



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

Exemplar for Internal Achievement Standard Chinese Level 1

This exemplar supports assessment against:

Achievement Standard 91953

Communicate in Chinese (Mandarin) for a chosen purpose

An annotated exemplar is a sample of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade.

New Zealand Qualifications Authority

To support internal assessment

Grade: Merit

For Merit, the student needs to communicate capably in Chinese (Mandarin) to communicate for a chosen purpose.

This involves using a range of language and building on aspects of information, ideas, and opinions expressed. Communication will not be significantly hindered by inconsistencies.

The student has used a range of language, e.g. “我觉得”, “最喜欢”, “因为”, “所以”, “听说”, etc. They have built on the information and opinions expressed about her weekend activities, including what she usually does on the weekend, what she did last weekend, and her plan for next weekend. Despite inconsistencies, communication is not greatly hindered.

For Excellence, the student would need to demonstrate additional mastery of the language at the expected level, for example by using sentences that follow the correct Chinese language word order.

你好，我叫 xxx. 我十五岁。我是英国人，我在新西兰。我的朋友的名字是丽王。我们学习在 xxx 中学上学。我喜欢画画，因为我觉得画画很有意思。她喜欢看书，唱歌，跳舞和看电影。她不喜欢买东西。我也不喜欢买东西，因为我觉得买东西不有意思。

在学校，我学习数学，科学，英文课，中文课，画课和电脑课。我最喜欢英文课，因为我觉得英文很有用。我的朋友也学习英文，但是她不喜欢英文课，因为她觉得英文很难。她最喜欢科学课，因为她觉得科学很有意思。

周末我很喜欢玩儿滑板，因为很好玩儿。下个周末，我和丽王一起去图书馆中文学习。上个周末，我们学习了在公园因为很热上星期。我听说了下个周末天气很冷，所以我们会学习在图书馆，因为里面图书馆热。

Grade: Excellence

For Excellence, the student needs to communicate skilfully in Chinese (Mandarin) for a chosen purpose.

This involves using a range of language successfully and connecting information, ideas, and opinions cohesively. Communication will not be hindered by inconsistencies.

This student has produced accurate language. The language used is well-chosen and varied. Their presentation is controlled, using a range of language successfully that is appropriate for the level, e.g. “有空的时候”, “不但...而且...”, “因为”, “又 ... 又...”, “比如”, etc. The student refers to present events and experiences, and also the past by describing in detail what he did when travelled in China three years ago.

The information is well connected, starting with an introduction to his family, followed by his hobbies, and ending with a description of a past trip to China with a friend. His opinion about why he enjoyed his trip to China is well expressed.

The presentation is well delivered with good pronunciation and fluency.