

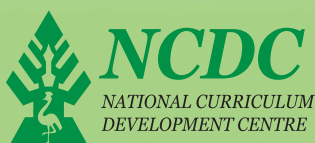


THE REPUBLIC OF UGANDA
Ministry of Education and Sports

ADVANCED SECONDARY CURRICULUM



CHINESE ASSESSMENT GUIDELINES



2026

ADVANCED SECONDARY
CURRICULUM

CHINESE
ASSESSMENT GUIDELINES

2026



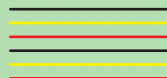
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NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala, or Email: admin@ncdc.go.ug or on the Website: www.ncdc.go.ug



Dr Bernadette Nambi Karuhanga

Director

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1. INTRODUCTION

This assessment guidelines document has been developed as a companion to the Assessment Framework for Advanced Secondary Curriculum and should be read and applied in conjunction with it. The Framework provides the overarching principles, standards, and requirements for assessment across all subjects, while this guideline contextualises those provisions to the specific demands and practices of **Chinese** as a subject.

The assessment of **Chinese** will be guided by four assessment objectives drawn from the four assessment constructs. The assessment of items will be set at the level of the construct, allowing learners to integrate knowledge, skills, and values drawn from the topics within a construct to address a societal challenge or problem. The end-of-cycle assessment of Chinese will be administered by the Uganda National Examinations Board (UNEb). Assessment of Chinese at the school level will be formative and summative.

1.2 ASSESSMENT OBJECTIVES

The end of Cycle assessment for Chinese language will be guided by two assessment objectives focusing on the learner's ability to:

AO1: To assess the learner's ability to interpret, analyze, and respond to written texts in the target language, and to produce clear, coherent, and functional written texts appropriate to purpose, audience, and context.

AO1: To assess the learner's ability to understand main ideas and relevant details in spoken texts, and to interact and express ideas clearly and appropriately in the target language using acceptable pronunciation, fluency, and culturally appropriate communication strategies.

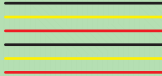
1.3 LINKAGE BETWEEN ASSESSMENT OBJECTIVES, CONSTRUCTS AND SYLLABUS

The table below shows a linkage between the assessment objectives, the constructs and the topics in the syllabus that contribute to the construct.

Table 1:

Table showing relationship between assessment objectives, constructs and the topics in the syllabus

Assessment Objective	Construct	Description of construct	Area in the syllabus
AO1: interpret, analyze, and respond to written texts in the target language, and produce clear, coherent, and functional written texts appropriate to purpose, audience, and context. AO1: understand main ideas and relevant details in spoken texts, and interact and express ideas clearly and	Effective communication	Exchanging information and clearly expressing ideas using appropriate vocabulary and grammar in the Chinese language through oral and written means, using culturally and socially relevant language to facilitate meaningful interactions and mutual understanding.	1) Experiences at School 2) Community Life and Social Responsibility 3) Culture 4) Media and Entertainment 5) Tourism and travel 6) Career



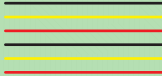
appropriately in the target language using acceptable pronunciation, fluency, and culturally appropriate communication strategies.			
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2. TABLE OF CONSTRUCTS

The table below details the constructs for Chinese. This includes the competencies that make up the construct, the expected learner abilities and evidence of achievement or indicators of what the assessor must look out for as they evaluate the learner's work.

CONSTRUCT	COMPETENCIES The learner:	ABILITIES The learner:	INDICATORS The learner:	LEVEL
Effective communication Exchanging information and clearly expressing ideas using appropriate vocabulary and grammar in the Chinese language through oral and written means, using culturally and socially relevant language to facilitate meaningful interactions	1. Uses Chinese language to communicate through analyzing and creating texts and resources on the school cultures of China and Uganda to develop cultural awareness and appreciation of both cultures.	Reads and identifies main ideas from the texts and dialogues.	Identifies main ideas and key details in written texts and dialogues about school life.	Medium
		Interprets the gist of texts about school culture and life	Explains the overall meaning of texts related to school culture.	Medium
		Analyses literature texts about school culture	Analyses themes and cultural values in school-related literature texts.	High

