

Assessment Schedule – 2020

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 – 14	15 – 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>(a) Possible evidence showing understanding of Laura's concerns and Paul's suggestions.</i></p>	<p>First concern and Paul's response:</p> <ul style="list-style-type: none"> • Laura has two tests and lots of homework. • Paul invites Laura to his school's ball, which is before a long weekend. Laura will have more time to study. <p>Second concern and Paul's response:</p> <ul style="list-style-type: none"> • Laura doesn't know anyone in Paul's school. • Paul has lots of Chinese classmates. • There are many female students. <p>Third concern and Paul's response:</p> <ul style="list-style-type: none"> • Laura's host parents don't know Paul, or any of his classmates. • Paul suggests going out with his and Laura's classmates together. 	<p>First concern and Paul's response:</p> <ul style="list-style-type: none"> • Laura has two tests before term break in July, and a lot homework. • Paul invites her to his school's ball, which is happening during the long weekend in June, so she will have an extra day to study. <p>Second concern and Paul's response:</p> <ul style="list-style-type: none"> • Laura doesn't know anyone in Paul's school. • Paul has lots of Chinese classmates in his Chinese class. • There are many female students. • It will be a good opportunity for Laura to make new friends. <p>Third concern and Paul's response:</p> <ul style="list-style-type: none"> • Laura's host parents don't know Paul, or any of his classmates, and she's worried they won't agree to her going out with people they don't know. • Paul suggests going to the library next weekend, together with his and Laura's classmates. 	

<p><i>(b) Possible evidence showing understanding of how Laura would benefit from Paul's suggestions and attending the ball.</i></p>	<ul style="list-style-type: none"> • Laura will have a free day to study if she goes to Paul's school's ball. • Laura will meet other Chinese students from a different school. • Laura will have a bigger friendship circle. • Laura will have a new experience attending a school ball in New Zealand. 	<ul style="list-style-type: none"> • Laura is worried that going to the ball will take too much time out of her busy study schedule in June. • Paul addresses the problem by pointing out that if she goes to his school's ball, she will still have a free day to study, because it is a long weekend. • Paul eases Laura's worry about not knowing anyone by reassuring her that he has Chinese classmates and many of them are female students – which will probably help Laura feel more comfortable. • Laura has just come to New Zealand and her friendship circle will greatly benefit from this event. • Laura said that she will see Paul in the weekend, indicating she has accepted Paul's suggestions. • Paul thinks Laura's concerns can all be easily resolved and, therefore, should not become reasons for Laura to miss out on the experience. 	<ul style="list-style-type: none"> • Paul and Laura go to different schools. • His suggestions are thoughtful and address everything Laura might find problematic. • Laura has never experienced this sort of event before, so it is a new educational opportunity for her while she is in New Zealand as an international student. • Going with Paul and his classmates to the library will give Laura's host parents a good first impression, because they are doing something positive together. Laura's host parents will, therefore, be more likely to be happy about Laura going to the ball with Paul's friends.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of how Abi feels about the differences between New Zealand and Chinese schools.</i></p>	<ul style="list-style-type: none"> • Abi thinks Chinese students have longer school hours and more school work. • Abi thinks two hours for lunch is a long time. • Abi feels hungry after hearing Sam talk about what he ate for lunch in China. • Abi thinks it is nice that Chinese students get to eat hot food for lunch and also get to nap. 	<ul style="list-style-type: none"> • Abi thinks the activities Sam did with his classmates in a Chinese school sound fun. • Sam says his classmates took him out to lunch every day, as there were lots of restaurants outside the school. They went to different restaurants for hot noodles and rice. Sam’s favourite dish is beef fried noodles and chicken noodle soup. They are hot and delicious. This makes Abi feel very hungry. • Abi thinks it is great that Chinese students have a lunch break for two hours, that they can eat hot noodles and rice, and that they can nap. 	<ul style="list-style-type: none"> • Abi initially talks about the typical impression that Chinese students have more homework and longer school hours than New Zealand students. At first, she thinks a two-hour lunch break is too long, as the lunch breaks in New Zealand schools are much shorter • After listening to Sam’s experience and explanation of his life in a Chinese school, she becomes a lot more positive about the differences of Chinese schools. For example, Sam explains that at the start, he couldn’t fall asleep like everyone else, but because they had to get up at 6 a.m. in the morning every day, it was actually good to have a nap during the day. • Abi responds positively when Sam invites her to go to a Chinese school with him. This shows that now that she better understands the differences between New Zealand and Chinese schools, she is interested in experiencing those herself.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of how other people influenced Charlotte's decisions when she was a student.</i></p>	<p>Parents' influence:</p> <ul style="list-style-type: none"> • Charlotte liked music and reading. • She wanted to be a musician or writer when she grew up. • Her parents used to support her because these things made her happy, but later suggested she should think about her future career. <p>Peer influence:</p> <ul style="list-style-type: none"> • Her classmates wanted to be engineers or doctors. • Her classmates helped her study every day after school. 	<p>Parents' influence:</p> <ul style="list-style-type: none"> • She happily engaged with her hobbies in music and reading when her parents supported her. • She became indecisive about her choices when her parents expressed concerns for her future career. <p>Peer influence:</p> <ul style="list-style-type: none"> • She was influenced by her classmates who wanted to study engineering or medicine, even though she never liked science. • Every day, after school, she studied in the library with classmates who were studying for engineering or medicine. • Her classmates helped her study every day. 	<ul style="list-style-type: none"> • She had passion and hobbies, but was easily influenced by what people around her said and did. • She valued her parents' opinions, and began doubting her own choices when they became less supportive of the time she spent reading and playing music and gave her different advice to what she wanted. • She didn't want to be different from her classmates. • She was very anxious about making the wrong choice and how it would affect her future. • The fact that her classmates always helped her study reinforced her decision to study for the same things they were studying for; it would have felt wrong to bail out.

<p><i>(b) Possible evidence showing understanding of whether Charlotte's decisions as a student influenced her later life.</i></p>	<ul style="list-style-type: none"> • Not really, because she is now doing a job she enjoys. • She likes her students. • Her students often say music is their favourite subject. • She says she doesn't regret learning science in high school. 	<ul style="list-style-type: none"> • Her decisions as a student gave her some temporary challenges, but didn't have a long-term negative impact on her later life. • Even though she is not a doctor or engineer like her peers, she is still in a good job and enjoys it. • She continues to pursue her interest in her job as a music teacher. • The fact she says she hopes the students will be happy like her shows that she is content with her current life. 	<ul style="list-style-type: none"> • Her decisions as a student did not decisively affect her adult life. Even though her decision to pursue a subject she was not good at (science) was not the best, she must have just done something else in university and studied to become a music teacher. Her decisions at high school did not ruin her life. • Although at times she lost confidence and felt she wasn't as smart as her peers, she regained that after making a different decision later on, which helped improve her life. • The challenges she experienced with learning science in high school made her more resilient and helped her to make smarter decisions, which led to her finding a good job that she enjoys. • Her decisions in high school were just a small part of her life, and the more important thing is that she had learnt something from those decisions.
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