

Assessment Schedule – 2017

Chinese: Demonstrate understanding of a variety of extended spoken Chinese texts (91533)

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 , to show understanding of implied meanings or conclusions within the texts.

Evidence

Not Achieved		Achievement		Merit		Excellence	
Demonstrates limited or no understanding of the spoken texts. Some information is correct. The candidate has not understood the general meaning (gist) of the spoken texts. The response is logically inconsistent , indicating misunderstanding.		<i>Demonstrates understanding</i> and is able to make meaning of information and varied perspectives in the spoken texts. Information is largely correct. The candidate has understood the general meaning of the spoken texts. The response is consistent .		<i>Demonstrates clear understanding</i> by selecting relevant information and varied perspectives from the spoken texts and communicating them unambiguously . Information correctly includes relevant detail from the spoken texts. The candidate attempts to communicate implied meanings without fully understanding every nuance.		<i>Demonstrates thorough understanding</i> of the implied meanings or conclusions within the spoken texts. Relevant information, ideas and opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuance 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 and varied perspectives from the spoken texts.	M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information and varied perspectives 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 relevant evidence							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence comparing David's and Tingting's plans, and supporting one plan.</i></p>	<p>David</p> <ul style="list-style-type: none"> • David plans not to go to university next year. He wants to go overseas to travel and work. <p>Tingting</p> <ul style="list-style-type: none"> • Tingting is going to university next year. Her parents hope that she will become a doctor. 	<ul style="list-style-type: none"> • His parents support his plans to travel and work overseas because they think overseas travel and work experience will be very helpful for his future life, and are more important than going to university. • Tingting has to go to university because her parents will be very angry if she does not. • Tingting's parents have high expectations of her. • Her parents said that she can travel or work overseas after university. She can also go overseas during university holidays. • Her parents reckon that only by going to university will she be able to have a good job in the future, and a good life. • Tingting agrees with her parents. 	<p>To obtain Excellence, candidates must discuss details from both sections (1 and 2) of the listening passage. Candidates must discuss the positives and negatives of David's and Tingting's plans.</p> <ul style="list-style-type: none"> • I support David's plan because I agree that travelling overseas and gaining work experience will be very useful for the future. I think David is happy with his plans because of the support from his parents. However, I feel Tingting's plans are more determined by her parents; she is afraid that her parents will be angry if she does not go to university. Tingting agrees with her parents that only by going to university can she find a good job, and have a good life. • I support Tingting's plan because I agree that only by going to university can you find a good job, and have a good life. Although David and his parents think travelling overseas and getting work experience will be very helpful for his future, we can travel overseas and get work experience while we are still at university, or after university.

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 supporting why or why not the Chinese students would vote for Anika.</i></p>	<ul style="list-style-type: none"> • Anika shows understanding of the problems that the international students have. • She knew that their English was not good enough and that they found it difficult to understand teachers in class. • She also knew that the Chinese students were good at maths. • She will invite some Kiwi students who need help with maths to help international students. 	<ul style="list-style-type: none"> • She heard that international students need to improve their English since they cannot understand what the teachers say in class. • She would like to help the international students. • Chinese students are good at maths; they often achieve high marks in it. • She will invite some Kiwi students who need help with maths to join the lunchtime sessions with the international students. • She will start the plan next Monday. She will talk to Mr Wang and make sure the room is available. • She knows that not many Chinese students have Kiwi friends. 	<p>To obtain Excellence, candidates must include most of the relevant information from the text. Candidates must also discuss the implied meanings from both sections (1 and 2) of the listening passage.</p> <p>Possible implied meanings from section 1:</p> <ul style="list-style-type: none"> • She is very empathetic towards the international students' situation, and uses her initiative to plan study sessions for both international students and Kiwi students. • She is going to invite some Kiwi students who are good at English but not good at maths to help the Chinese students with their English from next week. • She is also concerned about the Chinese students' social lives. She knows that many Chinese students do not have many Kiwi friends because of their limited English. • She believes that using lunchtime to study with Kiwi students will not only help the Chinese students to improve their English, but will also give them an opportunity to make friends with Kiwi students. <p>Possible implied meanings from section 2:</p> <ul style="list-style-type: none"> • She is going to start the plan at lunchtime next Monday in the Chinese classroom. • Lunchtime is suitable, as many students have after-school activities.

<p><i>(b) Possible evidence showing understanding of what Wang Hai thinks of Anika's plan.</i></p>	<ul style="list-style-type: none"> • He thinks it is a good idea. • He thinks the plan will help Chinese students make more friends. • He asks when they can start to help the Chinese students. 	<ul style="list-style-type: none"> • Wang Hai supports Anika's plan to help the Chinese students. • He thinks the plan will help the Chinese students improve their English, and that the Chinese students will be able to help Kiwi students study maths and improve their maths results. 	<ul style="list-style-type: none"> • She will talk to the Chinese teacher, Mr Wang, and she is sure that Mr Wang will agree. • She knows that Mr Wang cares about the students. • Increase international students' confidence by teaching Kiwi students maths. This will help the international students to be more included socially at school. • He is very keen on the plan and asks when it will start. • He thinks that the other Chinese students will support Anika's plan too. • He hopes that the Chinese students will make more and more Kiwi friends.
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of how Matthew has been encouraged to improve his basketball skills.</i></p>	<ul style="list-style-type: none"> • His father is very good at basketball and has helped Matthew the most, since Matthew was at primary school. • When Matthew was in primary school, his father used to coach Matthew and his friends in basketball. • He is now coaching basketball at Matthew’s high school. • On Tuesdays and Fridays he comes to school to help them practise basketball. • Matthew’s school also helps him a lot. • The teachers are supportive. • The school arranges a lot of games every year. 	<ul style="list-style-type: none"> • The teachers also care about the game results. • If the students win, the teachers will praise them. If they lose, the teachers will say: “Never mind. You normally play very well ... you will definitely win next time!” • Games are very important for them. • The more games they play, the quicker they improve. 	<p>To obtain Excellence, candidates must include all the relevant information from both sections (1 and 2) of the listening passage.</p> <ul style="list-style-type: none"> • Even though he is not a teacher at Matthew’s school, Matthew’s father still makes a commitment to help Matthew and his friends with their basketball. • The teachers give Matthew a lot of confidence. If they win, the teacher will praise them. If they lose, the teachers will say: “Never mind. You normally play very well ... you will definitely win next time!” • Matthew feels lucky to be in such a good school, and to have so many good teachers. • The school often organises basketball competitions. They are very important for Matthew: the more games they play, the more they improve. <p>Possible implied meanings or conclusions:</p> <ul style="list-style-type: none"> • Matthew’s father still makes a commitment to help Matthew and his friends with their basketball. • The school sees sport as very important to students. • Competition motivates students to practise, and motivates them to work as a team. • The school and its teachers provide mental and emotional support, which is vital for any sport.

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
0–8	9–13	14–18	19–24