

Assessment Schedule – 2019

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

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 – 8	9 – 13	14 – 18	19 – 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>Possible evidence the candidate has formed an argument as to whether it is a good idea to drink coffee or not, based on the content of the passage.</i></p>	<p><i>Generic points:</i> Everyone is different. Doctor recommends a maximum four cups of coffee a day.</p> <p><i>Arguments in favour of drinking coffee:</i></p> <ul style="list-style-type: none"> • It is enjoyable. • It is good for you. • It helps your work. <p><i>Arguments against coffee:</i></p> <ul style="list-style-type: none"> • It can give you headaches. • It can stop you sleeping. 	<p><i>Generic points:</i> Everybody is different; some people feel the effects of coffee more easily than others. Drinking water and doing exercise are important.</p> <p><i>Arguments in favour of drinking coffee:</i></p> <ul style="list-style-type: none"> • It is enjoyable (both the interviewer and the doctor like drinking it). • It is good for you in moderation. • It can help productivity. <p><i>Arguments against coffee:</i></p> <ul style="list-style-type: none"> • It is addictive. • It can stop you from sleeping well. 	<p><i>Generic points:</i> If your body doesn't respond well to coffee, you shouldn't drink it. If you like drinking coffee, drink it, but not too much. Listen to your own body and moderate your coffee consumption in response. Drinking (enough) water and doing enough exercise are more important for your health than whether or not you drink coffee.</p> <p><i>Arguments in favour of drinking coffee:</i></p> <ul style="list-style-type: none"> • It is good for you, but in moderation. • It helps productivity (if you are super busy at work, like the radio talk host, it helps you get your work done). <p><i>Arguments against coffee:</i></p> <ul style="list-style-type: none"> • Xiao Li drinks 5–6 cups a day, and when she doesn't drink it, she gets headaches and can't work properly. • It can make your heart beat faster. • it can stop you from sleeping well.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what has happened to Ting Ting.</i></p>	<ul style="list-style-type: none"> • Ting Ting was sick with a headache. • She stayed in bed. • She is feeling better now. 	<ul style="list-style-type: none"> • The doctor said Ting Ting had to stay in bed and had to rest. • She missed the party at school, which made her sad. 	<ul style="list-style-type: none"> • Ting Ting is feeling much better now, as she slept for a long time and drank lots of water. • She had to miss the school cultural party because she was sick. • She is eager to hear about the party.
<p><i>(b) Possible evidence showing understanding of why Ting Ting was disappointed about not attending the school event.</i></p>	<p>Ting Ting missed the party and, therefore, missed out on:</p> <ul style="list-style-type: none"> • tasting the different food, including French cake • dancing and music. 	<p>Ting Ting was upset because she missed out on the cultural party and, therefore, she missed out on:</p> <ul style="list-style-type: none"> • tasting the food brought by students, including food from China and France – especially delicious French cake • some students playing instruments and some singing. • Ting Ting said she really would like to have tried the French cake. • Ting Ting said she wished she had not been sick, as she would have liked to see the cultural performances. 	<ul style="list-style-type: none"> • Students sang songs from their own countries, in their own languages. • The teachers danced at the end. • Ting Ting missed out on a chance to learn about other cultures. • Li Xia reassures Ting Ting that although she could not attend the party this year and feels she missed out, she has not missed out completely, as the cultural event is held every year and Ting Ting is still in Year 12, so she can go next year.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of Amy and Robert's plans.</i></p>	<p>Subjects for next year: Amy: doesn't know. Robert: maths and sciences.</p>	<p>Subjects for next year: Amy: does not know what job she wants in the future. Robert: maths and sciences, as he wants to be a doctor.</p>	<p>Subjects for next year: Amy: finds it difficult to decide, as she doesn't know what job she wants in the future. Robert: course will be determined by his career decision; to study medicine after he leaves school, he must focus on science and maths.</p>
	<p>University study: Amy: not sure. Robert: will go to university to study medicine.</p>	<p>University study: Amy: not sure, but parents think university is a good idea. Robert: will go to university to study medicine.</p>	<p>University study: Amy: not sure if she is going to university but her parents want her to do so, as they think that will give her greater job opportunities. Robert: definitely will go to university to study medicine.</p>
	<p>Travel Amy: working for six months and then travelling. Robert: not mentioned.</p>	<p>Travel Amy: thinking about working for six months and then travelling. Robert: not mentioned.</p>	<p>Travel Amy: thinking about a gap year, perhaps working first for six months and then travelling. Robert: focused on building skills and a career, so not interested in travel at the moment.</p>
	<p>Where to live Amy: will live in Hamilton. Robert: will live in Dunedin or Auckland.</p>	<p>Where to live Amy: will live in Hamilton to be close to her family and friends. Robert: wants to study medicine, so he will live in Dunedin or Auckland.</p>	<p>Where to live Amy: if she studies, she will live in Hamilton to be close to her family and friends, and because it will be less expensive. Robert: only has choice of Dunedin or Auckland, because these places provide the course he wishes to study.</p>

<p><i>(b) Sample answers discussing which aspects of what Amy and Robert are saying the candidate can identify with, and why.</i></p>	<p><i>Sample answer only</i></p> <p>I identify with Amy, as I don't know which subjects to take next year and I would also like to go travelling after school has finished. Later, I would like to live in my home city, so I can stay close to family and friends.</p>	<p><i>Sample answer only</i></p> <p>I can identify with both Amy and Robert. I am unsure about my subjects for next year, but I do want to go to university. I would also like to go overseas and travel, but it is expensive, so working for six months beforehand would be a good idea. I can't decide whether to live in my home town when I study. It would be more convenient and cheaper to stay at home, but, as Robert says, it would be interesting to experience a new place.</p>	<p><i>Sample answer only</i></p> <p>I can identify with some of Amy's plans and some of Robert's plans. Like Amy, I am not sure of what subjects to take next year, because I am unsure of what job I want to do in the future, but like Robert, I do know I want to go to university. Similarly, like Amy's parents, my parents think university study is more of a guarantee for getting a good job. I don't think I will do a gap year, as Amy says overseas travel is very expensive. In terms of where to live, although I don't want to become a doctor like Robert, I can identify with him looking forward to changing cities after living in the same place for 17 years, to make new friends and see other places, but I would miss my friends, family, and the convenience of home, as mentioned by Amy.</p>
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Note: Length of response may not indicate the level of response for this question.