

# 2025 NCEA Assessment Report

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

## General commentary

Overall, both the reading and the listening assessments provided candidates with some challenging opportunities to demonstrate their understanding of the core comprehension skills.

Candidates who understood the entire question and structured their answer with valid evidence gained Achievement. Candidates who showed detailed answers with more complex pieces of information, and who could make connections between views, were able to gain Achievement with Excellence.

## Report on individual achievement standard(s)

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

#### Assessment

This standard assesses the ability of Chinese language learners to read and understand a range of text types that communicate personal information. The assessment required all three main questions to be answered.

The three texts used in the 2025 examination gave candidates opportunities to comprehend the 'why' and 'how' within the contexts of the texts. The texts also provided different layers of information and comprehension that allowed candidates at different proficiency levels to achieve.

#### Commentary

Overall, candidates demonstrated a satisfactory level of comprehension of the written Chinese texts across the various contexts presented. Candidates who engaged more critically with the questions avoided making inferences based on incomplete evidence, producing good answers. Candidates who grounded their responses using the source material rather than relying on prior knowledge fared better. There has been a marked increase in the number of candidates from heritage native-speaker backgrounds. These candidates possessed high levels of proficiency in both Chinese and English, enabling them to interpret complex texts accurately and respond with minimal linguistic constraint. This contributed to a significantly higher proportion of high-quality responses among heritage speakers.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- showed understanding of elements of text language and communicated some meaning or intent
- identified the meaning of the relevant information, ideas, and opinions in the texts, but did not make explicit connections between ideas
- communicated an overall sense of intent of the text but did not explicitly respond to the exam question. Instead, they directly quoted or translated the text showing some inconsistencies in parts of their response.

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

- selected evidence of ideas, information, and opinions to establish meaning in the texts
- connected specific elements in texts to support meaning or intent in the texts but lacked preciseness in conclusion
- used the evidence from the texts to support and confirm their responses, but lacked thoroughness in finer details
- missed the opportunity to interpret the thorough information from the text.

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

- showed detailed and accurate understanding
- responded fully by interpreting language and content and justifying conclusions about texts.

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

- showed minimal or little understanding of language or meaning
- provided information that was not linked to the text
- responded in Chinese
- did not attempt all questions.

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## Achievement standard 91955: Demonstrate understanding of spoken Chinese (Mandarin) related to everyday contexts

### Assessment

The standard requires learners to listen to three audio passages and answer relevant questions. In 2025, the passages consisted of two conversations and one voicemail. Passages reflected everyday experiences, culturally relevant contexts, and the immediate environment of learners. Candidates responded to these three questions in written English or Te Reo Māori.

### Commentary

Candidates were required to show significant literacy ability to produce three written answers. Many native or Chinese heritage candidates achieved a higher proportion of Merit and Excellence scores.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- accurately identified the core information and ideas from the texts
- showed the foundational understanding required by the standard, though they were often less developed in explanatory depth and analytical interpretation.

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
- provided a direct answer supported by translated meaning, usually making explicit connections between key information
- gave sufficient evidence to back up their responses, without always drawing strong or accurate conclusions
- showed understanding by selecting and connecting relevant ideas and language to support / confirm responses.

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

- 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 and made connections between them
- made comparisons between opposing views and / or options
- demonstrated understanding of the speaker's choice of words in the passage.

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

- showed minimal / little understanding of language
  - could not convert their vocabulary knowledge into a demonstration of meaning.
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