

Assessment Schedule – 2017**Chinese: Demonstrate understanding of a variety of Chinese texts on areas of most immediate relevance (90871)****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 texts.	<i>Demonstrating clear understanding</i> involves selecting relevant information, ideas, and/or opinions from the texts and communicating them unambiguously .	<i>Demonstrating thorough understanding</i> involves expanding on relevant information, ideas, and/or opinions from the texts with supporting detail , to show understanding of implied meanings or conclusions within the text.

Evidence

Not Achieved		Achievement		Merit		Excellence	
<p>Demonstrates limited or no understanding of the texts.</p> <p>Some information is correct. The candidate has not shown understanding of the general meaning (gist) of the 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 texts.</p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the texts. The response is consistent.</p>		<p><i>Demonstrates clear understanding</i> by selecting relevant information, ideas, and/or opinions from the texts and communicating them unambiguously.</p> <p>Information correctly includes relevant detail from the 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 texts.</p> <p>Relevant information, ideas, and/or opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuances and implied meanings not obviously stated in the texts.</p>	
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 of the texts and unambiguously communicates some of the meaning by selecting relevant information, ideas, and/or opinions from the texts.	M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information, ideas, and/or opinions 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 relevant evidence							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Possible evidence showing understanding of what Wang Tian tells us about himself and his family.</p> <p>(b) Possible evidence showing understanding of what Wang Tian says about his English ability.</p>	<ul style="list-style-type: none"> • 15 years old. • Year 11. • Lives in Beijing. • Four people in family: dad, mum, older sister and Wang Tian. • He likes soccer. • Wang Tian thinks his English is not good. • He likes to watch English movies. 	<ul style="list-style-type: none"> • His dad works at the airport, his mum is a high school teacher. • His older sister likes singing. • They often play soccer together at the park. • His older sister likes to sing foreign songs and listen to foreign music. • Even though his teacher said his English is very good, he doesn't think his English is good enough. • Sometimes he doesn't understand what's being said in the English movies. • If he speaks English every day, he will improve more quickly. 	<ul style="list-style-type: none"> • Even though his sister is one year older than him, she is not as tall as he is. • He enjoys his sister's singing because she sings very well. • He likes playing sports. Every Saturday afternoon he plays soccer with his father and sister at the park. He enjoys it because they can eat out after the soccer. • The family does many activities together, which shows the family members enjoy being with each other and have good relationships. • Even though his teacher and classmates said that his English is very good, he doesn't think he speaks it very well. • He likes to watch English movies, but sometimes he doesn't understand them. This shows that there are gaps in his English knowledge. • If he can speak English every day after he arrives in New Zealand, he thinks his English will improve more quickly. This shows he is a keen learner and wants to improve.

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 their plan for today.</p> <p>(b) Possible evidence showing understanding of how David convinced Xiao Li of today's plan.</p>	<ul style="list-style-type: none"> • They are going to go swimming. • He said the water was not cold. • The swimming pool is cheap, only \$5. • The zoo is expensive. It costs \$20 per person. 	<ul style="list-style-type: none"> • Swim at the swimming pool after 3pm. • He said he can teach Xiao Li how to swim if she doesn't know how. • The water in the swimming pool is not cold. • The zoo is too far away. The ticket is very expensive. It costs \$20 per person. The swimming pool is cheap, only \$5. • The zoo is cheap next week, only \$2. 	<ul style="list-style-type: none"> • Although Xiao Li wanted to go to the zoo, they eventually decided to go swimming today. • Xiao Li wanted to go to the zoo, but David said the zoo was too far away; it takes one hour to get there by bus. • Xiao Li said she doesn't know how to swim, so David said he can teach her how to swim. • David also said the zoo ticket is expensive. It costs \$20 per person, while the swimming pool is much cheaper and costs only \$5. • Xiao Li pointed out that the swimming pool might be crowded as many parents would take their children there. David suggested the pool would be less crowded after 3 p.m., and they could go there then. • Xiao Li doesn't want to swim because she doesn't have a swim suit, but David offered to let her use his sister's new swim suit. • As Xiao Li is so keen to go to the zoo, David offered to go there with her next week, as it would cost only \$2 then. • David really wants to do an activity with Xiao Li, so he makes a lot of offers to convince Xiao Li to go swimming with him, at the same time suggesting that they can go to the zoo the following week when it only costs \$2, so that Xiao Li also gets to do what she wants to do.

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 THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of Li Ming's time in New Zealand.</i></p> <p><i>(b) Possible evidence showing understanding of how Li Ming's sister feels about New Zealand, and her plans for the future.</i></p>	<ul style="list-style-type: none"> • He thinks New Zealand is pretty. • New Zealand has fun places, and nice food. • She wants to go to New Zealand and stay with his host family. • She would like to visit the beach. 	<ul style="list-style-type: none"> • He had the best time, and was very happy to stay with his host mother. • He told his older sister that she should go to New Zealand. • He thinks that New Zealand is not only pretty, but also has lots of fun places, and nice food. • If she goes to New Zealand, she would like to stay at his host mother's place. • She wants to visit New Zealand beaches because she has a book with pictures of many New Zealand beaches. 	<ul style="list-style-type: none"> • He used to think that China was far away from New Zealand, but now he has a second home in New Zealand, so it doesn't feel that far away any more. • He must have really enjoyed his time in New Zealand because he also recommended to his sister to visit New Zealand. • He has developed a relationship with his host mother because he called her "New Zealand mum". • His host mother must have taken really good care of him, so that his parents want to return the favour by inviting his host mother to go visit Li Ming's family in Beijing. • If his sister goes to New Zealand, she would like to stay at his host mother's place because Li Ming had such a good time there. • His sister would probably feel excited to come to New Zealand because she enjoys reading and drinking tea at the beach, so with so many beaches in New Zealand, she can make the most of her interests in New Zealand.

(c) Possible evidence showing understanding of the offer that Li Ming's family makes to his host mother.

- Come to Beijing.
- Go to the Great Wall.
- Eat Beijing snacks.
- Buy clothes / go shopping.

- His mum and dad said they want to take her to have a look at the Great Wall, and to try Beijing food.
- His mum knows that she likes to buy clothes.
- His mum said she could take her to Beijing's largest market to buy clothes.
- The clothes at the market are cheap and beautiful.

- His mother's itinerary for the host mother's visit to Beijing is considerate of her interests. She has planned activities based on his host mother's interests to ensure that she has an enjoyable time.
- Li Ming's family show they look forward to the host mother's visit when they say they are waiting for her in Beijing.

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	14–19	20–24