

Assessment Schedule – 2023

Chinese: Demonstrate understanding of a variety of extended written and / or visual Chinese texts (91536)

Assessment Criteria

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

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 – 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 on page 1.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of the similarities and differences between Xiaogao and his friends.</i></p>	<p>Similarities:</p> <ul style="list-style-type: none"> Both New Zealand and Chinese students enjoy gaming. Some New Zealand students intend to go to university. Chinese students are expected to go to university. <p>Differences:</p> <ul style="list-style-type: none"> Huang Hong said if he spends an hour gaming his mum will be unhappy. Some of Xiaogao’s friends spend 4–5 hours gaming. Some New Zealand students do not intend to go to university. Chinese parents expect their children to go to university. 	<p>Similarities:</p> <ul style="list-style-type: none"> Both New Zealand and Chinese students enjoy gaming. Some New Zealand students do not have much time for gaming. They intend to go to university and spend their time studying, like Xiaogao. Some New Zealand students have strict parents with high expectations. There are “tiger mums” and “tiger dads” in both cultures. <p>Differences:</p> <ul style="list-style-type: none"> Huang Hong said if he spends an hour gaming his mum will be unhappy. Some of Xiaogao’s friends spend 4–5 hours gaming. Some New Zealand students choose not to go to university and their parents respect their choices. Chinese parents expect their children to go to university. Some New Zealand students work part-time. They are busier than Xiaogao and Huang Hong. 	<p>Similarities:</p> <ul style="list-style-type: none"> Both New Zealand and Chinese students enjoy gaming. Some New Zealand students do not have much time for gaming. They intend to go to university and spend their time studying, like Xiaogao. All of their effort goes toward academic study, and they work very hard at school. Some New Zealand students have strict parents with high expectations of academic performance. Pathways outside of study can be limited for them. There are “tiger mums” and “tiger dads” in both cultures. The concept is universal. <p>Differences:</p> <ul style="list-style-type: none"> Huang Hong said if he spends an hour gaming his mum will be unhappy. Some of Xiaogao’s friends spend 4–5 hours gaming. Some New Zealand students choose not to go to university and their parents respect their choices. Chinese parents expect their children to go to university. Some New Zealand students work part-time. They are busier than Xiaogao and Huang Hong. There is more expectation on New Zealand students to work part-time while studying.

<p><i>(b) Possible evidence showing understanding of different opinions about “tiger mums” and “tiger dads”.</i></p>	<ul style="list-style-type: none"> • Xiaogao believes tiger mums and tiger dads are not bad. • Huang Hong believes tiger mums and tiger dads make their children’s lives unhappy. 	<ul style="list-style-type: none"> • Xiaogao believes tiger mums and tiger dads are not bad. Many tiger mums and tiger dads have successful children. They want their children to have better futures. • Huang Hong believes tiger mums and tiger dads make their children’s lives unhappy. They put too much pressure on their children to work hard. 	<ul style="list-style-type: none"> • Xiaogao supports tiger mums and tiger dads. He believes their strictness will benefit their children’s futures. He does not think it is worthwhile to compromise a happy and successful future for temporary happiness in the present. He believes a sacrifice now is worthwhile for happiness later on. • Huang Hong wants to be in control of his own future and not follow the path his parents choose for him. He believes his happiness is more important than abiding by his parents’ strict expectations of him.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of Xiaogao’s experience last weekend.</i></p>	<ul style="list-style-type: none"> • Xiaogao had a picnic in the park with his classmates. • The weather was nice. • Xiaogao’s classmates brought delicious food from many different international cuisines. • Xiaogao and his classmates talked a lot. • Xiaogao had a nice weekend. 	<ul style="list-style-type: none"> • Xiaogao had a picnic in the park with his classmates. • The sky was blue and the weather was nice. The park was full of trees. There weren’t many people in the park. • Xiaogao’s classmates brought a lot of delicious food from different international cuisines. Everyone brought food from their own cultures. • Xiaogao and his classmates talked a lot. He found that many of his thoughts are quite different from his classmates but they found common ground on music and films. 	<ul style="list-style-type: none"> • Xiaogao really enjoyed his weekend because the park was beautiful and the weather was nice. It was an idyllic scenario. • Xiaogao believes he learned a lot from spending time with his classmates at the picnic. For example, he learned that not everyone likes Chinese food. • Xiaogao found some similarities and differences between himself and his New Zealand friends.
<p><i>(b) Possible evidence showing understanding of what Xiaogao learned from his experience.</i></p>	<ul style="list-style-type: none"> • Xiaogao experienced food from many different international cuisines. • New Zealand students are lucky to have the opportunity to learn from exchange students with different cultural backgrounds. 	<ul style="list-style-type: none"> • It’s great that Xiaogao had the chance to experience delicacies from different countries and talk to people from different cultures. • It is important for New Zealand students to learn how to communicate with people from different cultural backgrounds. 	<ul style="list-style-type: none"> • New Zealand society is multicultural. Therefore, it is important for young people to know how to communicate with people from different cultural backgrounds. • It is good to learn from people from different cultures, and to eat food from different cuisines. It is important to understand different people have different perspectives.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of the significance of Matariki and Spring Festival.</i></p>	<ul style="list-style-type: none"> • Matariki is Māori New Year. • Xiaogao’s friend invited him to celebrate Matariki with her family. • Xiaogao’s friend’s grandad said you can see the nine special stars in the sky at Matariki. • Matariki is a time for planning. • Xiaogao was asked what plans he has for the new year. • Spending time with his friend’s grandad reminded Xiaogao of his grandad in China. • Xiaogao’s grandad always gives him a red packet at Spring Festival and asks what his plans are for the new year. • Many people attended dinner at Xiaogao’s friend’s home. • Xiaogao’s friend’s grandad said it was important to Māori that they celebrate the harvest with their family and friends. • Chinese people also like to celebrate the harvest at Spring Festival. 	<ul style="list-style-type: none"> • Matariki is Māori New Year. • Xiaogao’s friend invited him to celebrate Matariki with her family. The family were very warm and welcoming toward Xiaogao. • Xiaogao’s friend’s grandad told him about some of the traditions for celebrating Matariki, such as watching the nine special stars and making plans for the year ahead. • Spending time with his friend’s grandad reminded Xiaogao of his grandad in China. • Xiaogao’s grandad always gives him a red packet at Spring Festival and asks what his plans are for the new year. • Many people attended dinner at Xiaogao’s friend’s home. • Xiaogao’s friend’s grandad said it was important to Māori that they celebrate the harvest with their family and friends. • Xiaogao enjoyed the traditional Māori dishes that guests brought to the dinner. • Chinese people also like to celebrate the harvest at Spring Festival. • Dinner on the night before Spring Festival is important in Chinese culture and is always celebrated with family and a lot of food. Some customs include eating fish, wearing new clothes, and adults gifting children red packets. 	<ul style="list-style-type: none"> • Although Matariki and Spring Festival are celebrated at different times of the year, they are both new year’s celebrations in their respective cultures. • People in New Zealand and China celebrate the new year in similar ways. They both make plans, hope for a nice year, and celebrate the harvest. • There are some differences in how Māori people and Chinese people celebrate the new year. • Māori hope for a good year by watching the stars and making new plans. Chinese also make plans and hope for a good year, particularly for children (shown in the gifting of red packets). • Both cultures celebrate with lots of food, but what they eat can be quite different. • Xiaogao was impressed by a Māori dish he ate. In China, it is customary to eat fish for Spring Festival. • Māori celebrate Matariki with their families and friends. • Chinese people have a special dinner the night before Spring Festival with their families.