Assessment Schedule – 2021

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
*Demonstrating **understanding** involves making meaning of relevant information and varied perspectives in the texts.*	*Demonstrating **clear understanding** involves selecting relevant information and varied perspectives from the texts, and communicating them unambiguously.*	*Demonstrating **thorough understanding** involves expanding on relevant information and varied perspectives, and communicating meanings or conclusions implied within the texts.*
Responses as a whole show an **understanding of the general meaning (gist)** of the texts.	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.	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.

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 – 7	8 – 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
Possible evidence showing understanding of what Meimei needs to consider when making her career choice.	• Meimei's father suggests she could be a teacher or nurse. • Meimei's father thinks teaching is a good job for girls. • Meimei wants to be an engineer. • Meimei is very interested in maths and science. • She could make more money as an engineer.	• Meimei's father says teaching is a good career, because teachers finish work early, and there are lots of holidays. Meimei also likes to be with children. • Meimei's father also suggests she become a nurse, because a nurse can help lots of people, but Meimei doesn't like the idea of working in a hospital. • Meimei's father suggests she chooses something she is interested in. • Meimei is very interested in maths and science, so she wants to become an engineer. • Meimei knows it is not easy to become an engineer.	*Adds details and implied meanings to the key points. For example:* • Meimei needs to consider the workload, work environment, interest etc.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
Possible evidence showing understanding of whether Xiaoming is likely to bring his family to New Zealand after hearing about Lanlan's experience.	*The candidate may argue yes or no, provided they justify their position with evidence from the passage. For example:*		
	• Lanlan thinks New Zealand is very beautiful, with blue sky, white clouds, and fresh air.	• Xiaoming might bring his family because Lanlan and her parents think New Zealand is very beautiful, just as they expected, with blue sky, white clouds, and fresh air.	• Xiaoming will bring his family to NZ next year.
	• Her parents cannot speak English.		• Even though Lanlan and her parents struggled at the beginning with the different road code and road conditions, language barrier, etc.
	• It is not easy to drive in New Zealand.	• They had difficulty communicating at the beginning, because Lanlan's parents cannot speak English, and Lanlan's English is not very fluent.	• Despite all the difficulties they had, they were left with a very good impression of New Zealand overall.
	• Things are very expensive in New Zealand.	• Driving in New Zealand is not easy due to the difference in driving habits (rules).	• They were very impressed by the beauty of New Zealand, and Lanlan's mother enjoyed taking photos of the beautiful scenery.
	• Lanlan's mother enjoyed the trip a lot.	• The road conditions in New Zealand are not very good. There are many narrow (small) roads, which made Lanlan very nervous (scared) to drive.	• They also enjoyed experiencing New Zealand's indigenous culture.
	• They lost their wallets and passports while travelling in Auckland.	• Things are quite expensive in New Zealand.	• They were also very impressed by how kind and friendly New Zealand people are.
	• Someone returned their wallets and passports.	• Lanlan and her parents had a good time, especially her mother, who enjoys photography. She took a lot of photos during the trip.	
	• They think New Zealanders are very friendly.	• They also experienced the special Māori culture in New Zealand. They watched Māori singing and dancing.	

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
Possible evidence showing understanding of Lucy and Tom's conversation, and whether the internet is making our lives better, or not.	The internet is making life better: • Tom spends about six hours or longer online every day. • Tom thinks surfing online is fun. • People can use the internet to do fitness programmes. • People can also use the internet to learn new things. • Lots of online courses are free and useful. The internet is not making life better: • Lucy spends a lot of time on the internet. • People are spending more and more time online. • Lucy thinks spending too much time online is not good.	• The internet can help us keep fit. There are lots of online fitness programmes, and Tom feels great after using them for six months. • Young people can learn new knowledge on the internet. There are lots of useful online courses, and lots of them are free. • Lucy thinks people are spending more and more time online. • Spending too much time online has many negative effects on our health, e.g., sometimes Lucy forgets to sleep or exercise. • Spending too much time online can have negative impacts on our mental health.	*Adds details and implied meanings to the key points. For example:* • The internet will make our lives better. (Discusses with example(s) how Tom takes the advantages of the internet to improve his life. However, Lucy lacks self-control using the internet). • The internet will not make our lives better. (Uses Lucy as an example. Discusses how Tom uses the internet and explains why it's not making our lives better). • Whether the internet will make our lives better depends on how individuals utilise the internet.