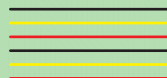


and mutual understanding.	Listens to and identifies main ideas from the texts and dialogues.	Identifies key points from listened texts about school life.	High
	Communicates creatively through speaking and writing about school life	Expresses ideas about school life clearly and appropriately in speech and writing.	High
	Writes short essays about School life	Writes short, organised essays using appropriate grammar and vocabulary.	High
	Translates text to the target language with correct grammar and vocabulary.	Accurately translates school-related texts while maintaining meaning and grammatical correctness.	High

	2. Uses Chinese language to communicate about life in the community and promote harmonious living and environmental protection through analyzing, creating texts and resources to foster intercultural understanding and global citizenship.	Reads and identifies main ideas from the texts and dialogues.	Identifies main ideas in texts about community life and environmental protection.	Medium
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	Interprets the gist of texts about community life and environmental protection	Explains the overall message of texts promoting harmonious living and environmental care.	High
	Analyses literature texts about community life and environmental protection	Analyses social and environmental themes in literature texts.	High
	Listens to and identifies main ideas from the texts and dialogues.	Understands key points from audio texts on community life and environmental protection.	High
	Communicates creatively through speaking and writing about community life and	Communicates ideas on community responsibility and environmental protection clearly in speech and writing.	High

	environmental protection	Writes short essays about community life and environmental protection	Writes short essays describing community activities using correct sentence structures.	Medium
		Translates texts to the target language with correct grammar and vocabulary.	Accurately translates community-related texts while preserving meaning.	High
	3. Uses Chinese language to promote cultural appreciation by analyzing and creating texts on the cultural practices of Uganda and China	Reads and identifies main ideas from the texts and dialogues on culture practices and festivals.	Identifies main ideas in texts about cultural practices and festivals.	Medium

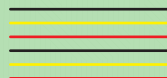


through fostering intercultural understanding between Ugandan and Chinese cultures.	interprets the gist of texts about culture	Explains the overall meaning of cultural texts.	High
	analyses literature texts about culture	Analyses themes and cultural values in literature texts.	High
	Listens to and identifies main ideas from the texts and dialogues.	Understands key points from audio texts about culture.	High
	Communicates creatively through speaking and writing about culture	Expresses cultural ideas clearly and appropriately in speech and writing.	High
	Writes short essays about Culture	Writes short essays describing and comparing cultural practices.	High
	Translates text to the target language	Accurately translates culture-related texts	High

		while maintaining meaning.	
4. Uses Chinese language to communicate about media, and its role in shaping daily life through analyzing and creating texts that explore lifestyle choices, societal trends, and technological advancement to foster awareness.	Reads and identifies main ideas from the texts and dialogues.	Identifies main ideas in texts about media and technology.	Medium
	Interprets the gist of texts about media and technology.	Explains the overall message of texts on media and technology.	Medium
	Analyses literature texts about media and technology.	Analyses viewpoints and themes presented in media-related texts.	High
	Listens to and identifies main ideas from the texts and dialogues.	Understands key points from audio texts about media and technology.	High
	Communicates creatively through speaking and	Discusses media and technology issues	High

	clearly in speech and writing.		
	writing about media and technology.		
	Writes short essays about media and technology.	Writes short essays explaining the role of media in daily life.	High
	Translates text to the target language with correct grammar and vocabulary.	Accurately translates media-related texts using appropriate language structures.	High
5. Uses Chinese language to communicate about tourism and travel by analyzing and creating texts on travel experiences through exploring the importance of tourism to promote an appreciation of culture.	Reads and identifies main ideas from the texts and dialogues.	Identifies main ideas in texts about tourism and travel.	Medium
	Interprets the gist of texts about tourism and travel.	Explains the overall meaning of tourism-related texts.	Medium
	Analyses literature texts about tourism and travel.	Analyses themes related to travel and cultural appreciation.	High

