

Assessment Schedule – 2024

Chinese (Mandarin): Demonstrate understanding of written Chinese related to everyday contexts (91954)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> involves: <ul style="list-style-type: none"> identifying meaning of the relevant information, ideas, and opinions in the texts communicating an overall sense or intent of the text. 	<i>Demonstrating sound understanding</i> involves: <ul style="list-style-type: none"> selecting evidence of ideas, information, and opinions to establish meaning in the texts connecting specific elements in texts to support meaning or intent in the texts. 	<i>Demonstrating thorough understanding</i> involves: <ul style="list-style-type: none"> interpreting language to make meaning that is precise and fully constructed showing awareness of the writers' choices of language and content that establish context and purpose.

N1	N2	A3	A4	M5	M6	E7	E8
Shows minimal understanding of language or meaning.	Shows a little understanding of language or meaning.	Shows understanding of elements of text language and communicates some meaning or intent.	Shows understanding of elements of text language to communicate general meaning or intent.	Shows understanding by selecting and connecting relevant ideas and language to support responses.	Shows understanding by selecting and connecting relevant ideas and language to confirm responses.	Shows detailed and accurate understanding. Responds by interpreting language and content and justifying conclusions about texts.	Shows detailed and accurate understanding. Responds fully by interpreting language and content choices and justifying conclusions about texts.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 13	14 – 19	20 – 24

Notes

- Inconsistencies are errors that impede overall meaning and therefore impact on the effectiveness of the response and the grade. Errors of less impact should be disregarded.
- Quoting or direct translation *alone* are not sufficient evidence that the candidate understands the meaning of the text soundly or thoroughly.
- The overall grade for a question must be judged after considering how the text as a whole has been understood, and to what depth. Detail is important when it is relevant to the question asked.
- What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

Sample Evidence

Question ONE	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of how Xiao Tian describes his eating habits and preferences in different locations.</i></p>	<p>He likes to eat noodles while he is in China, and sometimes steamed buns too. He likes to have eggs, chicken, and vegetables with noodles, which he thinks is very healthy. His classmates in New Zealand eat sandwiches for lunch. Both steamed buns and sandwiches can contain either pork or beef. He thinks that all of these options are very tasty.</p> <p>Beijing and New Zealand winters are very cold, so he likes to eat hot dumplings in the wintertime as a comfort food. He says eating hot pork dumplings helps him to not get sick easily during winter.</p> <p>Steamed buns and noodles are hot foods, but sandwiches are not. In New Zealand, it is most convenient to eat sandwiches for lunch.</p> <p>Pork is cheaper than beef in China. Xiao Tian likes pork more than beef.</p>	<p>Identifies some of Xiao Tian's eating habits and food preferences.</p>	<p>Explains Xiao Tian's eating habits and food preferences. Gives reasons.</p>	<p>Presents a thorough explanation of Xiao Tian's eating habits and food preferences in China and New Zealand.</p>

	Question TWO	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<i>Possible evidence showing understanding of whether or not Xiao Mei is enjoying life in New Zealand.</i>	<p>She has learned a lot of new things in the six months she has been in New Zealand, and is very enthusiastic about her life here. Some of the new things she has learned include singing, English, and skiing. The tone of her email is very positive. She likes her classes and feels involved when she communicates more.</p> <p>She is excited to see snow in the South Island during winter. She did not have the chance to see snow in China, and was so excited to see heavy snow on the mountains in New Zealand. She appreciates the beauty of New Zealand and adores the white mountains.</p> <p>She has made friends and tried skiing for the first time. She wants her parents to experience skiing because she loves it so much.</p>	Identifies the activities Xiao Mei is enjoying in New Zealand.	Explains the reasons why Xiao Mei is enjoying life in New Zealand, including her favourite activities and her emotions toward them.	Presents a thorough explanation of how Xiao Mei's grandparents know she is enjoying life in New Zealand and what her emotions are about it.
(b)	<i>Possible evidence showing understanding of the changes Xiao Mei has made during her time in New Zealand.</i>	<p>Xiao Mei is happy that she has time to learn music, which is her favourite class now. She used to be too busy with homework and didn't have time to practise singing, which she loves. She has the time now.</p> <p>At the beginning of the year, Xiao Mei couldn't understand what her teacher said. Now she watches English-language television series and reads books in English often, and her English has improved a lot. She thinks she is making progress every day.</p> <p>She is happy she learnt how to ski, even though she doesn't like sports. She skied for three days, and her friends say she is good at it. Even though she got sick afterwards and couldn't go to school for a week, she still wants to go skiing with her parents when they visit her next year.</p>	Identifies some changes Xiao Mei has made during her time in New Zealand.	Explains how Xiao Mei has made changes during her time in New Zealand.	Presents a thorough explanation of the changes Xiao Mei has made during her time in New Zealand.

	Question THREE	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<i>Possible evidence showing understanding of who the target audience of the poster is.</i>	<p>The poster welcomes students to join the Chinese fan dance club.</p> <p>It is targeting students who enjoy dancing, learning about a new culture, and who want to make new friends at school.</p> <p>It is also targeting students who are free from Monday to Friday between the hours of 4 p.m. and 5 p.m., and on Saturdays from 10 a.m. to 11 a.m., and who want to take part in a dancing competition.</p>	Identifies the target audience of the poster, with supporting evidence from the text.	Explains who the target audience of the poster is, with justification.	Presents a thorough explanation of the reasons for who the target audience of the poster is, with full justification.
(b)	<i>Possible evidence showing understanding of whether fan dancing would be a suitable activity for Amy or not.</i>	<p>Amy likes Chinese culture and wants to learn Chinese dance. She doesn't have a friend to go with her, but this is okay because the club encourages people to make new friends there.</p> <p>Amy doesn't like competition, and next year the club will be competing. If she is not comfortable participating in the competition, the fan dancing club might not be the best option for her.</p> <p>She can attend the lessons from Monday to Friday, but she would have to miss the lessons on Saturday because she has to work. Even though she would be able to make it to the majority of the lessons, if the group are participating in the competition, she would need to be committed to attending all of the lessons, including those on Saturday.</p> <p>If she decided to join the fan dancing club, she could talk to her teacher about not wanting to take part in the competition. Then she would be able to attend only some of the lessons and not have to be fully committed.</p>	Identifies whether or not the fan dancing club would be a suitable activity for Amy.	Explains why the fan dancing club would be a suitable activity for Amy or not. Gives reasons.	Presents a thorough explanation of the reasons why the fan dancing club is or is not a suitable activity for Amy.