

## Assessment Schedule – 2025

### Chinese: Demonstrate understanding of a variety of spoken Chinese texts on familiar matters (91108)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating <b>understanding</b></i> involves making meaning of relevant information, ideas, and/or opinions in the texts.</p> <p>Responses as a whole show an <b>understanding of the general meaning (gist)</b> of the texts.</p>	<p><i>Demonstrating <b>clear understanding</b></i> involves selecting relevant information, ideas, and/or opinions from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a <b>clear understanding of the content</b> of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating <b>thorough understanding</b></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 <b>comprehensive understanding of the content and underlying meaning</b> of the texts, including nuance and meanings not obviously stated in the texts.</p>

#### Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows <b>very little understanding</b> and does not communicate the general meaning of the text.	Shows <b>little understanding</b> and does not communicate the general meaning of the text.	Demonstrates <b>some understanding</b> and <b>communicates some of the general meaning</b> of the text.	Demonstrates <b>understanding</b> and <b>communicates the general meaning</b> of the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously communicates some of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously communicates most of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>thorough understanding</b> and <b>communicates some of the implied meanings</b> by providing supporting detail from the text to <b>justify</b> conclusions.	Demonstrates <b>thorough understanding</b> and <b>communicates most of the implied meanings</b> by providing supporting detail from the text to <b>fully justify</b> conclusions.

**N0** = No response; no relevant evidence.

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–8	9–14	15–19	20–24

## 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	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Possible evidence showing understanding of the strengths and weaknesses in Hana's application.</i>	<p>Strengths:</p> <ul style="list-style-type: none"> <li>Hana has been learning Chinese for four years and has already achieved success in the HSK exam, demonstrating her dedication to improving her Chinese skills.</li> <li>Hana takes the initiative to engage with Chinese students at school during breaks, showcasing her openness to learning through social interaction.</li> <li>Hana has actively participated in cultural activities, such as celebrating the Mid-Autumn Festival with Chinese students and enjoying Chinese snacks. This demonstrates her genuine interest in and respect for Chinese culture.</li> <li>She draws meaningful cultural connections between Chinese traditions (the Mid-Autumn Festival is about the moon) and her Māori heritage (Māori New Year is about the stars). This reflects her cultural awareness and curiosity.</li> <li>She clearly articulates her goal to improve her Chinese by participating in the camp, which aligns with the camp's objectives.</li> </ul> <p>Weaknesses:</p> <ul style="list-style-type: none"> <li>While Hana has been learning Chinese for four years, she admits that she doesn't speak it very well, but this also shows her growth mindset.</li> <li>Hana's application does not highlight any specific leadership roles, awards, or achievements beyond her HSK results.</li> </ul>	Identifies the strengths and weaknesses in Hana's application.	Describes the strengths and weaknesses in Hana's application.	Presents a thorough explanation of the strengths and weaknesses in Hana's application, with full justification using evidence from the passage. Makes inferences.

<p>(b)</p>	<p><i>Possible evidence showing understanding of the strengths and weaknesses in Li Ming's application.</i></p>	<p>Strengths:</p> <ul style="list-style-type: none"> <li>• Li Ming's background of being Chinese but growing up in New Zealand could be beneficial for him in understanding both Chinese and New Zealand cultures.</li> <li>• Even though Li Ming struggles with speaking Chinese, he can still understand it. This can be built upon with further study and practise.</li> <li>• Li Ming describes himself as friendly and enjoys playing sports (rugby and basketball) with his classmates. This indicates that he is socially engaged, which could be beneficial in team settings or when adapting to new environments.</li> <li>• Li Ming has a clear vision for his future, wanting to work in China and study Chinese at university. This ambition demonstrates a long-term commitment to improving his language skills.</li> </ul> <p>Weaknesses:</p> <ul style="list-style-type: none"> <li>• While Li Ming can understand Chinese, he admits that he struggles with speaking it. Although he doesn't explicitly mention it, his reference to Chinese being "too difficult" suggests that he faces challenges in learning the language.</li> <li>• Li Ming mentions that there are no Chinese classes at his school, and he rarely has the chance to practice speaking or writing in Chinese. This lack of learning opportunities may hinder his progress in mastering the language.</li> </ul>	<p>Identifies the strengths and weaknesses in Li Ming's application.</p>	<p>Describes the strengths and weaknesses in Li Ming's application.</p>	<p>Presents a thorough explanation of the strengths and weaknesses in Li Ming's application, with full justification using evidence from the passage. Makes inferences.</p>
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<p>(c)</p>	<p><i>Possible evidence showing understanding of which candidate should be accepted to the camp, with justification as to why.</i></p>	<p><i>Candidates can choose either Hana or Li Ming, so long as they justify their decision with a summary based on the passage.</i></p> <ul style="list-style-type: none"> <li>• Hana’s application highlights her enthusiasm for learning Chinese, her engagement with the culture, and her ability to draw meaningful cultural connections. However, her confidence in speaking Chinese and the depth of her examples could be improved. Strengthening these areas would make her application even more compelling.</li> <li>• Li Ming demonstrates several strengths, including his cultural diversity, clear career goals, and friendly, sociable nature. However, his challenges in speaking and writing Chinese, combined with limited opportunities to practise, pose significant weaknesses. These issues may hinder his ability to fully develop his language skills, though his determination and growth mindset suggest that he is committed to overcoming these barriers in the future.</li> </ul>	<p>Lists the applicant’s strengths, and describes how these qualities make them a stronger candidate.</p>	<p>Describes the applicant’s strengths and weaknesses, and explains how these qualities make them a stronger candidate.</p>	<p>Provides a detailed summary of the applicant’s strengths and weaknesses, and explains how these qualities make them a stronger candidate in comparison to the other applicant.</p>
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Question TWO	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Possible evidence showing understanding of Honghong's family's original travel plans and their reasons for choosing them.</i>	<p>Honghong's family wanted to travel to the South Island for several reasons, including:</p> <ul style="list-style-type: none"> <li>• they were attracted by the natural beauty of the region, having heard that the air is fresh, the water is clean, and there are many beautiful places to explore</li> <li>• they were excited about the possibility of skiing if it snowed, as evidenced by their interest in skiing after seeing photos from the previous year</li> <li>• they were interested in the historical and cultural aspects of the South Island, particularly the fact that the first Chinese immigrants to New Zealand settled there and that there is a Chinese garden to visit.</li> </ul> <p>These factors combined made the South Island a desirable destination for their trip.</p>	Identifies evidence that illustrates the reasons for the plans.	Describes the factors that influenced Honghong's family's decision.	Explains, with supporting details, all the reasons behind Honghong's family's decision.