	Listens to and identifies main ideas from the texts and dialogues. Communicates creatively through speaking and writing about tourism and travel. Writes short essays about tourism and travel.	Understands key information from audio texts about tourism. Describes travel experiences clearly in speech and writing.	High
	Writes short essays about tourism and travel. Translates text to the target language with correct grammar and vocabulary.	Writes short essays describing tourism experiences. Accurately translates tourism-related texts while preserving meaning.	High
	6. Uses Chinese language to communicate about career aspirations and personal development	Identifies main ideas in texts about careers and personal development.	Medium



through analyzing and creating texts related to work experiences, self-improvement, and life goals to foster cultural awareness and personal growth.	Interprets the gist of texts about career aspirations and personal development.	Explains the overall meaning of texts related to career goals and self-improvement.	Medium
	analyses literature texts about career aspirations and personal development	Analyses themes related to work, ambition, and personal growth.	High
	Listens to and identifies main ideas from the texts and dialogues.	Understands key points from audio texts about career aspirations.	High
	Communicates creatively through speaking and writing about career aspirations and personal development.	Expresses career goals and personal development ideas clearly in speech and writing.	High

		Writes short essays about career aspirations and personal development.	Writes short essays describing career plans using appropriate grammar.	High
		Translates text to the target language with correct grammar and vocabulary.	Accurately translates career-related texts while maintaining meaning.	High

3. STRUCTURE OF THE EXAMINATION PAPERS

Chinese language at Advanced Secondary will be assessed in two papers. Paper ONE will assess reading and writing based on AO1; while Paper TWO assesses listening and speaking based on AO2. Paper One will take 3 hours and Paper Two will take 2 hours. The total time for both papers is 300 minutes.

Sections per paper:

Paper One: Reading and Writing

Section A: Reading

In this section, the candidate will be assessed on his or her ability to read, understand, interpret and analyse written texts in Chinese. The candidate will respond to questions based on the content, main ideas, supporting details, opinions, attitudes and implied meanings in the text(s). This section shall consist of compulsory reading passage(s) drawn from areas such as Chinese culture, everyday life, literature and other familiar themes from the syllabus.

Section B: Translation

In this section, the candidate will be presented with a compulsory translation task. He/she will be required to attempt translate from English to Chinese in Chinese characters.

Section C: Writing

In this section, the candidate will be presented with two composition writing tasks on either functional or creative writing. The candidate will be required to choose and attempt one scenario-based question on composition writing.

Paper 2: Listening and Speaking

Section A: Listening

The candidate will listen to recorded texts of any type (descriptive, expository, and argumentative) in the Chinese language and will be expected to respond to short response scenario based items on the texts correctly. The learner will be assessed on his/ her ability to listen to, comprehend, and respond to the questions appropriately.

Section B: Speaking

The learner will be provided with two scenarios from which he /she will choose one. The learner will be assessed on his/her ability to correlate ideas and interpret scenarios using appropriate pronunciation and moderate fluency in the Chinese language, with a specific focus on intonation, and correct articulation of distinct sounds. The learner is expected to be able to make a presentation and dialogue.

UGANDA ADVANCED CERTIFICATE OF EDUCATION**SAMPLE EXAMINATION PAPER****CHINESE LANGUAGE****PAPER 1****READING AND WRITING****阅读和写作****TIME: 3 HOURS****Instructions to Candidates:**

- 1) Běnshìjuàn gòng yǒu sān gè bùfēn hé
本 试 卷 共 有 三 个 部 分 : A、B 和 C。
- 2) Bùfēn shì yuèdú lǐjiě kǎoshēng bìxū huídá běn bùfēn de suǒyǒu wèn tí
A 部 分 是 阅 读 理 解 , 考 生 必 须 回 答 本 部 分 的 所 有 问 题。
- 3) bùfēn shìfānyì kǎoshēng xūbǎ suǒ gěi duǎnwén cóng yīngyǔ fānyì chéng hànyǔ bìng yòng hàn zì zuò dá
B 部 分 是 翻 译 , 考 生 须 把 所 给 短 文 从 英 语 翻 译 成 汉 语 , 并 用 汉 字 作 答。
- 4) Bùfēn shì xiězuò běn bùfēn yǒu liǎng dào zuò wén tí kǎoshēng zhī xū xuǎn zé yī tí zuò dá
C 部 分 是 写 作 , 本 部 分 有 两 道 作 文 题 , 考 生 只 须 选 择 一 题 作 答。
- 5) Qǐng bǎ dá àn qīngchǔ dī xiě zài shìjuàn suǒ gěi de kòng bái chù
请 把 答 案 清 楚 地 写 在 试 卷 所 给 的 空 白 处。
- 6) Fán tí mù yāo qiú shí xū shǐ yòng hàn zì zuò dá
凡 题 目 要 求 时 , 须 使 用 汉 字 作 答。

