

Assessment Schedule – 2017

Chinese: Demonstrate understanding of a variety of written and / or visual Chinese text(s) on familiar matters (91111)

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 .	<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 and makes meaning of the relevant information, ideas, and / or opinions</i> 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 opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuances and 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 and unambiguously communicates some of the meaning by selecting relevant information, ideas, and opinions from the texts.	M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information, ideas, and 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><i>(a) Possible evidence showing understanding of what Amy found out about the rising popularity of Chinese language learning in New Zealand.</i></p> <p><i>(b) Possible evidence showing understanding of the reasons Amy gave for this rising popularity.</i></p>	<p>Shows understanding:</p> <ul style="list-style-type: none"> • More school students in New Zealand are learning Chinese, and more schools are offering it. E.g. 88 schools offered it two years ago; this year over 120 offered it. • Overall, more school students in New Zealand are learning and enjoying Chinese. • In high school, most students studying Chinese are in years 9 and 10. <ul style="list-style-type: none"> • Amy is happy that she has been studying Chinese. • A lot of Amy's parents' friends want to learn Chinese. • Many work with Chinese people. • New Zealand sells a lot of food to China (with some examples). • New Zealanders like to go to China to shop because it is cheap. 	<p>Shows clear understanding, with relevant details:</p> <ul style="list-style-type: none"> • The number of students studying Chinese has never been so high. • The age of people interested in learning Chinese has broadened, not only at primary or secondary school. Even adults are interested in learning Chinese, like Amy's parents' friends. <ul style="list-style-type: none"> • Amy feels it's a language that's more and more useful and relevant. • A lot of Amy's parents' friends want to learn Chinese because they work with Chinese people. • New Zealand sells a lot of food to China, such as fruit, milk, beef, and lamb. • New Zealand also buys a lot of things from China because it doesn't cost much money. • Many people like to travel or work in China. • There are many more opportunities to learn Chinese now. 	<p>Shows thorough understanding, supported by detailed justification and implied meanings:</p> <ul style="list-style-type: none"> • They work with Chinese people, and knowing Chinese makes communication a lot easier; it is also a more convenient working environment. • New Zealand's and China's trading relationship is growing, with more exports and imports. • New Zealanders enjoy shopping in China. They can buy a lot of things without spending much money. • Knowing Chinese when working / travelling in China makes it easier to interact with people. • Knowing Chinese will open up many opportunities.

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) (i) Possible evidence showing understanding of just how busy David is, giving details of his activities, and the impact of his busy life on him.</i></p>	<p>How busy David is:</p> <ul style="list-style-type: none"> • He got up early, at 5.30. • He has music practice early in the morning. • He played basketball last Friday. • He works part-time at a book store. • He just had his maths exam today. • He has an English lesson. • He gets home late, and needs to do his homework before he sleeps at 12. <p>Impact:</p> <ul style="list-style-type: none"> • He found his English lesson difficult because he missed a class. • He didn't do well in the maths exam in the morning because he came home late and didn't have time to prepare. • He felt tired at the end of the day. 	<p>How busy David is:</p> <ul style="list-style-type: none"> • Recently he joined the New Zealand singing competition, so he has been practising a lot. • He has many extra-curricular activities, such as basketball – he mentioned he had a basketball game last week, as well as music. • He works part-time at a bookshop starting at 4 p.m., three times a week, four hours each time. • He's busy with his study and exams. For example, he just had his maths exam today. • He has a full day of school. • He comes home late, at 9 p.m. after work, and only manages to go to bed at 12 a.m. after finishing his homework. <p>Impact:</p> <ul style="list-style-type: none"> • He found English difficult, probably because he missed a lesson last Friday when he attended a basketball game. • He didn't do well in the maths exam in the morning. He didn't have time to review the night before because he came home late after work. • His maths teacher was not happy. • He felt very tired at the end of the day – “tired to death!”. • He is only sleeping five and a half hours. 	<div style="background-color: #cccccc; height: 100px; width: 100%;"></div> <p>Impact:</p> <ul style="list-style-type: none"> • His maths teacher was disappointed because he knew David could do better in his exam, and he wished he had achieved a higher mark. • He was having a hard time catching up in English, because he missed English last week due to basketball. • He struggles with balancing school, extra-curricular activities and a part-time job. • He is sleep deprived as he is only sleeping five and a half hours. It would affect his performance and concentration.

