p>The two attitudes are somewhat contradictory. The first letter seems not to support accepting refugees, while the second supports accepting refugees, although it says that refugees have to move to the host country for safety. Both feel that they can help refugees in different ways.</p>
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Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–8	9–14	15–19	20–24