

**Assessment Schedule – 2024****Chinese (Mandarin): Demonstrate understanding of spoken Chinese (Mandarin) related to everyday contexts (91955)****Assessment Criteria**

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

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
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**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 6	7 – 13	14 – 18	19 – 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**

	<b>Question ONE</b>	<b>Evidence</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
(a)	<i>Possible evidence showing understanding of why the teacher is making the announcement.</i>	<p>The teacher is making an announcement because there has been a terrible weather forecast of strong winds and rain for tomorrow between the hours of 10 a.m. and 2 p.m., when they were supposed to be going to the park, playing rugby, and eating lunch.</p> <p>He is notifying the students of the cancellation of tomorrow's plans because he doesn't want anyone to get sick and it's not suitable for the students to be outside.</p>	Identifies why the teacher is making the announcement.	Explains why the teacher is making the announcement.	
(b)	<i>Possible evidence showing understanding of how the plans have changed, in detail.</i>	<p>Instead of playing rugby and having lunch at the park, everyone will go to school as usual tomorrow.</p> <p>Although they really want to play rugby, the teacher says that attending lessons and not getting sick are also very important.</p> <p>Everyone will attend school in their uniforms, and they are instructed to bring books and pens.</p> <p>They will have one hour of class in the morning, and then they will watch a movie in the classroom.</p> <p>Students are allowed to go home after lunch.</p> <p>If it doesn't rain next week, the teacher will take them to the park.</p>	Identifies how the plans have changed.	Explains in detail how the plans have changed.	Presents a thorough explanation of how the plans have changed.

	Question TWO	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<i>Possible evidence showing understanding of the important information Xiaoming shares with Jing Jing.</i>	<p>It's Spring Festival / Chinese New Year tomorrow and Xiaoming invites Jing Jing to Liang Liang's house for a party.</p> <p>They are going to eat food, watch movies, and play games.</p> <p>Spring Festival is a time to spend with family and friends, and Jing Jing should not be alone.</p> <p>Jing Jing offered to bring some snacks to the party, but Xiaoming told her to just bring herself. All she has to do is wear red clothes.</p> <p>The location of the party is near the library.</p> <p>Jing Jing needs to walk to school and then take the bus to the library.</p>	Identifies basic information about the Spring Festival gathering.	Explains the information about what activities they are going to have at the party.	Presents a thorough explanation of the information about the Spring Festival gathering, what they are going to do, and why this information is being shared.
(b)	<i>Possible evidence showing understanding of what type of person Xiaoming is.</i>	<p>Xiaoming is a caring and thoughtful friend.</p> <p>He invites Jing Jing to come to Liang Liang's house for a Spring Festival (Chinese New Year) dinner celebration when he heard Jing Jing didn't have plans for the holiday.</p> <p>He thinks it is important to include and invite Jing Jing as she shouldn't be alone on the important occasion.</p> <p>He is also very attentive to detail, and gives clear instructions for how to get to Liang Liang's place. He reminded Jing Jing to wear red and told her she didn't have to bring anything to the party, even though she offered to.</p> <p>Xiaoming's invitation makes Jing Jing feel like she is back in China and extremely happy.</p>	Identifies what type of person Xiaoming is.	Explains what type of person Xiaoming is by using evidence from the passage.	Presents a thorough explanation of what type of person Xiaoming is. Provides full justification with evidence from the passage.

	Question THREE	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<i>Possible evidence showing understanding of the things James has to consider when he is shopping.</i>	<p>James has to consider the size (so it is big enough to fit everything inside) and cost of the bag. He doesn't want to get a bag in a colour he doesn't like, such as yellow.</p> <p>He wants to buy a big bag because he's going on a school trip to the Great Wall tomorrow.</p> <p>He does not want to have to buy anything at the Great Wall because it can be expensive. He intends to take water, fruit, and lunch. The weather will be cold tomorrow, so he needs to be able to fit his food and drink, as well as a jersey, in the bag.</p> <p>His younger brother in New Zealand likes to write characters with a writing brush. He wants to buy one for him as a gift.</p>	Identifies what James has to consider while he is shopping, including the items he wants to buy.	Explains what James is going to buy and why, including what considerations he needs to make about his purchases.	Presents a thorough explanation of what James needs to consider when he is shopping, including what he is buying and why he wants them.
(b)	<i>Possible evidence showing understanding of how James feels about his purchases.</i>	<p>James is offered a yellow bag, but he doesn't like the colour. He is happy when he is offered a blue bag, because he likes blue.</p> <p>He seems happy about buying the writing brush as he knows his brother likes writing Chinese characters.</p> <p>He is happy because he managed to bargain and get everything he wanted by paying less than the asking price.</p> <p>He has spent all his money and has to walk home, but he is happy because he bought both the bag for himself and the brush pen as a gift for his younger brother.</p>	Identifies how James feels about his purchases.	Explains why James feels the way he does about his purchases, using details from the passage.	Presents a thorough explanation of how James feels about his purchases, using details from the passage.