

Assessment Schedule – 2019

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information and varied perspectives 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 and varied perspectives 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 and varied perspectives, and communicating 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 showing understanding of what Lucy could experience when she visits Beihai Park, and why.</i></p>	<ul style="list-style-type: none"> • Beihai Park is beautiful. • It is a good place to learn about Chinese culture. • There are lots of activities there in the morning. 	<ul style="list-style-type: none"> • Beihai Park is a good place to experience Chinese culture. There are many ancient buildings and each building has a lot of interesting historical stories. • Going there early in the morning, Lucy could learn about Chinese people's lives. The park is bustling in the morning. Lots of people go there to do activities, such as singing and dancing. • Beihai Park is a good place for Lucy to visit, because she is interested in history and Chinese people's lives. 	<ul style="list-style-type: none"> • Lucy will take Dapeng's suggesting to visit Beihai Park early in the morning. As a Chinese language student, she is very interested in learning about Chinese history, and finding out the differences between New Zealand culture and Chinese culture. She is also interested in Chinese people's lives. Her positive attitude will not only make her stay in Beijing more enjoyable, but it will also enhance her language learning.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of how well Wang Xing will cope with his life in New Zealand and why.</i></p>	<ul style="list-style-type: none"> • He finds New Zealand beautiful. • He thinks living in New Zealand is not very convenient. • Taking the bus is inconvenient. • Eating and shopping in New Zealand are not as convenient as in China. • He can drink more milk and do sports every day in New Zealand. 	<ul style="list-style-type: none"> • He is not used to life in New Zealand, even though it is beautiful. Everywhere is green, and the air is clean. • However, he thinks living in New Zealand is inconvenient. For example, you have to wait long time to get a bus, and eating and shopping in New Zealand are not as convenient as in China. • There are shops and restaurants everywhere in Chinese cities. He often ate in restaurants when he was in China. He is not used to having bread and milk for breakfast every day here in New Zealand. • He hopes he can get used to life in New Zealand soon, and he should drink more milk, as New Zealand has the best milk. 	<ul style="list-style-type: none"> • It might be difficult for him to cope with life in New Zealand, because he thinks living here is inconvenient and he has not yet adjusted to the New Zealand way of life. He is impatient about having to wait for buses in New Zealand. Taking a bus in China is convenient, with a bus every few minutes. • He is not used to having bread and milk every morning and in China he had a lot more options for breakfast. • Although he thinks living in New Zealand is not very convenient, his attitude is positive. He hopes he can get used to life in New Zealand soon.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what motivated Ryan to learn Chinese.</i></p>	<ul style="list-style-type: none"> • He started to learn Chinese in Year 9. • He had a special reason to learn Chinese. There was a takeaway business run by Chinese people near his house. They made delicious food, but the owners couldn't speak much English. He wanted to learn Chinese to talk to them. 	<ul style="list-style-type: none"> • He wanted to learn Chinese because he wanted to chat with the Chinese owners of the takeaway business in the neighbourhood. They made yummy stir-fried beef. He became friends with the owners, but they couldn't talk much because their English wasn't good enough. • An important reason was his Chinese teacher. When he was in Year 10, he thought he wasn't a good student, because he was not interested in learning and his results were bad, but his Chinese teacher told him he could be successful if he worked hard. He found his results improving after that. • He started to work part-time at Year 11. The reason he got the job was because he could speak a little bit of Chinese. 	<ul style="list-style-type: none"> • Initially, he wanted to learn Chinese so he could talk with the Chinese owners of the takeaway shop in the neighbourhood, because the shop made extremely yummy stir-fried beef and the owners were friendly. He and the owners became sort of friends but they couldn't talk much because of the language barrier. His school offered Chinese as a subject when he was in Year 9, so he took it. • His Chinese teacher inspired him to learn Chinese, and encouraged him to become a better student. • He discovered a big benefit of learning Chinese was that it made it easier for him to get a job.
<p><i>(b) Possible evidence showing understanding of whether Ryan is a good role model for his peers, and why or why not.</i></p>	<ul style="list-style-type: none"> • His results are good. • He got a job because of his Chinese language ability. More and more students want to learn Chinese. • Ryan likes helping other students with their Chinese. 	<ul style="list-style-type: none"> • He could inspire lots of students, especially the ones who do not achieve well. • Being able to speak Chinese helped him find a job. That set a good example, and more and more students want to learn Chinese. • He likes helping others learn Chinese. 	<ul style="list-style-type: none"> • He could inspire lots of students, especially the ones who do not achieve well, because he wasn't a good student at Year 10, but his Chinese teacher encouraged him to work hard and he became successful. • His success in Chinese increased his overall confidence. • Being able to speak Chinese helped him find a job. That is a good example for others at his school. More students want to learn Chinese, and he likes helping them.