

Assessment Schedule – 2018

Chinese: Demonstrate understanding of a variety of spoken Chinese texts on familiar matters (91108)

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 .	Demonstrating thorough understanding 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 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 and makes meaning of the relevant information, ideas, and/or opinions</i> 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 by selecting relevant information, ideas, and/or opinions</i> 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 of the implied meanings or conclusions</i> 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 implied meanings not obviously stated in the spoken texts.</p>	
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, ideas, and opinions from the spoken texts.	M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information, ideas, and opinions 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 valid evidence							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of Daniel's subjects and interests at school</i>	<ul style="list-style-type: none"> • Daniel's favourite subjects are Chinese, History, and te reo Māori. 	<ul style="list-style-type: none"> • Apart from the languages, he is also getting more and more interested in the cultural and history aspects. 	<ul style="list-style-type: none"> • The more he studies Chinese history and culture, the more interested he becomes.
<i>(b) Possible evidence showing understanding of how Daniel has been introduced to Chinese language and culture at school</i>	<ul style="list-style-type: none"> • He has studied Chinese at school for four years. • He met some Chinese friends at school. 	<ul style="list-style-type: none"> • He knows some Chinese students at school and often plays basketball with them at lunch time. • He does Chinese games, songs, dances and other cultural activities in class. 	<ul style="list-style-type: none"> • He hears them (his Chinese friends) speaking in Chinese often; though he doesn't understand, he is always happy when he is with them. He also watches Chinese TV shows and practises character writing in his own time.
<i>(c) Possible evidence showing understanding of other relevant information as to why Daniel would/ would not be a suitable candidate to represent NZ on a scholarship to China</i>	<ul style="list-style-type: none"> • He loves and is interested in Chinese language and culture. • He has made some Chinese friends and enjoys spending time with them and plays basketball with them. • Daniel recognises the many benefits/ advantages of being able to speak Chinese. <p>Students need to provide one or two pieces of evidence from the list in the text.</p>	<ul style="list-style-type: none"> • He is very motivated and hard-working. • He says the opportunity to go to China would help him improve his Chinese. • e.g. that this skill will give him opportunities for employment and travel in the future, therefore he wants to continue with studying Chinese when he goes to university. <p>(Provide all benefits from the text)</p>	<ul style="list-style-type: none"> • He would make a great cultural ambassador with his language skills in English, te reo Māori, and Chinese; he says he can/will be able to help (even) more Chinese people and New Zealanders towards a deeper cultural understanding. He also explains his future plans and shows his abilities to work hard and be self-motivated.

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 Daniel’s question and teacher’s suggestions and responses to Daniel.</i></p>	<p>Daniel</p> <ul style="list-style-type: none"> • He doesn’t know what gifts to buy. • Daniel is wondering if he should open a gift straight away. • Needs to mention both. <p>Teacher</p> <ul style="list-style-type: none"> • It is good to take things that are special to New Zealand. • Honey and chocolate. 	<p>Daniel</p> <ul style="list-style-type: none"> • He is going to China next week, and he has heard that you should give gifts when you first meet people in China. Also, he likes to know what to buy. <p>Teacher</p> <ul style="list-style-type: none"> • Chinese people like New Zealand chocolate. • NZ honey is also popular because it is healthy for elderly people. The teacher also explained different etiquette for opening presents in both countries. 	<p>Daniel</p> <ul style="list-style-type: none"> • Daniel understands giving presents is important and that they need to represent NZ. <p>Teacher</p> <ul style="list-style-type: none"> • Informs Daniel about the subtle difference in giving different things to different age groups of people.
<p><i>(b) Possible evidence showing understanding of how Daniel’s teacher helps him to understand cultural practice</i></p> <p><i>NB – the marking of this question is fluid. To get E8, candidates must recognise the fact that the teacher gets Daniel to think about why things are done in NZ before thinking about Chinese practices, and mention that the teacher also explains the exceptions to the rule, as well as give some examples, like some comparisons of New Zealand and Chinese gift giving practices. Both cultures must be recognised in an E8 answer.</i></p>	<ul style="list-style-type: none"> • In NZ: people open presents and say “Thank you” as common practice. • In China: people do not always open presents straight away. 	<p>Cultural comparisons:</p> <p>In NZ</p> <ul style="list-style-type: none"> • By opening the gift immediately, you can show your appreciation. <p>In China</p> <ul style="list-style-type: none"> • In China, most people do not open presents straight away because they think friendship is more important than gifts. However, sometimes they do open them straight away for photo taking purposes. 	<ul style="list-style-type: none"> • In Chinese culture, although gifts are important, the friendship is considered more important than gifts. By waiting to open the gift, you are showing that you value friendship over presents. • She gets Daniel to tell her why people open presents straight away in New Zealand, (therefore getting him to think about his own culture before she explains the Chinese custom). • The teacher also explains that there can be exceptions to this custom – for example, you might open a gift straight away so your friends can take a picture. • Indicates understanding that these are opinions, not cultural rules.

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
<i>(a) Possible evidence showing understanding of the description of Xi'an</i>	<ul style="list-style-type: none"> • More and more people are travelling to China. • Xi'an is in the northwest of China. • Xi'an is about four hours from Beijing by the fastest train (by high-speed train). 	<ul style="list-style-type: none"> • Xi'an is less well-known than Beijing or Shanghai. • Population of Xi'an is 8 million. • A lot of visitors visiting Xi'an (Terracotta Warriors) every year. 	
<i>(b) Possible evidence showing suitable advice to give to New Zealanders about the best time to travel to Xi'an</i>	<ul style="list-style-type: none"> • It gets very hot in summer. • It snows in winter. 	<ul style="list-style-type: none"> • It snows a lot in winter, especially in January and February. • Last summer, it got up to 43 degrees. • Spring weather is the best. • April (spring) is also NZ school holidays, a good time to travel. 	<ul style="list-style-type: none"> • Seasons are the reverse of New Zealand seasons. • Spring is the best season – April, as not too hot or cold, also is when we (in New Zealand) have April school holidays, which gives opportunities for families and friends to travel together.
<i>(c) Possible evidence showing understanding of other information mentioned in the podcast might attract New Zealand tourists to Xi'an</i>	<ul style="list-style-type: none"> • Yummy and cheap food. • Good shopping. 	<ul style="list-style-type: none"> • More detail about food, e.g. to try the famous noodles and think it is good that the restaurants are cheap. • See beautiful big parks and shops. 	<ul style="list-style-type: none"> • It's convenient, as during New Zealand holidays it is the best weather to visit Xi'an. • To see the famous Terracotta Warriors and Horses. • People like the idea of visiting somewhere less well-known than Beijing / Shanghai. • To be involved in Chinese culture and language. • Some overseas tourists might like to visit less populated cities.

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 – 14	15 – 19	20 – 24