

Assessment Schedule – 2017

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 making meaning of the relevant information, ideas, and/or opinions in the spoken texts.	<i>Demonstrating clear understanding</i> involves selecting relevant information, ideas, and/or opinions from the spoken texts and communicating them unambiguously .	<i>Demonstrating thorough understanding</i> involves expanding on relevant information, ideas, and/or opinions from the spoken texts with supporting detail , to show understanding of implied meanings or conclusions in the text.

Evidence

Not Achieved		Achievement		Merit		Excellence	
<p>Demonstrates limited or no understanding of the spoken texts.</p> <p>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.</p>		<p><i>Demonstrates understanding</i> and makes meaning of the relevant information, ideas, and/or opinions 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 consistent.</p>		<p><i>Demonstrates clear understanding</i> by selecting relevant information, ideas, and/or opinions from the spoken texts and communicating them unambiguously.</p> <p>Information correctly includes relevant detail from the spoken texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.</p>		<p><i>Demonstrates thorough understanding</i> of the implied meanings or conclusions 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>	
<p>N1 Shows very little understanding and does not convey the general meaning of the spoken texts.</p>	<p>N2 Shows little understanding and does not convey the general meaning of the spoken texts.</p>	<p>A3 Demonstrates some understanding of the spoken texts, and conveys some of the general meaning.</p>	<p>A4 Demonstrates understanding of the spoken texts and conveys the general meaning.</p>	<p>M5 Demonstrates clear understanding of the texts and unambiguously communicates some of the meaning by selecting relevant information, ideas, and/or opinions from the spoken texts.</p>	<p>M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information, ideas, and/or opinions from the spoken texts.</p>	<p>E7 Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the spoken texts, which justifies conclusions.</p>	<p>E8 Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the spoken texts, which fully justifies conclusions.</p>
<p>N0 No response; no relevant evidence</p>							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of how Li Ming has adapted to the food in New Zealand.</i></p> <p><i>(b) Possible evidence showing understanding of what hospitality Li Ming's host family shows towards him.</i></p>	<ul style="list-style-type: none"> • He drinks milk. • He eats bread. • The host mother prepared lunch for Li Ming. • She is going to take Sophie and Li Ming to school. 	<ul style="list-style-type: none"> • He did not like milk in China. • He ate rice and noodles for breakfast in China. • He now drinks milk and eats bread for breakfast. New Zealand milk is cheap and tasty. • The host family is nice to Li Ming. • The host mother prepared lunch for Li Ming, including fried noodles, fruit, and milk. • The host mother will take Li Ming to school for the first week. • Sophie asks Li Ming to ring her if he has a problem. 	<ul style="list-style-type: none"> • Before Li Ming came to New Zealand, he did not like milk. When he arrived here, he started to drink milk because it is cheap and tasty. • He used to have rice or noodles for breakfast and didn't eat bread. Now he enjoys having bread and milk for breakfast. This shows he has adapted well to the changes in his diet. • He also still enjoys Chinese food, having fried noodles for lunch. • Li Ming's host family is nice, helpful and friendly towards him. They have done everything for him so that he can enjoy his stay. For example, for the first week at school, the host mother is going to drive Li Ming to school. This gives him time to become familiar with the environment. • For the second week, Sophie is going to take the bus with Li Ming to school. This shows that she normally takes the bus to school. To help him to settle in, Sophie's mum took the time out to drop them off at school. • Li Ming's host mother went out of her way to cook the fried noodles that Li Ming likes. She asked him what he liked for lunch. After she knew that Li Ming likes fried noodles, she learnt from her friend how to cook them. • The host mother knows that Li Ming likes New Zealand milk, so she provides milk for his lunch, as well

as fruit and fried noodles.

- Sophie is keen to help Li Ming. She left him her cell phone number. If Li Ming has a problem, he can ring her.
- Li Ming commented that he enjoyed living in their house.

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>(a) Possible evidence showing understanding of Li Ming's impression of the school grounds.</p> <p>(b) Possible evidence comparing high schools in New Zealand with those in China.</p>	<ul style="list-style-type: none"> • The school is big and beautiful. <ul style="list-style-type: none"> • Single-gender school common, or not. • Moving between classrooms, or not. • Class size differences. • Homework load. <p>Any two points mentioned above. E.g.</p> <ul style="list-style-type: none"> • Chinese students have lots of homework. Their class sizes are big. New Zealand students don't have much homework. Their class sizes are small. 	<ul style="list-style-type: none"> • The school is big and beautiful. There are trees and flowers. <ul style="list-style-type: none"> • Single-gender school common, or not. • Moving between classrooms, or not. • Class size differences. • Homework load. <p>Any four points mentioned above. E.g.</p> <ul style="list-style-type: none"> • In New Zealand, only 20-30 students in a class. In China, about 50 students in a class. • In New Zealand, about one hour of homework each day, while in China, about three hours daily. • New Zealand students go to different classrooms for different subjects, whereas Chinese students stay in the same classroom. 	<ul style="list-style-type: none"> • Li Ming has a positive impression of the school. He thinks the school is big and beautiful. There are trees and flowers everywhere. • The classrooms are next to the sports field. <p>All four points mentioned in Merit, along with details and implied meanings. For example:</p> <p>China:</p> <ul style="list-style-type: none"> • Students have different subjects in the same classroom. They stay put and different subject teachers walk to the class, which is quite convenient for the students. • Most of the schools are co-ed schools. There are few boys-only or girls-only schools. • New Zealand schools have smaller classes than Chinese schools. • Class size is much bigger in China – about 50 students. • Homework load is much higher in China. Li Ming, for example, has three hours of homework every day. So students have very little time to play sports. <p>Or</p> <p>New Zealand students have less homework, compared to Chinese students.</p>

New Zealand:

- Students need to walk to different classrooms for different subjects. E.g. maths is in the maths classroom, and English is in the English classroom.
- Although Sophie's school is co-ed, there are many boys' schools and girls' schools in New Zealand.
- Class size is smaller – between 20 and 30 students.
- Compared to Chinese students, they have much less homework. For example, Sophie has only one hour of homework every day.
- Students have more free time and can play sport after school. E.g. Sophie invited Li Ming to play soccer after school.

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.

			<ul style="list-style-type: none"> - Culturally speaking, in New Zealand, people feel students should have a balanced school life. - Sophie has a more relaxed approach to learning. She suggested to Li Ming that he should not be too worried because, as he would be practising English every day, his English would soon be fine. He would find English is not that hard after a few months. <ul style="list-style-type: none"> • Li Ming's view: <ul style="list-style-type: none"> - He felt that studying was more important than playing sport. So he wanted to finish his homework in the library first. - He wants to succeed academically. He might also be under pressure from his parents, whom he doesn't want to disappoint. He mentioned that they would not be happy if he failed. - Chinese families prioritise academic achievement over everything else.
--	--	--	---

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.

Cut Scores

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