Assessment Schedule – 2017

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
Demonstrating understanding involves making meaning of the relevant information, ideas, and/or opinions in the spoken texts.	Demonstrating clear understanding involves selecting relevant information, ideas, and/or opinions from the spoken texts and communicating them unambiguously.	Demonstrating thorough understanding involves expanding on relevant information, ideas, and/or opinions from the spoken texts with supporting detail, to show understanding of implied meanings or conclusions in the text.

Evidence

Not Ac	chieved	Achiev	vement	Me	erit	Excell	ence
Demonstrates limite understanding of the		Demonstrates under meaning of the rele ideas, and/or opinitexts.	vant information,	Demonstrates clear selecting relevant in and/or opinions from and communicating unambiguously.	formation, ideas, om the spoken texts	Demonstrates thorous of the implied mean conclusions within	ings or
Some information is candidate has not shof the general mear spoken texts. The re inconsistent , indica misunderstanding.	nown understanding ning (gist) of the sponse is logically	Information is largely candidate has showr the general meaning The response is con	n understanding of of the spoken texts.	Information correctly detail from the spoke candidate attempts t implied meanings, as understanding of sor	en texts. The o communicate nd shows partial	Relevant information opinions, with suppo selected and expand response shows un nuances and mean obviously stated in	rting detail, are led on. The derstanding of ings not
N1 Shows very little understanding and does not convey the general	N2 Shows little understanding and does not convey the general	A3 Demonstrates some understanding of the spoken texts,	A4 Demonstrates understanding of the spoken texts and conveys the	M5 Demonstrates clear understanding of the texts and	M6 Demonstrates clear understanding and	E7 Demonstrates thorough understanding and	E8 Demonstrates thorough understanding and
meaning of the spoken texts.	meaning of the spoken texts.	and conveys some of the general meaning.	general meaning.	unambiguously communicates some of the meaning by selecting relevant	unambiguously communicates most of the meaning by selecting relevant	communicates some of the implied meanings by providing some supporting detail	communicates most of the implied meanings by providing
NØ No response; no rele	vant evidence			information, ideas, and/or opinions from the spoken texts.	information, ideas, and/or opinions from the spoken texts.	from the spoken texts, which justifies conclusions.	supporting detail from the spoken texts, which fully justifies conclusions.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of how Li Ming has adapted to the food in New Zealand.	He drinks milk. He eats bread.	 He did not like milk in China. He ate rice and noodles for breakfast in China. He now drinks milk and eats bread for breakfast. New Zealand milk is cheap and tasty. 	Before Li Ming came to New Zealand, he did not like milk. When he arrived here, he started to drink milk because it is cheap and tasty. He used to have rice or noodles for breakfast and didn't eat bread. Now he enjoys having bread and milk for breakfast. This shows he has adapted well to the changes in his diet.
(b) Possible evidence showing understanding of what hospitality Li Ming's host family shows towards him.	The host mother prepared lunch for Li Ming. She is going to take Sophie and Li Ming to school.	 The host family is nice to Li Ming. The host mother prepared lunch for Li Ming, including fried noodles, fruit, and milk. The host mother will take Li Ming to school for the first week. Sophie asks Li Ming to ring her if he has a problem. 	 He also still enjoys Chinese food, having fried noodles for lunch. Li Ming's host family is nice, helpful and friendly towards him. They have done everything for him so that he can enjoy his stay. For example, for the first week at school, the host mother is going to drive Li Ming to school. This gives him time to become familiar with the environment. For the second week, Sophie is going to take the bus with Li Ming to school. This shows that she normally takes the bus to school. To help him to settle in, Sophie's mum took the time out to drop them off at school. Li Ming's host mother went out of her way to cook the fried noodles that Li Ming likes. She asked him what he liked for lunch. After she knew that Li Ming likes fried noodles, she learnt from her friend how to cook them. The host mother knows that Li Ming likes New Zealand milk, so she provides milk for his lunch, as well

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	as fruit and fried noodles.				
	 Sophie is keen to help Li Ming. She left him her cell phone number. If Li Ming has a problem, he can ring her. 				
	Li Ming commented that he enjoyed living in their house.				