<p><i>(a) (ii) Possible evidence showing understanding of the differing attitudes of David's and Li Na's parents, as mentioned in the text.</i></p>	<ul style="list-style-type: none"> • Li Na's parents don't want students to work. • David's parents think working is good. There are good things about working part-time. 	<ul style="list-style-type: none"> • Li Na's parents don't want students to work because study is important. • David's parents think working is good, and are supportive of David. He can use his own money to buy his friends' birthday presents. 	<ul style="list-style-type: none"> • New Zealand parents support their teenage children working part-time as they can develop their independence and have work experience, which will be beneficial for them in the future. • David can use his own money to buy what he wants, instead of relying on his parents for money. • Li Na's parents are against the idea of high school students working part-time because they think study should be the priority. • Chinese parents think working could distract high school students from studying.
<p><i>(b) Possible evidence showing understanding of how David could improve his life.</i></p>	<ul style="list-style-type: none"> • My suggestion is that he should do fewer activities or drop some commitments. • He is too tired. 	<ul style="list-style-type: none"> • In the blog, David stated that he felt tired to death, indicating he has overloaded himself. • He can stop either music practice, basketball, or part-time work. • He also mentioned that he didn't do well in his maths exam because he didn't have time for revision. I recommend he work fewer hours, or request time off when he has exams to prepare for them. • He should catch up on missing work with his teachers. • He should decrease his working hours from three times a week, four hours each time. 	<ul style="list-style-type: none"> • I recommend that he should stop either music practice, basketball, or part-time work. Cutting one activity would mean he would be less busy and tired. • He mentioned that he didn't do well in his maths exam because he didn't have time for revision after getting home late from work. I recommend he work fewer hours, or request time off when he has exams, to prepare for them. • He can talk to his manager and change his shift so he only works on the weekend, allowing him time to study after activities, so he does not go to bed late. • David needs to sleep for at least eight hours every night so he can improve his concentration and focus.

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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><i>(a) Possible evidence showing understanding of how Lily feels about Beijing compared to Shanghai, on the topics of weather, food, and language.</i></p>	<p>Weather:</p> <ul style="list-style-type: none"> • Lily is not used to the weather in Beijing. • It is windy in spring. • It is cold and snowy in winter. • She likes the autumn in Beijing because the Great Wall is at its prettiest. • She likes the weather in Shanghai. • In Shanghai, it is not cold or hot in all four seasons. • It rains often in Shanghai and Lily likes rain. <p>Food:</p> <ul style="list-style-type: none"> • Lily does not like the food in Beijing because they eat noodles. • Lily likes Shanghai food, especially rice. <p>Language:</p> <ul style="list-style-type: none"> • Lily finds that local Beijing people talk very fast. • She cannot understand Beijing people’s jokes. • Her classmates do not understand her Shanghai dialect. 	<ul style="list-style-type: none"> • In Beijing people need to wear a lot of clothes in winter. • It is so hot in summer in Beijing that Lily does not want to go out. • Like other cities in the south of China, it often rains in Shanghai. • Lily likes the rainy weather, and the air is fresh and comfortable when it rains. <ul style="list-style-type: none"> • Lily loves Shanghai food, especially rice, and has it at every meal – breakfast, lunch and dinner. <ul style="list-style-type: none"> • Sometimes she does not understand when Beijing people talk fast. She cannot understand their jokes, even when she tries hard to listen to them talk and joke around. • Beijing students do not understand Lily when she speaks in the Shanghai dialect. 	<ul style="list-style-type: none"> • Lily feels like an outsider when she cannot understand her Beijing friends, because they speak too fast. She can feel left out or isolated. • Different speed / accent / sense of humour all contribute to Lily not understanding what Beijing people say.

<p><i>(b) Possible evidence showing understanding of the things Lily used to do in Shanghai, that she misses doing in Beijing.</i></p>	<ul style="list-style-type: none"> • In Shanghai, Lily used to like going to the cafe. • Lily enjoyed going to the library to read or listen to music. • Lily misses Shanghai cuisine, especially rice. • Lily misses speaking in the Shanghai dialect. 	<ul style="list-style-type: none"> • In Shanghai, Lily used to like going to the cafe and chatting with her friends when it rained. • Lily enjoyed going to the library to read or listen to music when it rained. • Lily misses speaking in the Shanghai dialect with her friends. • She misses the weather, which was consistent all year round. 	<ul style="list-style-type: none"> • She misses interacting and socialising (in the Shanghai dialect) easily, which she cannot do in Beijing. • She misses her friends, especially Mingming, as she mentioned at the end that she wants to see Mingming soon. • She misses how she'd spend her time when it rains in Shanghai; in Beijing it does not rain often enough for her to enjoy going to a cafe with friends, or to the library to read.
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Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–8	9–14	15–18	19–24