<p>(b)</p>	<p><i>Possible evidence showing understanding of whether or not Honghong’s family should change their plans based on Li Ming’s suggestions.</i></p>	<p><i>Candidates can choose either yes, the family should change their plans, or no, they should stick to their initial plans, so long as they justify their decision based on information from the passage.</i></p> <p>Li Ming wants Honghong’s family to travel to the North Island for several reasons, including:</p> <ul style="list-style-type: none"> <li>• he offers them the convenience of staying at his house, making the trip more comfortable and enjoyable. Honghong’s family might be able to save money and reconnect with their family in New Zealand</li> <li>• he highlights the colder weather in the South Island during July, with snow and wind making it less convenient for travel</li> <li>• in contrast, the North Island is warmer, and while it still experiences snow on the mountains, the overall climate is more manageable</li> <li>• the North Island has its own attractions, such as a Chinese garden, and most Chinese people now live there. Furthermore, Li Ming offers to take them to Māori cultural activities during Matariki, which he believes they would enjoy.</li> </ul> <p>Honghong’s family should travel to the South Island, because:</p> <ul style="list-style-type: none"> <li>• although Honghong’s family has never visited the South Island, they have heard many positive things about it. They’ve been told that the air is fresh, the water is clean, and the region is filled with stunning natural landscapes. While the South Island is known to be colder than other parts of New Zealand, this cooler climate offers unique experiences, such as skiing during the winter</li> <li>• in addition to its natural beauty, the South Island also holds cultural and historical significance. Honghong learned that some of the earliest Chinese immigrants to New Zealand settled in the South Island, which adds a rich historical dimension to the area. Furthermore, there is a beautifully designed Chinese garden located there, which is not only visually striking but also a meaningful symbol of cultural heritage.</li> </ul>	<p>Identifies the reasons why Honghong’s family should or should not change their plans based on Li Ming’s suggestions.</p>	<p>Describes the reasons why Honghong’s family should or should not change their plans based on Li Ming’s suggestions.</p>	<p>Explains whether or not Honghong’s family should change their plans by comparing both plans and drawing conclusions.</p>
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Question THREE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of the reasons why Amy might change her opinion toward online shopping.</i></p>	<p>Amy likes Li Ming’s new school bag and thinks it is beautiful. She wants a similar one, but it is expensive, costing nearly \$100. She found out that Li Ming bought the bag online for \$60, which she finds cheap and convenient.</p> <p>At the beginning, Amy is doubtful about online shopping. She says, “I know (the website), but I’ve never bought anything there due to a previous negative experience”. She explains that when she bought sneakers from another website, the item was not what she expected. She describes a situation where she waited a month for the sneakers, only for them to be the wrong colour and too small, making them very uncomfortable to wear.</p> <p>Li Ming reassures her by mentioning that many foreigners buy things on that website, and that it’s convenient and cheap. He also shares that he has bought a lot of things there, including a red skirt for his girlfriend, which she thought was cute.</p> <p>Li Ming further reassures Amy by explaining how the Chinese website offers fast delivery. Li Ming says, “I bought this schoolbag last week, and it arrived yesterday”. Amy expresses surprise, saying, “Really? That’s pretty fast.” This shows that the quick delivery time helps shift her perception.</p> <p>Li Ming also addresses Amy’s concern about receiving the wrong items by explaining the website’s refund policy: “If you don’t like what you bought, that’s okay. You can go online, tell them, and they will refund you”.</p> <p>In this conversation, Li Ming provides a cautionary suggestion about online shopping. He advises Amy to be careful, noting that it’s easy to spend too much when shopping online. Amy acknowledges this advice by agreeing, saying, “You’re right”, suggesting that she recognises the importance of being mindful about spending while shopping online.</p>	<p>Identifies the online shopping experiences of Amy and Li Ming.</p>	<p>Describes the differences between Amy and Li Ming’s online shopping experiences and some of the reasons why Amy might change her mind about online shopping based on Li Ming’s experience.</p>	<p>Explains, with supporting details, the reasons why Amy might change her opinion about online shopping based on Li Ming’s experience.</p>