

Assessment Schedule – 2021

Chinese: Demonstrate understanding of a variety of spoken Chinese texts on areas of most immediate relevance (90868)

Assessment Criteria

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

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 – 6	7 – 12	13 – 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 above.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of William's learning experiences in China and New Zealand.</i>	<p>In China:</p> <ul style="list-style-type: none"> • William attended a school in Beijing. • He gets up earlier. • The teacher speaks quickly. • William can listen to and speak more Chinese. • He has lots of homework. <p>In New Zealand:</p> <ul style="list-style-type: none"> • William's home is not far away from school. • The teacher speaks slowly. • William doesn't speak Chinese at home. 	<p>In China:</p> <ul style="list-style-type: none"> • Although the teacher speaks quickly, which can be challenging, William has more opportunities to use Chinese. • He has a lot of homework to do and has not time to play football with his friends. • His Chinese has improved since he arrived in China, when he felt his speaking was not good, although he had been learning the language for three years. <p>In New Zealand:</p> <ul style="list-style-type: none"> • The teacher speaks slowly, so it is easier for William to understand. • He has more time to play football and run with his friends. • William does not have anyone to speak Chinese with when he gets home, so he cannot practise Chinese. 	<p>He finds it easier to improve his Chinese while living in China.</p>

<p><i>(b) Possible evidence showing understanding of where William prefers to live, and why.</i></p>	<p>Reasons for living in China:</p> <ul style="list-style-type: none"> • He can learn a lot every day. • To improve his Chinese. <p>Reasons for living in New Zealand:</p> <ul style="list-style-type: none"> • He has friends to play soccer and run with. • There is not much homework. 	<p><i>The candidate shows comparison of the two countries.</i></p> <p>Reasons for living in China:</p> <ul style="list-style-type: none"> • His Chinese will improve so he can work in China in the future. • Although it is more tiring living in China, he can learn many new things. • However, his friends in China don't have time to play soccer with him. <p>Reasons for living in New Zealand:</p> <ul style="list-style-type: none"> • There isn't much homework, but it is not easy. • William has more time, as he does not have to wake up so early (6am in China and 8am in New Zealand) to go to school, since school is close by. • Not much homework compared with China. • He has more time and friends to play soccer and run with, which he enjoys. • However, his Chinese might not improve as much or as quickly as if he lived in China. 	<p><i>The candidate justifies both perspectives.</i></p> <p>Reasons for living in China:</p> <ul style="list-style-type: none"> • Although it is more beneficial to his future goal (to work in China), because his Chinese will improve and he will learn the way of life in China, William will not have as much leisure time as he would in New Zealand due to the homework demand and the need to wake up early to get to school. He will also miss out on his sports and social life, as his friends in China are too busy to do leisure activities with him. <p>Reasons for living in New Zealand:</p> <ul style="list-style-type: none"> • He has more time to do what he enjoys, but it might not be as beneficial to him. He will have to find extra support if he wants to improve his Chinese (to practise speaking and listening).
--	---	--	--

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of where David wants to go, and why he needs help.</i>	<ul style="list-style-type: none"> • He wants to go to the park. • The park is in the city centre. • He can't find where he wants to go on the map. 	<ul style="list-style-type: none"> • The map shows the park is behind the library. • David thought the map he has was showing a library, but it is actually a book store. 	David thought he could use a map to make his own way to the park, but he could not find it because he had mistaken a book store for a library, so was looking for the wrong landmark. He needs directions from the visitor centre to reach his destination.
<i>(b) Possible evidence showing understanding of where David should eat, and why.</i>	<ul style="list-style-type: none"> • He should eat at the restaurant on the right-hand side of book shop. It is famous and delicious. <p>OR</p> <ul style="list-style-type: none"> • He should eat at the coffee shop on the left-hand side of the train station. It is famous, cheap, and good. 	<p>He should eat at the restaurant.</p> <ul style="list-style-type: none"> • It is within walking distance (it takes 20 minutes to walk there) or David could take the free bus. <p>OR</p> <p>He should eat at the coffee shop:</p> <ul style="list-style-type: none"> • It is expensive and David said he does not have a lot of money. • The coffee and hotdogs are cheap and good. • David could take the free bus to go there. 	<p>It is better for David to take the free bus to travel around, as he mentioned he doesn't have a lot of money.</p> <ul style="list-style-type: none"> • The restaurant has a famous chef, but it is expensive to eat there, so this might not be a good choice for David. • The coffee shop is further away (it takes 30 minutes by bus), but David could also visit different places and have a look around that area. • The food and drinks have a good review / recommendation from the visitor centre receptionist.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of why Helen wants to start driving lessons.</i>	<ul style="list-style-type: none"> • She is turning 16. • She doesn't want to go in her father's car every day. • To go to university. 	<ul style="list-style-type: none"> • Instead of presents, she wants driving lessons for her 16th birthday. • She can choose to go to her friend's house after school. • For university, she will need to drive herself, since she is not planning to live at home any more. 	<ul style="list-style-type: none"> • She wants to have freedom to choose when and where to go before and after school. • She wants to be independent, especially when she goes to university.
<i>(b) Possible evidence showing understanding of the relationship between Helen and her father, based on their conversation.</i>	<p>They have a close relationship because:</p> <ul style="list-style-type: none"> • They carpool together every day. • They sometimes eat and talk together in the car. • They sing together in the car. • Helen's father doesn't want her to move out. 	<ul style="list-style-type: none"> • Helen enjoys her father's company when they travel together. She feels comfortable telling him her plan for the future. She wants to return home once a week, even when she goes to university, which shows she likes to be around her father / family. • The fact that they can sing together indicates they know the songs each other listens to. 	<ul style="list-style-type: none"> • In addition, Helen's father seems to be very protective of her, as he does not seem to be happy with her moving out or living with her friends. He is also not happy with her only returning home once a week, showing he wants to see his daughter more often.