Bùfēn Yuèdú
A 部分：阅 读

- Dú zhè shǒushī bīng huídá wèntí
1) 读 这 首 诗 并 回 答 问 题。

Xiǎo tù zǐ guāiguāi
小 兔 子 乖 乖

xiǎo tù zǐ guāiguāi bǎ mén r kāikāi
小 兔 子 乖 乖，把 门 儿 开 开。

Kuài diǎn r kāikāi wǒ yào jìnlái
快 点 儿 开 开，我 要 进 来。

Bú kāi bùkāi wǒ bùkāi
不 开 不 开，我 不 开，

māma méi huílái shéi lái yě bùkāi
妈 妈 没 回 来，谁 来 也 不 开。

Xiǎo tù zǐ guāiguāi bǎ mén r kāikāi
小 兔 子 乖 乖，把 门 儿 开 开。

Kuài diǎn r kāikāi wǒ yào jìnlái
快 点 儿 开 开，我 要 进 来。

jiù kāi jiù kāi wǒ jiù kāi
就 开 就 开，我 就 开，

Māma huí lái le zhè jiù bǎ mén kāi
妈 妈 回 来 了，这 就 把 门 开。

Wèntí
问 题

- Xiǎo tù zǐ wèishénme bù kāimén
a) 小 兔 子 为 什 么 不 开 门 ？

.....
.....

.....

 b) Wǒ yào jìnlái shì shéi shuō de
 “我要进来”是谁说的？

.....

c) Rúguǒ nǐ shì xiǎo tù zǐ nǐ huì kāimén ma wèishénme
 如果你是小兔子，你会开门吗？为什么？

.....

d) Nǐ juéde māma méi huílái shéi lái yě bùkāi shénme yìsi
 你觉得，“妈妈没回来，谁来也不开”，什么意思？

.....

e) Rúguǒ nǐ shì māma nǐ huì zěnmē jiào xiǎo tù zǐ zhàogù zìjǐ
 如果你是妈妈，你会怎么教小兔子照顾自己？

.....

Sample 2 of Number 1:

Kànjiàn chái jìng
《看见柴静》

Yǒu yī cì yī wèi nǚ jì zhě zài diàn shì jìé mù zhōng wèn wǒ Nǐ jié hūn le
有一次，一位女记者在电视节目中问我：‘你结婚了
ma
吗？’

Wǒ huí dá hái méi yǒu
我回答：‘还没有’

Jì zhě jiē zhe wèn Nǐ jīn nián duō dà le Nǐ bú pà nián líng dà le méi
记者接着问：‘你今年多大了？你不怕年龄大了，没
yǒu rén yào nǐ le ma Hěn duō rén dōu jué de nǚ
有人要你了么？很多人都觉得女。’

Wǒ xiǎng le xiǎng shuō Wǒ jué de jié hūn shì hěn zhòng yào de shì qing
我想了想，说：‘我觉得结婚是很重要的事情，
dàn shì bú shì měi gè rén dōu yào zài tóng yàng de shí jiān jié hūn Měi gè rén
但是不是每个人都要在同样的时间结婚。每个人
de shēng huó dōu bù yí yàng
的生活都不一样。’

Jì zhě yòu wèn kě shì rú guǒ nǐ bù jié hūn yǐ hòu yí gè rén shēng huó bú
记者又问：‘可是如果你不结婚，以后一个人生活不
huì gū dān ma Nǐ bù dān xīn fù mǔ huì wéi
会孤单么？你不担心父母会为

Wǒ huí dá shuō Dāng rán fù mǔ huì dān xīn zhè shì hěn zhèng cháng de
我回答说：‘当然，父母会担心，这是很正常的。

