

## Assessment Schedule – 2023

### 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 <b>understanding</b></i> involves making meaning of relevant information, ideas, and/or opinions 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, ideas, and/or opinions 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, 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 <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 – 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 on Page 1.

	<b>Question ONE</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
(a)	<i>Possible evidence showing understanding of how Amy is encouraging her audience to learn Chinese.</i>	<p>The candidate demonstrates understanding by making meaning of relevant information, e.g.:</p> <ul style="list-style-type: none"> <li>• Amy encourages her audience to learn Chinese by explaining that the more you practise, the better your Chinese will become.</li> <li>• Amy explains that it is like learning to swim, without practise there is no improvement.</li> <li>• When Amy and Lily went on a picnic with Lily's family they talked and joked around in Chinese. Lily's parents couldn't understand what they were talking about, which made it more exciting.</li> </ul>	<p>The candidate demonstrates clear understanding by making connections, e.g.:</p> <ul style="list-style-type: none"> <li>• Amy encourages her audience to start learning Chinese early, saying she and Lily started in year 9.</li> <li>• Amy and Lily agree with their teacher that they need to practise often if they want to improve their Chinese. Just like swimming, they won't improve without practice.</li> <li>• Amy and Lily used Chinese in their conversation over the weekend. Amy says it was exciting because their families did not understand what they were saying.</li> </ul>	<p>The candidate demonstrates thorough understanding by making inferences, e.g.:</p> <ul style="list-style-type: none"> <li>• Amy and Lily are keen learners and want to be good at Chinese because they know why they want to learn.</li> <li>• Their teacher has encouraged them to practise often. She said "learning Chinese is like learning how to swim, you will not improve if you do not practise".</li> <li>• They practise regularly, not just in Chinese class. They have fun joking around in Chinese over the weekend.</li> <li>• There can be enjoyment in speaking Chinese when people around you don't understand. It is also good if you want your conversation to be private.</li> </ul>
(b)	<i>Possible evidence showing understanding of why Amy thinks it is important to learn Chinese.</i>	<p>The candidate demonstrates understanding by making meaning of relevant information, e.g.:</p> <ul style="list-style-type: none"> <li>• Lily's grandad lives in China and she wants to travel to China and visit him.</li> <li>• Though it isn't necessary to know Chinese to visit the landmarks, being able to talk to locals in China will enrich the travelling experience and enable a better understanding of the culture.</li> </ul>	<p>The candidate demonstrates clear understanding by making connections, e.g.:</p> <ul style="list-style-type: none"> <li>• Amy says if you want to visit China and go to famous landmarks you don't need to know the language, but if you want to understand the culture, you must learn Chinese.</li> <li>• Because neither of her parents speak Chinese, she wants a stronger connection with her grandparents.</li> </ul>	<p>The candidate demonstrates thorough understanding by making inferences, e.g.:</p> <ul style="list-style-type: none"> <li>• Learning Chinese can help your family and friends. Amy isn't sure how Lily's dad talks to her grandad because they may not share a common language. Lily might become the main connection for her family.</li> <li>• Learning Chinese can help you to connect with your own culture and heritage.</li> <li>• Being able to talk in Mandarin when travelling will lead to a deeper understanding of the people and culture. You can better understand their thinking and, in return, they can understand you and your humour.</li> <li>• Speaking Mandarin means that when you visit China you won't only be able to appreciate its beautiful scenery and history, but gain an insight into its community and culture, too.</li> </ul>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of why Lily should consider getting an e-bike, according to Ben.</i></p>	<p>The candidate demonstrates understanding by making meaning of relevant information, e.g.:</p> <ul style="list-style-type: none"> <li>• Riding an e-bike is good for your health.</li> <li>• E-bikes are easier to ride uphill than other bikes, so they won't make you too tired.</li> <li>• Lily will enjoy riding e-bikes because they are fun.</li> <li>• Exercise is beneficial for your health and well-being.</li> <li>• Riding an e-bike can help you cool down on a hot day.</li> </ul>	<p>The candidate demonstrates clear understanding by making connections, e.g.:</p> <ul style="list-style-type: none"> <li>• Lily said she would like to go out and ride a bike.</li> <li>• Lily said she wants to be able to ride her bike around her neighbourhood, which has a lot of hills. An e-bike is perfect for a hilly place, especially if you are not very fit.</li> <li>• Riding e-bikes is a fun activity, so it incentivises exercise, which has health benefits.</li> <li>• Riding an e-bike can reduce air pollution, which has many benefits for people and the environment.</li> <li>• When the weather is hot, riding an e-bike can help you cool down and relax.</li> <li>• Although e-bikes are not cheap, other types of bikes are not cheap, either.</li> </ul>	<p>The candidate demonstrates thorough understanding by making inferences, e.g.:</p> <ul style="list-style-type: none"> <li>• It sounds as if Lily is interested in using an e-bike in the future, because she shows a curiosity and engages in the conversation with her friend about the benefits of having an e-bike. For example, she said she really wants to go out and ride a bike.</li> <li>• Lily said she wants to be able to bike around her neighbourhood, but that it has a lot of hills. An e-bike is perfect for hilly terrain. Even if you are unfit you will be able to ride an e-bike uphill.</li> <li>• Because riding e-bikes is so enjoyable, Lily would likely ride hers often, which would be good for her health and fitness.</li> <li>• While riding an ordinary bike also helps to reduce air pollution, riding an e-bike does so with many other benefits (e.g. more fun, easier to climb hills).</li> <li>• When the weather is hot, riding an e-bike won't make Lily too exhausted or sweaty like an ordinary bike would. It could help her to cool down and feel more relaxed.</li> <li>• Although they are not cheap, there are more benefits to riding an e-bike (when compared to riding an ordinary bike).</li> </ul>