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of Li Ming's impression of the school grounds.	The school is big and beautiful.	The school is big and beautiful. There are trees and flowers.	Li Ming has a positive impression of the school. He thinks the school is big and beautiful. There are trees and flowers everywhere.
			The classrooms are next to the sports field.
(b) Possible evidence comparing high schools in New Zealand with those in China.	 Single-gender school common, or not. Moving between classrooms, or not. Class size differences. Homework load. 	 Single-gender school common, or not. Moving between classrooms, or not. Class size differences. Homework load. 	All four points mentioned in Merit, along with details and implied meanings. For example:
	Any two points mentioned above. E.g. • Chinese students have lots of homework. Their class sizes are big. New Zealand students don't have much homework. Their class sizes are small.	 Any four points mentioned above. E.g. In New Zealand, only 20-30 students in a class. In China, about 50 students in a class. In New Zealand, about one hour of homework each day, while in China, about three hours daily. New Zealand students go to different classrooms for different subjects, whereas Chinese students stay in the same classroom. 	 China: Students have different subjects in the same classroom. They stay put and different subject teachers walk to the class, which is quite convenient for the students. Most of the schools are co-ed schools. There are few boys-only or girls-only schools. New Zealand schools have smaller classes than Chinese schools. Class size is much bigger in China – about 50 students. Homework load is much higher in China. Li Ming, for example, has three hours of homework every day. So students have very little time to play sports. Or New Zealand students have less homework, compared to Chinese students.

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	New Zealand: • Students need to walk to different
	classrooms for different subjects. E.g. maths is in the maths classroom, and English is in the English classroom.
	 Although Sophie's school is co-ed, there are many boys' schools and girls' schools in New Zealand.
	Class size is smaller – between 20 and 30 students.
	Compared to Chinese students, they have much less homework. For example, Sophie has only one hour of homework every day.
	 Students have more free time and can play sport after school. E.g. Sophie invited Li Ming to play soccer after school.

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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of how Li Ming felt at the end of his first day at school.	His teachers speak too fast. He doesn't understand in class.	 He did not have a good day at school because he didn't understand in class. The teachers in New Zealand speak too fast. His teachers in China speak English slowly. 	He must feel upset, overwhelmed / worried / disheartened, tired and frustrated.
			He could not understand his teachers as they speak too fast.
			Although he has learned English for three years, his English is weak, as his teachers back in China are all Chinese and speak English slowly.
			However, he also ended up being motivated and wanted to improve his English by studying at the library.
			Li Ming is very anxious about school work. After one day, he wanted to go to the library to study English instead of playing soccer. This reflects the fact that he is under a lot of pressure.
(b) Possible evidence showing understanding of Li Ming and Sophie's differing views on studying and playing sports, and possible cultural explanations.	 Sophie wants him to play soccer after school. Li Ming wants to do his homework in the library. 	Sophie wants Li Ming to play soccer	Sophie's view:
		 after school. She feels playing sport will help him make new friends and improve his English as well. Li Ming wants to complete his homework in the library. He thinks studying is important. He needs to improve his English. His parents will be angry if his English does not improve. 	She felt that playing sports has its own benefits, such as making friends and learning English. For
			example, she suggested that since he studied the whole day at school, he should play some sport and meet some new friends to wind down. Playing sport could also help him improve his English.
			 However, Sophie also values learning. Therefore, she eventually agreed to go to the library with Li Ming first to study. Then, if there was time, they could play soccer. This shows that she has been raised to value physical activities as well as her studies.

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	 Culturally speaking, in New Zealand, people feel students should have a balanced school life. Sophie has a more relaxed approach to learning. She suggested to Li Ming that he should not be too worried because, as he would be practising English every day, his English would soon be fine. He would find English is not that hard after a few months.
	Li Ming's view:
	 He felt that studying was more important than playing sport. So he wanted to finish his homework in the library first.
	 He wants to succeed academically. He might also be under pressure from his parents, whom he doesn't want to disappoint. He mentioned that they would not be happy if he failed.
	 Chinese families prioritise academic achievement over everything else.

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Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–7	8–13	14–18	19–24