

Achievement Standard

Subject Reference Languages 2.4

Title Read and understand written language in Chinese in less familiar contexts

Level 2 **Credits** 6 **Assessment** External

Subfield Languages

Domain Chinese

Status Expiring **Status date** 17 November 2011

This achievement standard is expiring. Assessment against the standard must take place before the expiry date set out below.

Expiry date 31 December 2011 **Date version published** 17 November 2011

This achievement standard involves reading and understanding written texts in Chinese in less familiar contexts.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate good understanding of written texts in Chinese, in less familiar contexts. 	<ul style="list-style-type: none"> Demonstrate very good understanding of written texts in Chinese, in less familiar contexts. 	<ul style="list-style-type: none"> Demonstrate excellent understanding of written texts in Chinese, in less familiar contexts.

Explanatory Notes

- This achievement standard is derived from the reading skills achievement objectives in the Language Skills of *Chinese in the New Zealand Curriculum*, Learning Media, Ministry of Education, 1995, up to and including Level 7.
- Communication functions, language structures, vocabulary and socio-cultural aspects will be consistent with levels up to and including Level 7 of the Chinese curriculum guidelines, or equivalent.
- Assessment activities and student responses will reflect socio-cultural aspects as appropriate.
- Definitions:
 - Less familiar* refers to topics/communicative situations/settings that may be outside the personal experience of the learner but have been learned about in the course of instruction and are appropriate to the language and culture up to and including Level 7 of the Chinese curriculum guidelines, or equivalent.

- *Written text* could include letters, interviews, stories, articles, recipes, diaries, short stories, reviews, etc.
 - *Good, very good* and *excellent* are general descriptors that are defined in the context of each specific assessment schedule, with reference to the quantity and quality of understanding required by the Chinese curriculum, up to and including Level 7, or equivalent.
- 5 This achievement standard is to be used in conjunction with the vocabulary and structures appendix for Chinese that can be accessed from <http://www.tki.org.nz/e/community/ncea/support.php>.
- 6 Evidence will be required from responses to at least two different types of written texts. The combined length of the texts will be about 500 characters.
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Replacement Information

This achievement standard and unit standard 12106 have been replaced by AS91111.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0226