

## Assessment Schedule – 2020

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

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating <b>understanding</b></i> involves making meaning of relevant information and varied perspectives in the texts.</p> <p>Responses as a whole show an <b>understanding of the general meaning (gist)</b> of the texts.</p>	<p><i>Demonstrating <b>clear understanding</b></i> involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a <b>clear understanding of the content</b> of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating <b>thorough understanding</b></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 <b>comprehensive understanding of the content and underlying meaning</b> of the texts, including nuance and meanings not obviously stated in the texts.</p>

#### Evidence

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

**N0** = No response; no relevant evidence.

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 14	15 – 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>Possible evidence showing understanding of how Jessica sees her identity.</i></p>	<p>She sees herself as a New Zealander.</p> <ul style="list-style-type: none"> <li>• She hardly listens to Chinese songs.</li> <li>• She grew up in New Zealand.</li> <li>• She knows more about New Zealand culture than Chinese culture.</li> <li>• She likes to learn about New Zealand culture, and watches movies and television that New Zealanders like.</li> </ul>	<p>She has grown up and attends school in New Zealand and she knows more about New Zealand culture. She believes she is Kiwi.</p> <ul style="list-style-type: none"> <li>• She hardly listens to Chinese songs and she is not interested in Chinese culture.</li> <li>• When she was little, she lived with her grandparents and they gave her some knowledge of Chinese culture, but after starting school, she had less and less to do with Chinese culture, and she never reads Chinese books.</li> <li>• She talks less and less at home. Her parents can't understand her English jokes and she can't understand her parents' Chinese jokes.</li> <li>• She will probably learn Chinese culture in order to have more in common with her parents.</li> </ul>	<p>She has grown up in New Zealand and has a better understanding of New Zealand culture, so she is Kiwi. However, she is aware of her connections with Chinese culture and is willing to learn more about it.</p> <ul style="list-style-type: none"> <li>• When she was little, she lived with her grandparents and they gave her some knowledge of Chinese culture. However, she had an unpleasant experience in Year 1 at primary school because of her poor English and lack of knowledge of New Zealand culture, so she made an effort to learn about it and fit in.</li> <li>• She is willing to change her attitude towards Chinese culture, because Luke reminds her to tell jokes that her parents could understand, and she is likely to have better communication with her parents if she knows more Chinese culture.</li> </ul>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of what Kahurangi thinks about his visit to China.</i></p>	<p>He thinks it is great.</p> <ul style="list-style-type: none"> <li>• He slept well. The bed of the hotel is comfortable.</li> <li>• He liked the breakfast, too. The hotel provides a western breakfast.</li> <li>• He thinks China is a shopping paradise.</li> <li>• He thinks the air in Beijing is okay.</li> <li>• He likes the trains in China. They are fast and nice, which is very convenient.</li> </ul>	<p>He thinks it is great.</p> <ul style="list-style-type: none"> <li>• He is happy with the hotel arranged by the tourist guide. He slept well and he likes the breakfast there, because they provide a western breakfast.</li> <li>• He thinks China is very busy and bustling, and a shopping paradise. He wants to buy everything.</li> <li>• He thinks the air in Beijing is okay, which he had not been expecting. Before he went to China, he heard on TV that the air in Beijing is polluted.</li> <li>• He is impressed by the trains in China. They are fast and very convenient. He hopes New Zealand will also have such fast trains one day.</li> </ul>	<p>He is enjoying his trip.</p> <ul style="list-style-type: none"> <li>• He enjoys staying in the hotel, which has a nice bed and nice food, including a western breakfast, which he likes because it is familiar. He appreciates the tourist guide choosing a hotel with consideration of the food they might like.</li> <li>• He has enjoyed shopping in China. However, he has to be careful about the weight of his luggage, so he cannot buy everything he would like.</li> <li>• His experience in Beijing is positive. Seeing is believing. His real experience in Beijing is different from what he was expecting, based on the information he had before leaving New Zealand.</li> <li>• He reckons young New Zealanders should see the outside world and experience lives in different countries. He found out there are many differences between China and New Zealand. China has lots of things that New Zealand doesn't have.</li> </ul>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of the problems young people in China and New Zealand have, and some possible solutions.</i></p>	<ul style="list-style-type: none"> <li>• Some young Chinese people are addicted to games and surfing the internet. Their academic results are not good.</li> <li>• Some young New Zealanders only care about playing games. Their study and health are affected, because they hardly do any sports.</li> <li>• Lots of young Chinese people feel a lot of pressure from study. They need to sit tests to get into university.</li> <li>• Some young New Zealanders feel pressures from study because they want to gain high achievement.</li> <li>• Some young New Zealanders work while studying.</li> </ul>	<ul style="list-style-type: none"> <li>• Some young Chinese people are addicted to gaming or surfing the internet, which affects their academic achievement.</li> <li>• Some young New Zealanders spend a lot of time every day either looking at their phone or playing on a computer. Their academic performance and health suffers because they become tired and do not spend enough time studying or doing physical activity. They should spend less time on gaming or the internet.</li> <li>• Lots of young Chinese people feel a lot of pressures from study, because they need to do well in the tests for entrance to university and they have large amounts of homework to do every day. They should balance their study and physical activity.</li> <li>• Some young New Zealanders feel pressure from study because they have too many exams. They can reduce the number of assessments they sit to reduce the pressure.</li> <li>• Some young New Zealanders do part-time work, which means they don't have enough time for studying. If part-time work affects their study, they should reduce their working hours or quit the job, as study should be their priority.</li> <li>• Some young people have peer pressures. Maybe they should stay away from those who pressure them to do bad things.</li> </ul>	<ul style="list-style-type: none"> <li>• Young people in the two countries have similar problems. Some of them are addicted to gaming and surfing the internet. Kahurangi's parents set a good example to deal with the problem. They limit how much screen time he is allowed. Other parents could learn from them.</li> <li>• Life is hard for young people, no matter whether they are from China or New Zealand. They all feel pressures, albeit for different reasons. The solutions to address the problems can also be different. For example, Chinese students should balance their study and physical activity, etc.</li> </ul>