

## Assessment Schedule – 2025

### 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 <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	9–13	14–18	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		Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<i>Possible evidence showing understanding of the reasons why David did or did not find the train comfortable.</i>	<ul style="list-style-type: none"> <li>• David has been traveling in China for more than one week and has had fun every day.</li> <li>• During the high-speed train trip to Shanghai, David was very excited as he had never taken a high-speed train before.</li> <li>• The train's speed was about 350 km/hour, and inside the train, it was neither hot nor cold and was comfortable and clean. Passengers could use free wi-fi to surf the internet. This indicates that the fast train not only saves time but also reduces boredom due to the availability of Wi-Fi to use the internet.</li> <li>• David found out that the train provided food and people could order takeaways and eat on the train.</li> <li>• David thinks the train is very comfortable and he has very positive feelings about the train experience.</li> </ul>	Identifies David's feelings about the train in China.	Describes, in detail, David's feelings regarding his trip on a high-speed train in China.	Explains, with supporting details, David's feelings about the train in China. Draws conclusions.

<p>(b)</p>	<p><i>Possible evidence showing understanding of the highlight of David's train trip.</i></p>	<ul style="list-style-type: none"> <li>• David thinks the most interesting thing is ordering takeaways on a high-speed train.</li> <li>• The waitress was selling dinner, but it was a bit expensive. However, the students were all hungry, so they were planning to buy some food.</li> <li>• The teacher stopped the students as she had ordered takeaways by phone. She told the restaurant the train and seat numbers, and she was sure the food would be delivered to them. David was very surprised, as he exclaimed “what?” and doubted whether “takeaways can be delivered to a train”. This indicates that David was impressed.</li> <li>• The train stopped at a station but only for three minutes. David was worried about whether the food would be delivered on time as there were many people inside the train station. He found a young man running inside the train who gave freshly cooked chicken to them. David was so happy as he found the food his teacher ordered for him was hot, spicy, and yummy! This shows that David was amazed and excited about the efficiency of takeaway deliveries in China.</li> <li>• David thinks people can order takeaways on the train and the takeaway food can keep up with the train, which is a really fun characteristic of China. David's comments also demonstrate his positive feelings about his trip on a speed-train in China.</li> </ul>	<p>Identifies the highlight of David's train trip in China.</p>	<p>Describes, in detail, the highlight of David's trip on a high-speed train in China.</p>	<p>Explains, with supporting details, the highlight of David's train trip. Draws conclusions.</p>
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Question TWO	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Possible evidence showing understanding of how New Zealand Chinese Language Week affects students learning Chinese.</i>	<ul style="list-style-type: none"> <li>• David lives in the North Island and his school has many fun activities and last week was New Zealand Chinese Language Week (NZCLW). He asked Lanlan if South Island schools had fun activities. The presence of NZCLW in both North and South Island schools suggests it is popular on a national scale.</li> <li>• Lanlan thinks that NZCLW, a national event, was also successful in the South Island. Students in Lanlan's Chinese class practised using chopsticks, learnt how to make dumplings, and had a competition "using chopsticks to eat dumplings". The dumplings were yum, and everyone had a lot of fun!</li> <li>• David and his classmates watched movies, learnt kung fu, and learnt how to use a pen brush to write characters. David felt it was easier to learn characters by using a pen brush. It indicates cultural learning is helpful for language learning.</li> <li>• Lanlan agreed. She thinks writing calligraphy with a pen brush is as much fun as painting! Before NZCLW, Lanlan felt it was hard to learn characters. However, she has now decided to continue learning Chinese next year and will participate in the school's trip to China. This demonstrates that cultural activities play an important role in increasing learning motivation.</li> </ul>	Identifies evidence that illustrates NZCLW's effect on Chinese learning.	Describes the effect of NZCLW on Chinese learning and provides details about how cultural activities support learning.	Explains, with supporting details, all the reasons for NZCLW's effect on Chinese learning.

