Assessment Schedule – 2023

Chinese: 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 – 8	9 – 13	14 – 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.

	Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
(a)	*Possible evidence showing understanding of Mary's experience in China.*	Positives: • There are a lot of shops and restaurants in China. • People can shop and order food online. • There are a lot of buses in the city. • China is close to a lot of other countries. • The university campus is beautiful. • Mary's teacher and classmates are very friendly. Negatives: • Mary spends too much money. • Mary eats too much.	Positives: • There are shops and restaurants everywhere, so shopping and dining are very convenient. • Shopping and ordering food online is fast and cheap. • Mary finds it easy to get around the city without a car because there are so many buses. • China is close to a lot of other countries, so Mary has travelled a lot. • Mary has made a lot of friends in China. • Mary has learnt a lot while living in China. Negatives: • It is easy to spend too much money because shopping is so convenient. • Mary spends a lot of money ordering food online because it is so convenient and she doesn't want to cook.	Positives: • Shopping and dining are very convenient because there are so many shops and restaurants. • Ordering food online is convenient because it is fast and cheap. • Getting around the city is easy because there are so many buses. • China is close to a lot of other countries, so international travel is more accessible than it is in New Zealand. • Mary enjoys studying at the Chinese university. • Mary's teachers and classmates are very friendly. • Mary has made a lot of new friends who have made her feel at home in China. She feels very welcome. Negatives: • Mary has developed an unhealthy spending habit because she shops too much and buys too many unnecessary things. • Mary orders food online too often because it is convenient and she doesn't want to cook, but it is bad for her health.

	Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
(b)	*Possible evidence showing understanding of how Mary could have improved her negative experiences.*	Mary could enhance her overall experience of living in China and alleviate some of the negative aspects she mentioned in the interview by: • not spending so much money; at the moment she spends too much • not eating so much.	Mary could enhance her overall experience of living in China and alleviate some of the negative aspects she mentioned in the interview by: • being prudent with her money or having a budget. It is easy to spend too much money because there are so many stores to shop in • not eating so much. Mary spends a lot of money ordering food online because of the convenience (she does not have to cook), and there are a lot of options. Foods which are fast and cheap are not necessarily good for her.	Overall, Mary had mostly positive experiences living in China. She could alleviate some of the negative aspects she mentioned in the interview by: • managing her money effectively, as she has developed unhealthy spending habits (she shops too much, buys unnecessary and useless things, and needs to plan more or come up with a budget) • self-discipline in terms of food selection and consumption.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
Possible evidence showing understanding of whether Li Ming should stay in New Zealand or return to China after his graduation.	Reasons why Li Ming should stay in New Zealand: • He enjoys living in New Zealand. • He enjoys the weather in New Zealand (it is not too hot or too cold). • He has a girlfriend in New Zealand. Reasons why Li Ming should return to China: • His parents are in China. • His parents don't speak English. • His parents won't be able to come to New Zealand. • His grandparents are old.	Reasons why Li Ming should stay in New Zealand: • New Zealand is very clean, and the air quality is good. • New Zealand is quite a safe country. • He has a girlfriend in New Zealand who he loves. They both want him to live with her in New Zealand. Reasons why Li Ming should return to China: • His parents think New Zealand is too far away from China. • His parents want him to return to China. • His parents are still working. • His grandparents are old and not very well.	Reasons why Li Ming should stay in New Zealand: • He likes the environment and climate in New Zealand. • He feels safe and happy living in New Zealand. • He has a girlfriend in New Zealand who he loves. They both want him to live with her in New Zealand. Reasons why Li Ming should return to China: • His family is very important to him. His parents would need to give up their jobs and learn English to move to New Zealand, which would be very difficult. • His parents need to stay in China to look after his grandparents. • His grandparents are old and not in good health.

	Question THREE	**Achievement**	**Achievement with Merit**	**Achievement with Excellence**
(a)	*Possible evidence showing understanding of why Maia is interested in learning Chinese.*	• Writing Chinese characters is very interesting. • More and more Chinese people are moving to New Zealand.	• Chinese is very different from English. • Writing Chinese characters is like drawing. It is very interesting. • Many Chinese people come to New Zealand to study, travel, do business, and live. • Maia would like to live and work in China in the future.	• Chinese is different from many other languages (including English). • Maia wants to use Chinese as a tool to help Chinese people in New Zealand. • Learning Chinese will bring Maia more opportunities in the future to live and work in China.
(b)	*Possible evidence showing understanding of the key strategies Maia uses to improve her Chinese.*	• Maia revises new words every day. • Her Chinese teacher is very supportive. • Her parents are very supportive of her studying Chinese. • She teaches her parents Chinese.	• Maia revises new words every day when she rides the bus home. • Her Chinese teacher and her parents are very supportive of her learning Chinese. • Maia often teaches her parents Chinese. They think she is a very good teacher.	• Regular revision is very important. Maia revises her Chinese every day when she rides the bus home. • The best way to learn is to teach. Teaching her parents Chinese instils a lot of confidence in Maia. They are very encouraging and think she is a great teacher. • Maia practices thinking in Chinese. Though it was difficult at the beginning, it has become a very useful way for her to improve her Chinese language skills.