



## New Zealand Curriculum Chinese Descriptors

	Listening	Reading	Speaking	Writing	Presenting	Viewing Recognise that the target language is organised in particular ways
<b>Level 1</b> Students can understand and use familiar expressions and everyday vocabulary. Students can interact in a simple way in supported situations.	<ul style="list-style-type: none"> <li>Understand a range of words and familiar spoken phrases</li> <li>Understand and respond to basic classroom instructions</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and understand a range of words and familiar phrases</li> <li>Read pinyin with attention to intonation and increasing fluency</li> </ul>	<ul style="list-style-type: none"> <li>Say/ repeat a few words and simple phrases in Chinese</li> <li>Ask and answer questions in teacher directed situations</li> </ul>	<ul style="list-style-type: none"> <li>Write a few words or simple phrases in pinyin with support e.g. complete the word or phrase</li> <li>Write some simple pictographs in characters with support</li> </ul>	<ul style="list-style-type: none"> <li>Recite simple songs/ poems/ chants in spoken Chinese</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that Chinese is a character-based language</li> <li>Develop an awareness of what is important within Chinese culture e.g. videos and visual images of Chinese festivals and associated food</li> </ul>
<b>Level 2</b> Students can understand and use familiar expressions and everyday vocabulary. Students can interact in a simple way in supported situations.	<ul style="list-style-type: none"> <li>Understand main points from simple spoken Chinese texts on areas of own background</li> <li>Understand some implied meanings from simple phrases</li> </ul>	<ul style="list-style-type: none"> <li>Understand main points from simple written Chinese texts on areas of own background (mainly pinyin)</li> <li>Understand some implied meanings from simple phrases in context</li> </ul>	<ul style="list-style-type: none"> <li>Exchange personal information with text support</li> </ul>	<ul style="list-style-type: none"> <li>Write simple phrases and short sentences in pinyin with support</li> <li>Write some pictographs in characters with support</li> </ul>	<ul style="list-style-type: none"> <li>Give a short spoken presentation or present a visual text about their own background with support e.g. self-introduction based on teacher modelling</li> </ul>	<ul style="list-style-type: none"> <li>Recognise basic pictographic character</li> <li>Start to identify connections between Chinese and their own culture(s) e.g. videos and visual images of Chinese New Year and Christmas, hand signals for numbers</li> </ul>
<b>Level 3</b> Students can understand and construct simple texts using their knowledge of the target language. Students can describe aspects of their own background and immediate environment.	<ul style="list-style-type: none"> <li>Understand main points and some details from simple spoken Chinese texts on areas of own background</li> <li>Understand some implied meanings from simple texts</li> </ul>	<ul style="list-style-type: none"> <li>Understand the main points and some of the detail from simple Chinese written text on areas of own background (pinyin and some characters)</li> <li>Understand some implied meanings from simple texts</li> </ul>	<ul style="list-style-type: none"> <li>Interact using spoken Chinese to communicate aspects of their own background e.g. asking and answering questions about personal likes/ dislikes</li> </ul>	<ul style="list-style-type: none"> <li>Write simple texts describing aspects of their own background with support.</li> <li>Write pictographs and commonly used words in characters</li> </ul>	<ul style="list-style-type: none"> <li>Give a spoken presentation that communicates simple information about their own background and immediate environment. eg. self-introduction</li> </ul>	<ul style="list-style-type: none"> <li>Recognise a few components and radicals in characters and use them to make meaning e.g. kou口, chi吃, he喝, zui嘴</li> <li>Identify connections between Chinese and their own culture(s) e.g. videos and visual images of Chinese New Year and Christmas, hand signals for numbers</li> </ul>