<p>(b)</p>	<p><i>Possible evidence showing understanding of when David and Lanlan think the best time for NZCLW is, and why.</i></p>	<ul style="list-style-type: none"> <li>• David thinks it is important to use cultural activities to motivate Chinese learning, however, NZCLW is always in the last week of Term 3, when the senior students have exams, so it is inconvenient. He suggested arranging NZCLW in Term 2 would be better.</li> <li>• Lanlan agreed senior students were keen on participating, but they cared more about their exam grades. However, Lanlan disagreed about changing the date for NZCLW to Term 2 as her school would have exams during that time. Lanlan does not think the date of NZCLW is crucial, as she realised different schools have different exam timetables so it's not realistic to find a best time for all schools across the country.</li> <li>• Therefore Lanlan thinks using interesting cultural activities to help Chinese learning is more important. Of course, she thought NZCLW should not be arranged in the holidays! That indicates, during the school holidays, schools should not organise any cultural activities to support students Chinese learning.</li> </ul>	<p>Identifies evidence that illustrates the best time for NZCLW based on David and Lanlan's discussion.</p>	<p>Describes Lanlan and David's opinions regarding the best time for NZCLW in detail.</p>	<p>Explains, with supporting details, all the reasons for David and Lanlan's opinions regarding the best time for NZCLW.</p>
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Question THREE		Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<i>Possible evidence showing understanding of the differences between David and Alex's opinions.</i>	<p>In New Zealand, people are allowed to drive from the age of 16, so there are many Year 12 students who are learning how to drive. This indicates learning to drive is popular and important for Year 12 students.</p> <p><i>David:</i></p> <ul style="list-style-type: none"> <li>• thought there were many advantages. You can earn credits for NCEA by learning to drive, and students would not need to wait for a long time for a bus if they could drive to school. Their lives surely would be more convenient. Therefore, David supports Year 12 students starting to learn to drive.</li> <li>• agreed that safety is most important when driving. He suggested students need to be cautious.</li> <li>• thought it would take a lot of time to practise driving, and there were many driving exams.</li> <li>• After successfully passing driving exams, students are nearly at the age for university study.</li> <li>• This indicates students would be more mature for driving when they study at university.</li> <li>• If they started to learn how to drive at university, it would be very inconvenient for students to do a part-time job.</li> <li>• Year 12 is the right age for students to learn to drive as practising and passing exams requires time. When going to university, students will have a full driver's licence, which can help them find and do their part-time jobs.</li> </ul> <p><i>Alex:</i></p> <ul style="list-style-type: none"> <li>• agreed that it was useful if a student could drive.</li> <li>• however, noted some disadvantages. Firstly, many students thought they were adults, and that means they think they are mature enough to drive, so they could be easily excited.</li> <li>• One of Alex's classmates even drove onto the footpath! This shows the disadvantage of Year 12 students learning to drive, as they are not mature enough to have self-control and take responsibility.</li> <li>• Driving a car costs a lot of money. If a car breaks down, parents must spend money to fix it. It indicates that it's not realistic for Year 12 students to learn how to drive as they could not pay to get a car fixed by themselves.</li> <li>• If students drive to school, it is also hard to find a parking space. After parking, students could not park too long. E.g., the places near Alex's school only allow for 2 hours of parking. This indicates that students could not focus on learning if driving to school.</li> <li>• Therefore, Alex thought it was too early for 16-year-old students to learn how to drive.</li> </ul>	Identifies the key points of David and Alex's opinions.	Describes, in detail, David and Alex's opinions regarding learning to drive.	Explains, with supporting detail, all the evidence from David and Alex's opinions regarding learning to drive.

(b)	<p><i>Possible evidence showing understanding of whether or not David's opinion changed after hearing Alex's argument.</i></p>	<ul style="list-style-type: none"> <li>• David partly agreed with Alex. He thought that safety is most important for students. So, students should drive cautiously. He also thought it would be better not driving to school, which differed from his original opinion. He thought driving to school was convenient in his initial argument.</li> <li>• However, David stayed true to his opinion that Year 12 students are at the right age to learn to drive, as practising and passing exams needs time. When going to university, students will have a full driver's licence, they will be adults and more mature to drive. A full licence can help them find part-time jobs when studying at university as well.</li> <li>• Therefore, David was partly convinced by Alex, but he still thought Year 12 students should learn to drive.</li> </ul>	<p>Identifies whether David changed his opinions after hearing Alex's argument or not.</p>	<p>Describes, in detail, whether David changed his opinions after hearing Alex's argument.</p>	<p>Explains, with supporting details, all the evidence for whether David changed his opinions after hearing Alex's argument. Draws conclusions.</p>
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