

Assessment Schedule – 2024

Chinese: Demonstrate understanding of a variety of written and / or visual Chinese text(s) on familiar matters (91111)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and /or opinions 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, ideas, and /or opinions 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, 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 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 – 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.

	Question ONE	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<i>Possible evidence showing understanding of how Daniel felt about learning Chinese before his school trip to China.</i>	<p>Daniel is a Year 12 student this year. He has been learning Chinese for five years. He likes learning Chinese, but has found that learning characters is getting harder. He practises writing characters every day after dinner, but the next day he still cannot recognise them. It feels like he has never seen the characters before. Learning characters is giving him a headache.</p> <p>Based on Daniel's description, he:</p> <ul style="list-style-type: none"> loves learning Chinese but has grown frustrated as he struggles to learn new characters indicates that he may not continue his Chinese studies next year if he cannot resolve his difficulties learning characters. 	Demonstrates understanding of Daniel's feelings about learning Chinese before his school trip to China.	Explains the reasons why Daniel feels the way he does about learning Chinese, including his frustrations.	Presents a thorough explanation of all the causes of Daniel's frustration with learning Chinese before his school trip. Indicates what impact these feelings could have on his Chinese learning in the future.
(b)	<i>Possible evidence showing understanding of how Daniel's attitude towards learning Chinese was changed by his school trip to China.</i>	<p>Daniel recently went to China with his teacher and classmates. A visit to a famous tea house completely changed his attitude towards learning Chinese.</p> <p>Based on his experience on the school trip, Daniel feels that learning the language and culture are equally important. He thinks that learning about the culture can help him to learn the language, and that it will make learning Chinese quicker and more enjoyable.</p> <p>Daniel found the culture of the tea house very interesting. Some people were playing mahjong, which was fun. It was the school group's first time seeing the game.</p> <p>The Chinese people who were playing mahjong were very friendly. They taught the school group how to play and what the characters were, such as "East", "West", "South", "North", and "Middle". For some reason, Daniel found that he could easily remember these characters while playing mahjong.</p> <p>In the tea house, many people were drinking and talking happily. He found that Chinese tea is totally different to English tea because it has neither sugar nor milk. He felt that both Chinese red and green teas were flavourful.</p> <p>When he got home from the trip, Daniel decided he would continue with his Chinese studies next year. He seems more confident in his learning and has found an effective approach to learning characters.</p>	Demonstrates understanding of Daniel's overall experience of travelling in China.	Explains how Daniel's attitude towards learning Chinese was changed by his school trip to China. Makes links and provides details.	Presents a thorough explanation of how Daniel's attitude towards learning Chinese was changed by his school trip to China.

	Question TWO	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<i>Possible evidence showing understanding of Daniel's comparisons between the use of technology in Chinese and New Zealand classrooms.</i>	<p>Daniel visited a high school in Beijing and texted his mum to tell her that the school was much bigger than his school in New Zealand. There were more than 50 students in each class, and every student had more than 20 books on their desk.</p> <p>Daniel's mum was surprised to learn that the high school students at the school Daniel visited do not use computers in class.</p> <p>Daniel thinks the Chinese school's ban on computers in the classroom is very inconvenient for students. In New Zealand classrooms, however, students can use computers to type, read online, do homework, and complete digital exams.</p>	Demonstrates understanding of Daniel's comparisons between the use of technology in Chinese and New Zealand classrooms.	Explains Daniel's comparisons between the use of technology in Chinese and New Zealand classrooms. Makes links and provides details.	
(b)	<i>Possible evidence showing understanding of how Daniel's mum feels about his use of technology.</i>	<p>Daniel's mum always sees him using his computer at home, so she wanted to know how often he used it each day. When she learned that he spent more than seven hours on his computer every day, she seemed to change her attitude on Daniel using computers to study. She thinks using computers for long periods is not good for one's health, especially for the eyes.</p> <p>Daniel's mum is concerned he might play computer games in class. Though he doesn't play games in class often, he does when he feels tired or bored.</p> <p>It is difficult for teachers in New Zealand to catch students playing games on their computers in class as the teachers are so busy. It may be an advantage for Chinese students to not be distracted by computers in class, as they can focus on learning more easily.</p> <p>Daniel's mother argues that playing games in class does not have any educational benefits. She wants to know Daniel's academic results and if they are hindered by his use of technology.</p> <p>Daniel does not know if technology helps him learn, but he thought the Chinese students' handwritten characters were beautiful. He says that nobody could recognise his character writing in China. This seems to support his mother's concerns around his use of technology in the classroom, as he cannot practise handwriting on his computer.</p>	Demonstrates understanding of how Daniel's mum feels about his use of technology in the classroom.	Explains how Daniel's mum feels about his use of technology in the classroom and why she feels that way. Makes links and provides details.	Presents a thorough explanation of how Daniel's mum feels about his use of technology in the classroom and why she feels that way. Makes inferences.

Question THREE	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of whether Daniel would like to go to Xiaoyue's school in China or not.</i></p>	<p>Xiaoyue has not seen Daniel in a long time, so she asked him if he had been studying recently. Her daily routine is the same as before, she gets up at 5.30 a.m. and arrives home after 9 p.m., she is exhausted!</p> <p>Xiaoyue is surprised to hear that Daniel plays basketball after school and has a part-time job. She is curious as to why Daniel has so much free time, and whether he has any homework.</p> <p>Daniel finishes school at 3 p.m. every day, and does not have a lot of homework. He has been very busy lately with basketball and driving lessons after school, and his part-time job during the weekend.</p> <p>Possible evidence that Daniel would like to study at Xiaoyue's school in China:</p> <ul style="list-style-type: none"> • Xiaoyue spends a long time studying at school, which suggests she will achieve better results. • Daniel asked about a maths concept and Xiaoyue says she already learned about it last year. • The text implies Xiaoyue has a very strong study ethic. Daniel thinks she is very clever, and admires her long study hours. • He thinks he would make faster progress in his learning if he studied in China, too. <p>Possible evidence that Daniel would not like to study at Xiaoyue's school in China:</p> <ul style="list-style-type: none"> • He also thinks that participating in various activities after school has a lot of advantages. For example, playing basketball is good for his health, and if he passes his driving test, he can gain NCEA credits. • His part-time job at the Chinese restaurant helps him to earn money to travel and buy his favourite sports shoes, and he can practise his Chinese and make new friends there. He thinks his Chinese is improving. <p>Ultimately, Daniel does not want to study in China. He thinks participating in his after-school activities is as important as studying, and he is happy.</p>	<p>Demonstrates understanding of whether Daniel would like to go to Xiaoyue's school in China or not.</p>	<p>Explains whether or not Daniel would like to go to Xiaoyue's school in China. Makes links and provides details.</p>	<p>Presents a thorough explanation of whether or not Daniel would like to go to Xiaoyue's school in China. Makes inferences.</p>