Assessment Schedule – 2025

Chinese: Demonstrate understanding of a variety of extended written and / or visual Chinese texts (91536)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
*Demonstrating **understanding** involves making meaning of relevant information and varied perspectives in the texts.*	*Demonstrating **clear understanding** involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously.*	*Demonstrating **thorough understanding** involves expanding on relevant information and varied perspectives, and communicating meanings or conclusions implied within the texts.*
Responses as a whole show an **understanding of the general meaning (gist)** of the texts.	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.	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.

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	9–13	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
Possible evidence showing understanding of how learning Chinese can impact one's life.	Learning Chinese opens the door to exploring China's rich culture. Laurence: • He liked Chinese songs when he first heard one and wanted to sing in Chinese. • He studied Chinese and music at university as a result. • He started to sing more Chinese songs at university. Rangi: • He tasted various Chinese cuisines and learned different customs while in China. Learning Chinese brings career opportunities. Laurence: • He participated in a singing competition in China. • This experience inspired him to try new opportunities. • Millions of people listened to him singing Chinese songs on the websites. Rangi: • He got his teaching job in Shanghai because he can speak some Chinese. • He earned more money than he would have in New Zealand. Learning Chinese brings personal development. Laurence: • In 2023, he wrote his own Chinese song. • Now his Chinese is getting better and better. • He has grown to appreciate Chinese culture even more. • Chinese took him to faraway places. This can provide opportunities for him to experience different lifestyles and ways of thinking. Rangi: • His experiences in China made him more confident and better able to understand how people from different cultures live and work. Learning Chinese expands social networks. Laurence: • The attention on Chinese websites can help build new social networks and interpersonal relationships. Rangi: • He made many new friends by coaching rugby and participating in competitions.	Demonstrates some understanding of how learning Chinese can impact one's life by identifying some points from either Laurence or Rangi.	Demonstrates a clear understanding of how learning Chinese can impact one's life by using both Laurence and Rangi's stories to support. Makes links.	Demonstrates comprehensive understanding of how learning Chinese can impact one's life by using both Laurence and Rangi's stories to draw implied meaning and justify their conclusions.

Question TWO	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
Possible evidence showing understanding of why Mikaela explored her Chinese heritage.	• Mikaela explored her Chinese heritage because she became deeply interested in her family history after hearing the story of her great-grandfather, Mr Zhou, who immigrated to New Zealand from China in 1920. She heard that when her great-grandfather first arrived in New Zealand, many people were not welcoming, and life was very difficult for him. Later, he started a family with a Māori woman named Alice, and they had children together. Although life was hard for them at that time, her great-grandparents worked every day and never took a rest, all to provide a good life for their family. Gradually, their lives improved. Now, Mikaela's family has grown to over 100 people. • Learning about her great-grandfather's struggles and perseverance inspired her to visit his hometown in China, where Mikaela felt a strong sense of connection to her roots when she saw many family photos in his old house, despite never having been there before, nor being able to understand the language or culture there. • Additionally, she really likes her Chinese name, 'Mee-Sahn', given by her mother, which reflects her cultural background. She is called Mee-Sahn at home and at school. • Mikaela's exploration also aligns with her belief that understanding different cultures – including her own – helps foster unity and a more inclusive society in New Zealand. There are many different cultures in New Zealand, and people's attitudes towards immigrants are becoming more friendly. Some Chinese people have even started learning about Māori language and culture. She believes that the more people learn about the local language and culture, the more opportunities there will be to find common ground, and New Zealand will become an even better place. • In conclusion, Mikaela's exploration of her Chinese heritage was not just about personal identity but also about fostering connections between cultures in New Zealand. Any other relevant points that are supported by using the text.	Demonstrates some understanding of why Mikaela explored her Chinese heritage.	Demonstrates a clear understanding of why Mikaela explored her Chinese heritage. Makes links.	Demonstrates comprehensive understanding by making justified conclusions about why Mikaela explored her Chinese heritage.

Question THREE	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
Possible evidence showing understanding of the different perspectives of Mr Wang and Mr Li, and which is more agreeable.	*Candidates may choose either option.* Agree more with Mr Wang's perspective: • AI can give teachers more time to engage in activities and communicate with students. It can handle other tasks, like preparing for listening and speaking exercises and language games when learning languages. • AI can help teachers find students' learning habits more quickly, so teachers can adjust their plans and give students better support. • AI can create a personalised learning plan for each student, helping them organise their studies. The students also felt that AI was very helpful. • Students can come up with their own opinions after first learning of other people's through AI. • As long as teachers teach students when they can use AI and how to use it, students should be fine to use AI. Students must understand that AI is not meant to do their homework. • The use of AI can benefit teachers and students. Agree more with Mr Li's perspective: • If students frequently use AI, they will not think as actively as before, so they will develop fewer and fewer of their own ideas. • When they are asked a question, they go to AI for an answer first, without even thinking it over by themselves. Their problem-solving ability / skill will become poorer. • Students also use AI to help with their homework because it is fast and convenient. They don't understand that homework is used to help them revise / consolidate their learning. • Besides, AI can't provide care to the students as teachers do. • AI must have some other risks / dangers that we don't know about. • The use of AI may not benefit students' learning and development. • AI could provide users with inaccurate information. Any other relevant points that are supported by using the text.	Demonstrates some understanding by identifying some elements of Mr Wang and Mr Li's points of view.	Demonstrates a clear understanding of Mr Wang and Mr Li's points of view. Makes links.	Demonstrates comprehensive understanding of Mr Wang and Mr Li's points of view. Draws conclusions.