

## Achievement Standard

**Subject Reference** Chinese (Mandarin) 1.3

**Title** Demonstrate understanding of written Chinese related to everyday contexts

**Level** 1      **Credits** 5      **Assessment** External

**Subfield** Languages

**Domain** Chinese

**Status** Approved      **Status date** December 2023

**Planned review date** December 2028      **Date version published** December 2023

### Purpose Statement

Students are able to demonstrate understanding of written Chinese related to everyday contexts.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of written Chinese related to everyday contexts</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate sound understanding of written Chinese related to everyday contexts</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate thorough understanding of written Chinese related to everyday contexts</li> </ul>

### Explanatory Notes

- 1 *Demonstrate understanding of written Chinese related to everyday contexts* involves:
- identifying the meaning of relevant aspects of information, ideas, and opinions in written Chinese
  - communicating understanding despite inconsistencies.

*Demonstrate sound understanding of written Chinese related to everyday contexts* involves:

- connecting the meaning of relevant aspects of information, ideas, and opinions in written Chinese with supporting detail
- communicating understanding that is not significantly hindered by inconsistencies.

*Demonstrate thorough understanding of written Chinese related to everyday contexts* involves:

- interpreting the meaning from a comprehensive selection of relevant information, ideas, and opinions in written Chinese with precision
- communicating understanding that is not hindered by inconsistencies.

- 2 *Everyday contexts* relate to events or experiences that are familiar and relevant to the student and may reflect Chinese-speaking communities, te ao Māori, the Pacific, and Aotearoa New Zealand.

Examples include:

- school
- family
- hobbies
- holidays.

- 3 *Identifying meaning, connecting meaning, and interpreting meaning* all involve applying knowledge of Chinese vocabulary, grammar, and cultural references to understand the context, audience, and purpose of written Chinese.

- 4 When demonstrating understanding of written Chinese, *inconsistencies* are points of misunderstanding, omission, or addition which impact the overall meaning or clarity of response.

Examples include:

- misunderstanding or misrepresenting information
- drawing conclusions based on partial evidence
- information that is not linked to the source material.

- 5 This achievement standard is intended to assess students who are acquiring skill in Chinese (Mandarin). The level it describes is designed to be accessible to those who only begin formal study of the language in junior secondary school.

- 6 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.

- 7 This achievement standard is derived from the Learning Languages Learning Area at Level 6 of *The New Zealand Curriculum: Learning Media*, Ministry of Education, 2007.

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## Replacement Information

This achievement standard, AS91952, AS91953, and AS91955 replaced AS90868-AS90872.

**Quality Assurance**

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

Consent and Moderation Requirements (CMR) reference 0233

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