Assessment Schedule – 2023

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 relevant information, ideas, and / or opinions in the texts.*	*Demonstrating **clear understanding** involves selecting relevant information, ideas, and / or opinions from the texts and communicating them unambiguously.*	*Demonstrating **thorough understanding** involves expanding on relevant information, ideas, and / or opinions, with supporting detail, to show understanding of the 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 – 14	15 – 19	20 – 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	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of the information Lili gives Jack for his family trip to China.	• December is winter in China. • It will be very cold. • Don't need to take too many clothes. • Take train to Beijing.	• Lili said Jack and his parents don't need to take many clothes to China because they can buy new clothes there which are nice and cheap. • Lili suggested Jack and his parents take the train to Beijing instead of flying. She said the trains in China are very different from the ones in New Zealand, and that they are very fast and cheap.	
(b) Possible evidence showing understanding of why Jack and his parents will enjoy their trip to China.	• They like winter. • Both Jack and his mum enjoy shopping. • Shanghai is a big and beautiful city. • Disneyland is in Shanghai. • They can go to the Great Wall in Beijing.	• Jack's dad's good friend is in Shanghai. They haven't seen him for a long time. • Shanghai has many interesting places to visit. • The Great Wall in Beijing is the most famous place in China. • They will enjoy taking the train as it's something new.	• They will enjoy it being winter in China. • Jack and his mum will enjoy shopping and buying cheap and beautiful clothes in China. • Jack's dad will enjoy reuniting with his good friend in Shanghai whom he hasn't seen for a long time. • They will enjoy taking the train as it's very different from the train in New Zealand. • They will enjoy visiting both cities as there are many fun places to visit. For example, Disneyland in Shanghai and the Great Wall in Beijing.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of the challenges Jayden faced when he first started learning Chinese.	• Jayden thought studying Chinese was a little bit difficult. • He said he didn't like studying Chinese. • He didn't like speaking Chinese. • He didn't like writing characters. • He didn't like listening to Chinese.	• The Chinese language is very different from English. • He didn't like answering the teacher's questions because he didn't think he spoke Chinese well. • He thought writing the characters by hand was very difficult and tiring, so he didn't do his homework often. • He didn't like listening to Chinese because he couldn't understand it.	
(b) Possible evidence showing understanding of the tips from Jayden for improving Chinese.	• Have a very good Chinese teacher. • Listen to Chinese songs often. • Watch Chinese movies often. • Get to know some classmates who are Chinese. • Have friends who are also learning Chinese.	• Having a very good Chinese teacher is important. Jayden's Chinese teacher helps him a lot. • Practice is also very important. Jayden's Chinese teacher told him that practice is the most important thing. Jayden often talks to his Chinese classmates during break time. • Having friends learning Chinese together is also very helpful. Jayden and his good friends do their Chinese homework and talk in Chinese together.	• Having people around who are supportive is important. Jayden has a very supportive teacher. She told him that the key for improving his Chinese is practice. Having two good friends learning Chinese also motivates Jayden to learn. • Practice makes perfect. Jayden takes every opportunity to practise his Chinese. • Talking to native speakers is helpful for improving speaking and listening skills.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of the activities Chloe did on her school trip at different times of the day.	• 9.00 a.m. – went to the university and learnt to sing in Chinese and write Chinese characters. • 12.30 p.m. – ate lunch at a restaurant. • 2.00 p.m. – returned to the classroom for a drawing lesson.	• 9.00 a.m. – went to the Chinese classroom of a university. Learnt to sing Chinese songs and then how to use a brush pen to write Chinese characters. • 12.30 p.m. – had lunch at a restaurant next to the university where they ate fried noodles and fried rice. • 2.00 p.m. – went back to the classroom where the teacher taught them how to do Chinese painting.	

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(b) Possible evidence showing understanding of whether or not Chloe would recommend the school trip to others.	*Yes, she enjoyed the school trip and would recommend it to others because:* • She thought singing Chinese songs and writing characters was very interesting. • She liked the fried rice and her classmates liked the fried noodles. • She painted a dog. She wants to give the painting to her younger brother. *No, she did not enjoy the school trip and might not recommend it to others because:* • Writing Chinese characters with a brush pen was difficult. • There was a limited choice of food. • Learning about Chinese in a classroom is not the same as going to China. • She does not speak Chinese very well.	*Yes, she enjoyed the school trip and would recommend it to others because:* • She enjoyed singing Chinese songs and using a brush pen to write characters. She thinks singing Chinese songs and writing characters was very interesting. • She liked the fried rice and her classmates liked the fried noodles. She wanted to make fried rice for her family when she got home. • She painted a dog. She wanted to give the painting to her brother as a gift because his birthday was the following day. • She said it is fun to learn about Chinese culture. *No, she did not enjoy the school trip and might not recommend it to others because:* • Writing Chinese with a brush pen was very hard for her to master. • Some of the food choices could be limited. Chloe liked the fried rice, but all her classmates preferred the fried noodles. • Learning about Chinese culture through singing, writing in Chinese, and doing Chinese painting is not the same as experiencing it in China. • Not having the Chinese language skills could make it hard for other students to learn the songs.	*Yes, she enjoyed the school trip and would recommend it to others because:* • She thought singing Chinese songs was very fun. Even though she can't speak Chinese very well, she thought she was very good at singing. She found using the brush pen and singing Chinese songs very interesting. • It was her first time eating Chinese food and she had fried rice. She liked the fried rice and her classmates liked the fried noodles. She liked it so much that she wanted to make fried rice for her family when she got home. • She painted a dog because her younger brother's zodiac sign is the dog. The next day was his birthday and she wanted to give him her painting as a gift. • It was fun to learn about Chinese culture in New Zealand. *No, she did not enjoy the school trip and might not recommend it to others because:* • Writing Chinese characters with a brush pen is hard, and some of Chloe's classmates who struggle with writing may find it challenging. • There are limited food options for people who don't like Chinese cuisine. • A classroom experience is not the same as going to China. They only got to do three activities and had no choice in what they did. • The language barrier could make it hard for some students to enjoy the trip because they might not be able to understand the activities.