

Assessment Schedule – 2019

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
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and/or opinions in the texts.</p> <p>Responses as a whole show an understanding of the general meaning (gist) of the texts.</p>	<p><i>Demonstrating clear understanding</i> involves selecting relevant information, ideas, and/or opinions from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a clear understanding of the content of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating thorough understanding</i> involves expanding on relevant information, ideas, and/or opinions, with supporting detail, to show understanding of the meanings or conclusions implied within the texts.</p> <p>Responses as a whole show a comprehensive understanding of the content and underlying meaning of the texts, including nuance and meanings not obviously stated in the texts.</p>

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows very little understanding and does not communicate the general meaning of the text.	Shows little understanding and does not communicate the general meaning of the text.	Demonstrates some understanding and communicates some of the general meaning of the text.	Demonstrates understanding and communicates the general meaning of the text.	Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates thorough understanding and communicates some of the implied meanings by providing supporting detail from the text to justify conclusions.	Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the text to fully justify conclusions.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 12	13 – 19	20 – 24

Sample Evidence

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

Assessment judgments are based on the level of understanding shown, rather than knowledge of individual lexical items.

Quoting or direct translation alone are not sufficient evidence that the candidate understands the meaning of the text **clearly** or **thoroughly**.

The overall grade for a question must be judged after considering how much of the text as a whole has been understood, and to what depth. Refer to the Evidence statements above.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of the job description and the reasons Jing Jing's mother wants to hire a tutor.</i></p>	<ul style="list-style-type: none"> • The candidate should be able to teach Chinese and music. • The mother thinks it is important and interesting to learn Chinese culture and music. • The tutoring job is on Saturdays and Sundays, and pays \$18.50 an hour. 	<ul style="list-style-type: none"> • The job is tutoring a boy in Year 8. The mother is looking for a tutor because she thinks it is important for her son to learn Chinese culture and music. • The tutoring job is on Saturdays and Sundays, from 10am to noon, because Jing Jing is very busy through the week. • The tutor will be paid \$18.50 an hour. • Any candidate who is interested should ring his mother. 	

(b) Possible evidence showing understanding of the most suitable candidate.

The most suitable candidate is Candidate 3, for the following reasons:

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| <ul style="list-style-type: none"> • He spent six years studying Chinese at high school. • He teaches children music on Saturdays. • He is available on Sundays. | <ul style="list-style-type: none"> • He is a university student studying music. He spent six years studying Chinese at high school and has been to China. • His teacher taught him interesting Chinese culture and songs. Even though he is busy during weekdays, he teaches children music on Saturdays, but is available on Sundays. • He meets most of the requirements. | <ul style="list-style-type: none"> • He has spent several years learning Chinese. He also had a chance to experience China on a trip, and the culture through lessons with his teacher. He has learnt Chinese as a foreign language; therefore, he can also share his Chinese learning experience with Jing Jing. • Jing Jing’s mother can send Jing Jing to his music class on Saturdays, and let him teach Jing Jing Chinese on Sundays. • Candidate 2 would not be suitable because even though they have learnt Chinese and love Chinese culture, they are not free during the weekend, which is the only time Jing Jing is free, because he plays soccer on Monday to Wednesday, and cricket on Thursday and Friday. |
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Possible evidence that Candidate 1 can be suitable:

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| <ul style="list-style-type: none"> • He is Chinese living in New Zealand. • He can sing and his friends say he sings very well. • He is free on Saturdays. | <ul style="list-style-type: none"> • He has taught children sports and music while in China and really enjoys it. This also means he has experience in teaching. | <ul style="list-style-type: none"> • Because he is Chinese, his experience in Chinese culture and language would be very authentic, which would be helpful to Jing Jing. • Both Candidate 1 and Jing Jing do lots of sports, so they can bond over that. |
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what Jing Jing's mother thinks of his learning and lifestyle.</i></p>	<p><i>Some evidence showing the problems Jing Jing had in learning.</i></p> <ul style="list-style-type: none"> • She thinks Jing Jing went to bed too late. • Jing Jing should ask the teacher for help. • Jing Jing should practise more Chinese characters. • Jing Jing must go to Saturday Chinese lessons. 	<p><i>Clear evidence with accurate detail showing the problems Jing Jing had in learning.</i></p> <ul style="list-style-type: none"> • She thinks Jing Jing went to bed too late, did not do his homework, and he is always playing every day. • His mother thinks that if Jing Jing does not understand the lesson, he should ask the teacher. If Jing Jing finds Chinese characters difficult, he must practise more. • She does not allow Jing Jing to go out with friends on Saturdays, and Jing Jing must study, and go to a Saturday Chinese lesson. 	<p><i>Thorough evidence that expands on the information in the text.</i></p> <ul style="list-style-type: none"> • Jing Jing's mother is concerned about his health, as he is not getting enough rest, and suggests he should not go to bed too late. • His mother thinks he is not taking responsibility for his own learning, and should be practising Chinese more when he finds things difficult, instead of prioritising hanging out with friends.