<p><b>Level 4</b> Students can understand and construct simple texts using their knowledge of the target language. Students can describe aspects of their own background and immediate environment.</p>	<ul style="list-style-type: none"> <li>Understand main points and some details from simple spoken Chinese texts on areas of own background and immediate environment</li> <li>Understand some implied meanings from simple texts</li> </ul>	<ul style="list-style-type: none"> <li>Understand main points and some details from simple Chinese texts on areas of own background and immediate environment (characters and some glossed vocabulary)</li> <li>Understand some implied meanings from simple texts</li> </ul>	<ul style="list-style-type: none"> <li>Interact using spoken Chinese to communicate aspects of their own background and immediate environment</li> </ul>	<ul style="list-style-type: none"> <li>Write simple texts describing aspects of their own background and immediate environment e.g. self-introductory email to a homestay family</li> </ul>	<ul style="list-style-type: none"> <li>Give a spoken presentation that communicates simple information about their own background and immediate environment e.g. introduce your family</li> </ul>	<ul style="list-style-type: none"> <li>Recognise components and radicals in characters and use them to make meaning</li> <li>Recognise similarities and differences between Chinese culture and other known culture(s)</li> <li>Recognise the variability within Chinese culture</li> <li>Understand that Chinese language has a deeper cultural meaning e.g. lǜ màozi (green hat means someone has betrayed a partner)</li> </ul>
<p><b>Level 5</b> Students can understand and produce more complex language. They can communicate beyond the immediate context, for example, about past and future events. Students can understand and produce a variety of text types.</p>	<ul style="list-style-type: none"> <li>Understand main points and some details from a variety of spoken Chinese texts on areas of most immediate relevance</li> <li>Understand some implied meanings with texts</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding by finding main points and details from a variety of Chinese texts on areas of most immediate relevance</li> <li>Understand some implied meanings with texts</li> </ul>	<ul style="list-style-type: none"> <li>Interact using spoken Chinese to communicate personal information, ideas and opinions in different situations</li> </ul>	<ul style="list-style-type: none"> <li>Write a variety of texts in Chinese by communicating beyond the immediate context e.g. writing about upcoming weekend plans</li> </ul>	<ul style="list-style-type: none"> <li>Give a spoken presentation that communicates personal information and ideas e.g. talk about your daily routine</li> </ul>	<ul style="list-style-type: none"> <li>Recognise aspects of modern Chinese culture e.g. watch a documentary about one-child policy, environmental issues etc. and reflect on it's impact</li> </ul>
<p><b>Level 6 (NCEA L1)</b> Students can understand and produce more complex language. They can communicate beyond the immediate context, for example, about past and future events. Students can understand and produce a variety of text types.</p>	<ul style="list-style-type: none"> <li>Demonstrate understanding of main points and details from a variety of spoken Chinese texts on areas of most immediate relevance e.g. personal texts</li> <li>Demonstrate understanding of implied meanings or conclusions within texts</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding by making meaning of the relevant information, ideas, and/ or opinions from a variety of Chinese texts on areas of most immediate relevance e.g. a letter to thank the host family</li> </ul>	<ul style="list-style-type: none"> <li>Interact using spoken Chinese to communicate personal information, ideas and opinions in a variety of different situations</li> </ul>	<ul style="list-style-type: none"> <li>Write a variety of text types in Chinese on areas of most immediate relevance e.g. holiday experience</li> </ul>	<ul style="list-style-type: none"> <li>Give a spoken presentation in Chinese that communicates a personal response e.g. description of a school day</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast Chinese culture and other known culture(s) e.g. Chinese New Year and Christmas customs</li> <li>Understand ways in which the Chinese language and culture is organised for different purposes</li> </ul>
<p><b>Level 7 (NCEA L2)</b> Students can use language variably and effectively to express and justify their own ideas and opinions and support or challenge those of others. They are able to use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts.</p>	<ul style="list-style-type: none"> <li>Demonstrate understanding of a variety of spoken Chinese texts on familiar matters e.g. travel</li> <li>Demonstrate understanding of implied meanings or conclusions within a variety of texts on familiar matters</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of a variety of written and/ or visual Chinese texts on familiar matters e.g. Why should we learn Chinese?, blog about a busy period, email about someone moving to a new city</li> <li>Demonstrate understanding of implied meanings or conclusions within a variety of texts on familiar matters</li> </ul>	<ul style="list-style-type: none"> <li>Interact using spoken Chinese to share information and justify ideas and opinions in different situations e.g. discussion with friends about career options</li> </ul>	<ul style="list-style-type: none"> <li>Write a variety of text types in Chinese to convey information, ideas, and opinions in genuine contexts</li> </ul>	<ul style="list-style-type: none"> <li>Give a spoken presentation in Chinese that communicates information, ideas and opinions e.g. welcome to my city/ school speech</li> </ul>	<ul style="list-style-type: none"> <li>Begin to analyse ways that Chinese language and culture is organised for different purposes and analyse ways in which these are designed for different audiences e.g. propaganda and slogans such as“ 好好学习, 天天向上” (hǎohào xuéxí, tiāntiān xiàng shàng)</li> </ul>
<p><b>Level 8 (NCEA L3)</b> Students can use language variably and effectively to express and justify their own ideas and opinions and support or challenge those of others. They are able to use and identify the linguistic and cultural forms that guide interpretation and enable them</p>	<ul style="list-style-type: none"> <li>Demonstrate understanding of a variety of extended spoken Chinese texts from varied perspectives</li> <li>Demonstrate understanding of implied meanings or conclusions within extended texts. *Extended texts = beyond immediate context &amp; unfamiliar matters</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of a variety of extended written and/ or visual Chinese texts from varied perspectives</li> <li>Demonstrate understanding of implied meanings or conclusions within extended texts e.g. discussing the value of the internet</li> </ul>	<ul style="list-style-type: none"> <li>Interact clearly using spoken Chinese to explore and justify varied ideas and perspectives in different situations e.g. pros and cons of being a teenager in NZ compared to being a teenager in China</li> </ul>	<ul style="list-style-type: none"> <li>Write a variety of text types in clear Chinese to explore and justify varied ideas and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Give a clear spoken presentation in Chinese that communicates a critical response to stimulus material e.g. review and reflect on a cultural experience</li> </ul>	<ul style="list-style-type: none"> <li>Analyse ways in which Chinese language and culture is organised for different purposes and analyse ways in which these are designed for different audiences</li> </ul>

to respond critically to texts.