

## Achievement Standard

**Subject Reference** Languages 2.5

**Title** Write text in Chinese on a less familiar topic

**Level** 2      **Credits** 3      **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 writing text in Chinese giving information and/or ideas on a less familiar topic.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Write text in Chinese, on a less familiar topic, which gives relevant information and/or ideas, using appropriate language. Communication is achieved overall despite errors in language use.</li> </ul>	<ul style="list-style-type: none"> <li>Write text in Chinese, on a less familiar topic, which develops relevant information and/or ideas, using a variety of appropriate language. Any errors in language use do not significantly hinder communication.</li> </ul>	<ul style="list-style-type: none"> <li>Write text in Chinese, on a less familiar topic, with substantial development of relevant information and/or ideas, using a wide variety of appropriate language. Language is used confidently and any errors in language use do not hinder communication.</li> </ul>

### Explanatory Notes

- 1 This achievement standard is derived from the writing 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.
- 2 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.
- 3 Assessment activities and student responses will reflect socio-cultural aspects as appropriate.

## 4 Definitions:

- *Appropriate language* refers to the use and/or comprehension of language corresponding to the strands and achievement objectives up to and including Level 7 of the Chinese curriculum guidelines, or equivalent.
- *Less familiar* refers to topics/communicative situations/settings that may be outside the student's 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.
- *Language* in writing refers to vocabulary and language structures as well as spelling and punctuation appropriate to Chinese.
- *Develops* refers to expanding upon or clarifying ideas with detail/reasons/descriptions/explanations. *Substantial development* is when many of the ideas are expanded upon.
- *Errors in language use* refers to errors in the use of vocabulary and language structures, as appropriate to Chinese.

## 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 one text of 150-200 characters – 50 pinyin words may be used. Quality is more important than length.

7 Examples of writing assessment tasks include correspondence, description, narrative, report, commentary and responses to visual stimuli, advertising, etc. Audience and purpose will be clearly stated. The writing styles to be examined for each language will be notified each year through the NZQA assessment specifications at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/>.

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**Replacement Information**

This achievement standard, AS90387 and unit standard 12107 have been replaced by AS91112.

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**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