

## Assessment Schedule – 2022

### Chinese: Demonstrate understanding of a variety of 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>

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.

N= No response; no relevant evidence.

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 12	13 – 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	Achievement	Achievement with Merit	Achievement with Excellence
<p><b>ONE</b></p>	<p><i>Direct argument stated.</i></p> <ul style="list-style-type: none"> <li>● Chloe wants to go to university.</li> <li>● Chloe wants to stay in New Zealand or go overseas.</li> <li>● Chloe wants to go to China to study.</li> <li>● Chloe thinks studying in China will be more fun than studying in New Zealand.</li> <li>● Chloe has been studying Chinese since primary school and she speaks fluent Chinese.</li> <li>● Chloe's dad doesn't support her idea of going to university in China.</li> <li>● Chloe has never lived by herself before so she's not confident.</li> <li>● Chloe's mum supports Chloe if she chooses to go and study in China.</li> </ul>	<p><b>Chloe should study in New Zealand</b></p> <ul style="list-style-type: none"> <li>● Chloe's dad doesn't support her idea of going to university in China because it's too far away from New Zealand. He will miss her and life could be hard without friends and family.</li> <li>● Chloe doesn't have the confidence to live by herself because she has never done it before.</li> </ul> <p><b>Chloe should study in China</b></p> <ul style="list-style-type: none"> <li>● Chloe thinks studying in China will be much more fun. Chloe feels bored with New Zealand, as she has been living there for 18 years.</li> <li>● Chloe wants to experience a different life and culture.</li> <li>● Chloe will be able to travel to many other countries as China is close to many places.</li> <li>● Jacob thinks Chloe will have no problem if she goes to university in China because she has been studying Chinese since primary school. Chloe is fluent in Chinese and is very interested in Chinese culture.</li> <li>● Chloe's mum supports her idea because she wants Chloe to do what makes her happy.</li> </ul>	<p><i>In addition to the key points mentioned in Merit, along with details and implied meanings. For example:</i></p> <p><b>Chloe should study in New Zealand</b></p> <ul style="list-style-type: none"> <li>● Chloe should consider some drawbacks of studying in China as China is too far away from New Zealand. She has never lived on her own before. She has never had to be totally self-reliant. Chloe may miss the family support she gets in New Zealand. These factors will make her life a lot harder.</li> <li>● She can be financially better off. She can save money by going to university in New Zealand. The first year for university will be free and she can also save money on accommodation because she can stay with her parents.</li> </ul> <p><b>Chloe should study in China</b></p> <ul style="list-style-type: none"> <li>● She can gain an understanding of a different life and cultural experiences. She can also travel to other countries that are close to China, to experience new things.</li> <li>● It's a good opportunity for Chloe to grow up and learn how to be more independent and self-reliant.</li> </ul>

Question	Achievement	Achievement with Merit	Achievement with Excellence
<p><b>TWO</b></p>	<ul style="list-style-type: none"> <li>● Xiaoming is very tired because he just had his maths exam.</li> <li>● Xiaoming doesn't want to travel.</li> <li>● Xiaoming wants to stay home and rest.</li> <li>● Maia wants to travel to Paihia with Xiaoming for the long weekend.</li> <li>● Maia plans to travel by car.</li> <li>● They will leave Auckland Friday afternoon.</li> <li>● They will have Chinese food for dinner.</li> <li>● Saturday they will sleep in and then have breakfast at a café.</li> <li>● They will go to the beach after breakfast then take a ferry to Russell.</li> <li>● Sunday they will visit Waitangi and watch kapa haka.</li> <li>● Monday they will come back to Auckland.</li> </ul>	<p>Xiaoming will be convinced because Maia's trip is well planned. Even though Xiaoming wants to stay home for the long weekend because he just completed his maths exam, he is very tired.</p> <ul style="list-style-type: none"> <li>● Maia wants to travel to Paihia with Xiaoming for the long weekend. She plans to travel by car.</li> <li>● They will leave Auckland Friday afternoon. The trip will take about three hours and they will arrive around dinner time.</li> <li>● They will drop off the luggage at the hotel first then have dinner at a famous Chinese restaurant.</li> <li>● On Saturday, they will sleep in, then have breakfast at a café. Then they will go to the beach. They can swim, play basketball, or row.</li> <li>● They will take a ferry to Russell.</li> <li>● Although Russell is small, it's a good place to relax. There are also many beautiful buildings and activities. The two of them can go shopping, for a meal, or for a walk.</li> <li>● Sunday they will go to Waitangi, which is a very special place.</li> <li>● They can learn about Māori history and culture there. They can also watch kapa haka.</li> <li>● Waitangi is also a beautiful place with a river and a very nice garden where they can cycle and walk.</li> <li>● They will go back to Auckland on Monday morning, so they have time to rest and prepare for school.</li> </ul>	<p><i>In addition to the key points mentioned in Merit, along with details and implied meanings. For example:</i></p> <p>Xiaoming will be convinced by Maia because Maia's trip is well planned.</p> <ul style="list-style-type: none"> <li>● Maia has considered the distance of the trip. The place is not too far away from Auckland, so a three-day, long weekend is enough to have a break and they won't be too tired. They will head back to Auckland on Monday morning so there is plenty of time for Xiaoming to rest and get ready for school. Maia has considered that Xiaoming needs the time to do his schoolwork.</li> <li>● Maia's plan includes many things that are appealing to Xiaoming. She has considered his needs. For example, she's taking Xiaoming to a famous Chinese restaurant and she knows Xiaoming loves swimming, so they will go to the beach on Saturday.</li> <li>● Maia's plan also includes visiting some historical places – Russell and Waitangi. This will be good for Xiaoming to learn more about New Zealand history and experience a different culture. Xiaoming will be able to experience a part of New Zealand's history. It's important for him to have an authentic cultural experience while in Aotearoa.</li> </ul>