Dàn shì wǒ xī wàng tā men lǐ jiě wǒ de xiǎng fǎ Nǚ rén bú shì yòng lái yào
但是我希望他们理解我的想法。女人不是用来要
de Wǒ men shì zì jǐ xuǎn zé shēng huó Jié bù jié hūn shì zì jǐ de jué dìng
的，我们是自己选择生活。结不结婚是自己的决定

bú shì wèi le bié rén yě bú shì yīn wéi hài pà
, 不是为了别人，也不是因为害怕。’

Jìzhě tīng le yǐhòu chénmò le yíhuìr shuō Nà nǐ xīwàng jiāng lái yǒu jiā tíng ma
 记者听了以后沉默了一会儿，说：‘那你希望将来有家庭吗？’

wǒ xiào zhe shuō yě xǔ huì yě xǔ bù huì Zhòng yào de shì wǒ xīwàng
 我笑着说：‘也许会，也许不会。重要的是，我希望将来无论做什么决定，都是我。’

Wèn tí 问题

Zhè duàn huà shì guān yú shén me

1) 这段话是关于什么？

.....

.....

.....

.....

Jìzhě wèi shén me shuō nǚ rén bú shì yòng lái yào de

2) 记者为什么说“女人不是用来要的”？

.....

.....

.....

.....

Nǐ rèn wéi jìzhě de wèn tí kě yǐ ma Wèi shén me

3) 你认为记者的问题可以吗？为什么？

.....

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.....

Rúguǒ nǐ shì nǚ rén nǐ huì zěn me huí dá jìzhě de wèn tí

4) 如果你是女人你会怎么回答记着的问题？

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.....

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.....

Guānyú jiéhūn de shì r nǐ jué de nánrén hé nǚrén yí yàng ma
5) 关于结婚的事儿，你觉得男人和女人一样吗？

.....
.....
.....
.....



Bùfēn Fānyì
B 部 分 : 翻 译

Fānyì
6) 翻 译

Zài xuéxiào nǐ yǒu yí gè bù xiǎng bāngzhù qí tā rén de péngyou Nǐ
在 学 校 , 你 有 一 个 不 想 帮 助 其 他 人 的 朋 友 。 你
zuìjìn dú le yí duǎn yīngyǔ gùshi Zhè gè gùshi shuō guānxīn dàjiā hěn
最 近 读 了 一 短 英 语 故 事 。 这 个 故 事 说 关 心 大 家 很
zhòngyào Dànshì nà gè péngyou bù huì dú yīngyǔ Qǐng bāng tā fānyì
重 要 。 但 是 那 个 朋 友 不 会 读 英 语 。 请 帮 他 翻 译
yíxià zhè gè gùshi
一 下 这 个 故 事 。

Our community

In Nambule town, people live like one big family, they help each other. When Julia was sick, her neighbours helped her. Tom brought water. Amina cooked food. Other people visited her. They cared for each other. One day, the old people talked about helping and telling the truth. The town became better and developed because people helped each other.

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Bùfen Xiězuò
C 部 分 : 写 作

Zuòwén xiězuò
2. 作 文 写 作。

Rèn hé
任 何 :

Nǐ yǒu yī gè xiǎng lái Wūgāndá lǚyou de péngyou dàn tā bù zhī dào Wū
你 有 一 个 想 来 乌 干 达 旅 游 的 朋 友 , 但 他 不 知 道 乌
gāndá zěnmeyàng Xiě yī fēngxìn gěi nǐ de péngyou shuō yī shuō nǐ wèi
干 达 怎 么 样 。 写 一 封 信 给 你 的 朋 友 , 说 一 说 你 为
shénme juéde tā yīnggāi lái nǐ de guójiā lǚyou gàosù tā Wūgāndá yǒu
什 么 觉 得 他 应 该 来 你 的 国 家 旅 游 , 告 诉 他 乌 干 达 有
nà xiě yǒuyìsī de dìfāng
那 写 有 意 思 的 地 方 。

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Huòzhě

或者

Nǐ zuìjìn gǎibiàn le yīgè xīn xuéxiào xuéxiào yǒu hěnduō tǐyù huódòng
你最近改变了一个新学校，学校有很多体育活动。

Nǐ xiǎng qǐng māma lái cānjiā nà gè xuéxiào de tǐyù bǐsài Qǐng zhǔnbèi
你想请妈妈来参加那个学校的体育比赛。请准备

yī duàn nǐ hé māmā de duì huà Qǐng zhǔnbèi yī duàn nǐ hé māmā de duì
一段你和妈妈的对话。请准备一段你和妈妈的对

huà
话。

.....