<p><i>(b) Possible evidence showing understanding of what Jing Jing is like as a student, a friend, and a son.</i></p>	<p>As a student:</p> <ul style="list-style-type: none"> • Jing Jing went to bed very late. • He was watching a Chinese movie. • Jing Jing likes to learn Chinese, and also likes Chinese culture very much. • He thinks learning Chinese and writing Chinese characters are difficult. <p>As a friend:</p> <ul style="list-style-type: none"> • He socialises with friends by hanging out with friends on Saturdays. <p>As a son:</p> <ul style="list-style-type: none"> • He will go to the Saturday Chinese lesson. • He tells his mother about his struggles in learning. 	<p>As a student:</p> <ul style="list-style-type: none"> • Jing Jing went to bed at 12.30am, which is very late for a student, but he was watching a Chinese movie. • Jing Jing likes to learn Chinese, and also likes Chinese culture very much, but he thinks learning Chinese and writing Chinese characters are difficult. • He rests on Sunday, as he will be going to school again on Monday. <p>As a friend:</p> <ul style="list-style-type: none"> • He also socialises with friends by phoning them at night and going out with them on Saturdays. <p>As a son:</p> <ul style="list-style-type: none"> • He listens to his mother when she told him not to go out with friends. • He will go to the Saturday Chinese lesson his mother arranged. 	<p>As a student:</p> <ul style="list-style-type: none"> • Jing Jing shows interest in learning Chinese, but did not give much priority to his sleeping time at night. • Jing Jing is not proactive enough when he faces challenges in learning Chinese. He gave excuses when his mother was giving advice. • He takes some responsibility for his learning and resting time, by giving himself time to rest on Sunday. <p>As a friend:</p> <ul style="list-style-type: none"> • He is a good friend, as he shares his thoughts about a good movie by phoning a friend. However, he did not consider this well enough, as it was late at night. He also ensures he spends plenty of time with friends, even on Saturdays, which shows he is an outgoing person. <p>As a son:</p> <ul style="list-style-type: none"> • He is willing to communicate with his mother about his struggles in learning. This shows he respects his mother's opinion. • He gave excuses when his mother was asking about his learning and sleeping time. However, he took his mother's advice, and did not talk back to her when she said he was not allowed to socialise with friends, and must go to a tuition session. This shows he is obedient.
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of Jing Jing's struggle at school.</i></p>	<ul style="list-style-type: none"> • Jing Jing doesn't like school. • He only wants to play soccer. • His friends are not in the same class. • He doesn't understand his teacher. 	<p>In addition to Achievement answers:</p> <ul style="list-style-type: none"> • Jing Jing feels like he doesn't fit in, because he doesn't know anyone. • He feels like everyone is smarter than him in the beginning. • He misses last year, when he could go and play soccer with his friends every day during lunchtime. • He feels dumb in class when he doesn't understand the teacher. 	<p>In addition to Merit answers:</p> <ul style="list-style-type: none"> • Jing Jing had a poor attitude, which had a negative impact on his learning. • His friends, who don't like to learn, can be a negative influence. • He is separated from his friends in his new classes, which will probably make him feel isolated and discouraged. • He felt he couldn't bond with his new classmates because they seemed to share different interests (soccer vs. learning).
<p><i>(b) Possible evidence showing understanding of the change in Jing Jing's attitude towards school life and the reasons behind this change.</i></p>	<ul style="list-style-type: none"> • Jing Jing likes school now, and he has made new friends. • His new classmates are friendly and help him. • Homework is easier. 	<p>In addition to Achievement answers:</p> <ul style="list-style-type: none"> • Jing Jing has made new friendships, as well as maintaining old friendships with his friends through his soccer team. • His new friends in class are helpful and won't laugh at him. • He is now happy, although he is busy every day. 	<ul style="list-style-type: none"> • He is finding fulfilment and purpose in school, other than just playing soccer. • He has separated himself from bad influence, but is still able to maintain friendships through soccer. • He has found positives in both friendship groups • He is taking more responsibility for his learning. • He is now taking risks and trying new things, even though it is hard – not like before, when he wouldn't even try. • He has found a balance between school and sports.