	<b>Question THREE</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
(a)	<i>Possible evidence showing understanding of why Tom decided to be a teacher.</i>	<p>The candidate demonstrates understanding by making meaning of relevant information, e.g.:</p> <ul style="list-style-type: none"> <li>• Tom originally thought he wanted to be a doctor or an engineer.</li> <li>• He realised he didn't want the same things after university.</li> <li>• He likes acquiring and sharing knowledge.</li> <li>• He didn't like school as a student because he was bullied.</li> <li>• A teacher cared for him in year 10.</li> <li>• His wife suggested he should be a teacher and help students.</li> </ul>	<p>The candidate demonstrates clear understanding by making connections, e.g.:</p> <ul style="list-style-type: none"> <li>• Tom originally thought he wanted to be a doctor or engineer because they earn high incomes and are seen as smart professions. He didn't think about teaching.</li> <li>• After university he decided that medicine and engineering didn't interest him.</li> <li>• He realised he enjoys acquiring and sharing knowledge and being in the presence of young people.</li> <li>• He sees his younger self in his students and wants to help them make good choices in life.</li> <li>• He was very quiet in school and didn't have friends. His classmates teased him. He did not enjoy going to school.</li> <li>• In year 10, he had a teacher who cared for him and talked to him. Though the teacher couldn't do much else, he helped Tom feel more comfortable about going to school.</li> <li>• His wife suggested he could become a teacher to help students in the same way his year 10 teacher helped him.</li> </ul>	<p>The candidate demonstrates thorough understanding by making inferences, e.g.:</p> <ul style="list-style-type: none"> <li>• After Tom's negative experience as a student, a positive encounter with a teacher, and learning about his real priorities in life (along with some encouragement from his wife), he realised that appearing / feeling smart and earning a lot of money were not the things that fulfilled him most.</li> <li>• He decided he was not interested in being a doctor or an engineer and that he wanted to acquire and share knowledge with young people.</li> <li>• He probably reflected on his life as a student and wanted to become the same kind of teacher as the teacher who had helped him in year 10.</li> <li>• He wants to help his students make decisions about their future careers.</li> </ul>
(b)	<i>Possible evidence showing understanding of why Tom's job makes him happy.</i>	<p>The candidate demonstrates understanding by making meaning of relevant information, e.g.:</p> <ul style="list-style-type: none"> <li>• Tom likes helping his students.</li> <li>• Money is not the only important thing for his career.</li> <li>• He is not only a Chinese teacher, but a teacher of life (or a life coach).</li> </ul>	<p>The candidate demonstrates clear understanding by making connections, e.g.:</p> <ul style="list-style-type: none"> <li>• Tom enjoys helping his students (like how his teacher helped him).</li> <li>• He finds fulfilment in being a life coach and helping young people.</li> <li>• Money is not the most important thing for his career.</li> </ul>	<p>The candidate demonstrates thorough understanding by making inferences, e.g.:</p> <ul style="list-style-type: none"> <li>• He can make a difference in his students' lives by being supportive.</li> <li>• His work has meaning beyond making a living.</li> <li>• He enjoys acquiring and sharing knowledge.</li> <li>• Tom has lots of positive interactions.</li> </ul>