Assessment Schedule – 2025

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrating understanding involves: • identifying meaning of the relevant information, ideas, and opinions in the texts • communicating an overall sense or intent of the text.	*Demonstrating sound understanding* involves: • 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.	*Demonstrating thorough understanding* involves: • 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
0–7	8–14	15–18	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

	Question ONE	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	*Possible evidence showing understanding of what activities the teacher has planned for the day.*	Morning activities (including midday): • go to the park to play China's famous sport, table tennis • after midday, go to a Chinese restaurant for lunch. Afternoon activities: During lunch, they will go see a new Chinese movie at a cinema.	Identifies the main activities the teacher has planned for the day (going to the park to play table tennis, having lunch at a Chinese restaurant, going to the cinema to watch a new Chinese movie).	Explains and connects the sequence and timing of the activities using evidence from the notice (spending the morning at the park, having lunch, spending the afternoon at the cinema).	
(b)	*Possible evidence showing understanding of how the teacher encourages their students to improve their language skills.*	• If the students order in Chinese (Mandarin), the teacher will buy their lunch for them. This encourages them to speak the language. • The teacher encourages the students to buy their movie tickets in Chinese (Mandarin) by saying if they do, teacher will buy them a Coca-Cola. Watching a Chinese movie will also help the students with their language skills by listening to spoken Chinese (Mandarin). • The teacher promises to make the class dumplings if they all do well in their writing when they write about the in Chinese in their class the following week.	Identifies the teacher's methods for encouraging their students to improve their language skills (free lunch if they order in Chinese, free Coca-Cola if they buy their movie tickets in Chinese, rewarded with dumplings for their good writing).	Explains how each method targets different language skills and connects incentives to behaviours. Gives examples.	Interprets the reasons for the teacher's plans and motivational strategies (the teacher wants the students to use Chinese in authentic situations), backed up with textual evidence.

Question TWO	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
Possible evidence showing understanding of the details of Lili's weekend.	Lili: • had a great time in the weekend • went to the beach with her friend Holly – it took two hours to drive there from her place • stayed at Amy's place, Amy is Holly's older sister who lives at the beach • went running on the beach in the morning • then ate breakfast at a restaurant • enjoyed the tea and bread at the restaurant (they were very nice) • played ball games and went swimming in the afternoon • saw a lot of fish while swimming, which was very interesting • ate dinner at the beach restaurant, which was very expensive but extremely nice • went for a walk on the beach after dinner, then back to Amy's house to play games • had a great time and wants to go back again next weekend.	Identifies key information (stayed at Amy's house at the beach, went for a morning run, had breakfast at a restaurant, played ball games and swam, saw lots of fish, ate dinner, went for a walk, wants to go back).	Explains, in detail, what Lili did this weekend. Links the full sequence in a connected manner.	Presents a thorough interpretation of how Lili felt about her weekend by evaluating language choices such as "very good", "very interesting", and "so delicious", that reflect Lili's positive experience.

Question THREE		Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	*Possible evidence showing understanding of what both host families have to offer Adam while he's in China.*	Wang family: • there are four people in the family – mum, dad, older brother, and younger sister • mum, dad, and younger sister can only speak Chinese, but older brother can speak a little bit of English • dad likes swimming • mum likes running • they watch TV together every night • they often run and swim together in the weekend. Li family: • there are three people in the family – mum, dad, and daughter • dad is a doctor, mum is an English teacher, daughter (Xiao Hong) is a high school student • they all speak English very well • every afternoon, dad and Xiao Hong play table tennis together • dad often has to work at night, so they have dinner with mum first and then play by themselves • on weekends, they often go to the movies together • mum also likes to cook Chinese food and makes a lot of delicious food every night.	Identifies relevant details about the Wang and Li families and what they have to offer Adam (such as family members, languages, routines, and activities).	Explains in detail what the families' descriptions show about them (what both the Wang and Li families have to offer Adam) and connects the information with what Adam is looking for (language practice, routines, sports).	

(b)	*Possible evidence showing understanding of which host family will be the best fit for Adam.*	*Candidates can choose either the Wang family or the Li family, but must provide justification for their decision.* For example: • The Wang family because they speak mostly Chinese and Adam wants to learn Chinese. He can practise as much as he wants with the family. He also shares hobbies with the family, such as running and swimming, which they do in the weekend. Adam can spend his weekend playing the sports he likes with the family. He wouldn't, however, be able to have the time alone in the evenings that he wants, because the family watch TV together every evening. • The Li family may not be suitable for him because they can speak English very well, and don't go running or swimming, which is what Adam likes to do.	Identifies either the Wang family or Li family as being the best fit for Adam and gives some reasons why.	Makes clear connections between what the host families have to offer and Adam's preferences.	Presents a thorough, justified decision, comparing and analysing trade-offs based on Adam's priorities (immersion vs. support, autonomy vs. togetherness).