

This assessment report is based on assessments for 2023. It may not reflect achievement standards that have been updated.

## 2023 NCEA Assessment Report

<b>Subject:</b>	Chinese (Mandarin) (RAS)
<b>Level:</b>	Level 1
<b>Achievement standard(s):</b>	91954, 91955

### General commentary

Overall, both assessments (reading and listening) gave candidates opportunities to demonstrate their understanding and show evidence of interpretation and analysis as required for Merit and Excellence. The length of the assessments, and the vocabulary and structures were appropriate for Curriculum Level 6.

Candidates who understood the entire question and ensured that their answer addressed the question gained Achievement. Candidates need to ensure that their responses are given in English.

### Report on individual achievement standard(s)

#### **Achievement standard 91954: Demonstrate understanding of written Chinese related to everyday contexts**

##### Assessment

The 2023 examination was comprised of three questions related to everyday contexts, of which candidates were required to respond to all three. Candidates were tasked with reading and responding in either English or te reo Māori. All questions required candidates to demonstrate their understanding of written Chinese.

##### Commentary

Candidates who demonstrated an understanding of the context of each question, the purpose of a text, or why a particular situation was happening tended to do well. Some candidates showed a good understanding of the texts but misinterpreted the questions. Candidates are encouraged to read the questions carefully. Candidates needed to use the evidence in the texts to answer questions. Candidates who used their common knowledge about the two places mentioned in Text B to answer the questions limited their chances of obtaining a higher grade. Candidates who only mentioned information about the place / student they chose, but did not mention any information about the other place / student, also limited their chance of achieving a higher grade.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- provided some information based on the texts that demonstrated a general understanding of the text
- provided only a little detail, or attempted to provide extra detail which was not related to the text or was inaccurate
- showed some inconsistencies in parts of their responses.

Candidates who were awarded **Achievement with Merit** commonly:

- provided clear and full responses
- made connections inside the text
- gave textual evidence to back up ideas.

Candidates who were awarded **Achievement with Excellence** commonly:

- demonstrated a full understanding of most aspects of the text
- provided full and interpretative responses which were succinctly written
- gave conclusions about texts by using accurate evidence.

Candidates who were awarded **Not Achieved** commonly:

- showed minimal or little understanding of language
  - attempted to answer questions but misinterpreted them
  - responded in Chinese.
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## **Achievement standard 91955: Demonstrate understanding of spoken Chinese (Mandarin) related to everyday contexts**

### Assessment

The examination was comprised of three questions, of which candidates were required to respond to all three. Questions One to Three required candidates to listen and respond to three spoken passages representative of different text types.

### Commentary

The quality and length of the listening assessment was appropriate and gave sufficient opportunity for all grades to be achieved.

Candidates who took notes while listening to the passages provided themselves with direct evidence to support their ideas and completed the assessment with good quality responses.

### Grade awarding

Candidates who were awarded **Achievement** commonly:

- attempted to answer most parts of each question
- communicated the general meaning of the passages
- provided responses supported by some evidence from the text, or excluded parts of the passage when giving evidence.

Candidates who were awarded **Achievement with Merit** commonly:

- provided responses which were supported by textual evidence
- understood the links between the ideas in the passages
- gave sufficient evidence to back up their responses, without always drawing strong or accurate conclusions.

Candidates who were awarded **Achievement with Excellence** commonly:

- made extensive use of the listening notes boxes
- demonstrated thorough understanding of the passages by supporting their answers with detailed and precise information relevant to the questions
- addressed the questions directly and interpreted most elements of the text
- understood more complex pieces of information.

Candidates who were awarded **Not Achieved** commonly:

- showed minimal / little understanding of language
  - could not convert their vocabulary knowledge into a demonstration of meaning
  - did not answer the questions directly
  - responded in Chinese.
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