Question	Achievement	Achievement with Merit	Achievement with Excellence
<p><b>THREE</b></p>	<p><i>Can have either Tom or Meimei's argument</i></p> <p><b>Tom's argument</b></p> <ul style="list-style-type: none"> <li>● Schools should not allow students to use their phones at school.</li> <li>● Students use their phones too much and they don't study hard.</li> <li>● Students should eat, drink, or talk to their friends during breaks instead of playing on their phones.</li> <li>● Students do bad things using their phones.</li> </ul>	<p><b>Tom's argument</b></p> <ul style="list-style-type: none"> <li>● Students should not use their phones at school.</li> <li>● Many students play with their mobile phones during class time, they don't study hard, and Tom thinks their learning has regressed.</li> <li>● Schools should not allow students to use cell phones during breaks. During breaks, students should eat, go to the toilet, or talk with friends.</li> <li>● Some students use their mobile phones to do things that are unkind to others, such as taking unflattering photos of others and cyberbullying.</li> </ul>	<p><i>In addition to the key points mentioned in Merit, along with details and implied meanings. For example:</i></p> <p><b>Tom's argument</b></p> <p>Tom is a studious student and can see how phones are impacting on his peers' health.</p> <ul style="list-style-type: none"> <li>● Phones cause too many distractions, which are not beneficial for students' study. For example, students use their mobile phones to use the internet, to chat with friends, or listen to music during class, and some students also use their mobile phones to play games and watch movies.</li> <li>● Playing on the phone too much is not good for students' health. Many students play on their phones during break time instead of resting. Sometimes they are late to class because they forget the time. Phones are impacting their time management.</li> <li>● Tom believes that increasing usage of phones will increase the chances of online bullying. Students might use their phone to take unflattering pictures of other students and post them online or cyberbully others.</li> </ul>
	<p><b>Meimei's argument</b></p> <ul style="list-style-type: none"> <li>● Schools should allow students to use their phones at school.</li> <li>● Phones can help students learn.</li> <li>● If students don't have a computer, they can use their phones instead.</li> <li>● Students can use phones to contact their parents and friends.</li> </ul>	<p><b>Meimei's argument</b></p> <ul style="list-style-type: none"> <li>● School should allow students to use phones at school.</li> <li>● Phones are useful for students' study because there are many useful apps on the phone.</li> <li>● There are more students with mobile phones than those with computers. If students don't have the money to buy a computer or sometimes forget to bring a computer to school, they can use a mobile phone.</li> <li>● Phones are more convenient than computers. Students can use their phones to take photos or call parents and friends.</li> </ul>	<p><b>Meimei's argument</b></p> <ul style="list-style-type: none"> <li>● Phones can be a great tool for learning. For example, Meimei uses her phone to learn Chinese. There are also many useful apps that students can use to help them study.</li> <li>● Phones are more affordable, so more students have phones.</li> <li>● Phones are more useful than computers. Students can take pictures with their mobile phone, which is very convenient. Some students write too slowly, they can take a picture of what the teacher wrote, and then review it slowly.</li> </ul>

			<ul style="list-style-type: none"><li>● If something unexpected happens, we can use our mobile phone to call our parents or friends.</li><li>● It is up to each individual student to manage the use of their phones.</li></ul>
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