结束!

UGANDA ADVANCED CERTIFICATE OF EDUCATION

SAMPLE EXAMINATION PAPER

CHINESE LANGUAGE

PAPER 2

LISTENING AND SPEAKING

听力和口语

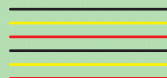
TIME: 2 HOURS

Instructions to Candidates:

Zhè cì kǎoshì yǒu liǎng gè bùfēn hé
1. 这次考试有两个部分 A 和 B。

bùfēn shì tīnglǐ shì kǒuyǔ
2. A 部分是听力, B 是口语。

bùfēn yǒu liǎng ge wèntí xuǎnzé yīgè
3. B 部分有两个问题, 选择一个。



Bùfēn Tīnglì A 部分：听力

Tīng lùyīn huídá wèntí
听录音，回答问题。

Zài nǐ bān Tāngmǔ fēicháng jǐnzhāng tā hàipà gēn qí tā tóngxué
在你班，汤姆(Tom)非常紧张，他害怕跟其他同学
shuō huà yě hàipà wèn lǎoshīmen tíwèn Nǐ de lǎoshī gěi nín tīnglè zhè
说话，也害怕问老师们提问。你的老师给您听了这
duàn duǎnwén qǐng rèn zhēn tīng bìng yòng hàn zì huídá wèntí
段短文，请认真听，并用汉字回答问题。

Nǐmen yǒu xiē rén huì gǎndào jǐnzhāng jǐnzhāng shì yī zhǒng bùshūfu de
你们有些人会感到紧张，紧张是一种不舒服的
gǎnjué Wǒmen huì gǎndào hàipà
感觉。我们会感到害怕。

Rúguǒ yǒu rén gǎndào jǐnzhāng tāmen hěn róngyì fābìng Tāmen yě huì
如果有人感到紧张，他们很容易发病。他们也会
gǎndào lèi bù xiǎng chī fàn Tāmen yě gǎndào bù ānquán Yǒushíhòu tā
感到累，不想吃饭。他们也感到不安全。有时候他
men de tóu téng dùzi yě téng yě bù huì shuìjiào
们的头疼，肚子也疼，也不会睡觉。

Yǒu xiē fāngfǎ kěyǐ jiǎnqīng jǐnzhāng Wǒmen kěyǐ zuò shēn hūxī gēn
有些方法可以减轻紧张。我们可以做深呼吸，跟
péngyou huò jiā rénmen shuō huà Wǒmen kěyǐ wán yìxiē yùndòng lìrú tīzú
朋友或家人们说话。我们可以玩一些运动例如踢足
qiú dǎ lánqiú děng děng Wǒmen bù xūyào xiǎng wèilái huò guòqù Wǒmen
球，打篮球等等。我们不需要想未来或过去。我们
kěyǐ xiě yìxiē shìqíng huò xiě zuòyè Wǒmen kěyǐ tīng yīnyuè
可以写一些事情或写作业。我们可以听音乐。

Rúguǒ jǐnzhāng tài dà wǒmen kěyǐ wèn lǎoshī men huò bàba māma
如果紧张太大，我们可以问老师们，或爸爸，妈妈
bāngzhù wǒmen Wǒmen kěyǐ qù yīyuàn kànbìng
帮助我们。我们可以去医院看病。

Jǐnzhāng shì yī zhǒng cháng jiǎn de gǎnjué Wǒmen kěyǐ xuéxí jiǎn jǐnzhāng
紧张是一种长减的感觉。我们可以学习减紧张
de fāngfǎ wéi le wǒmen guò dé gèng kuàilè de shēnghuó
的方法为了我们过得更快乐的生活。

Wèntí 问题

Gǎndào jǐnzhāng duì rén de shēntǐ jiànkāng shénme yǐngxiǎng

1) 感到紧张对人的身体健康什么影响？

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Jǐnzhāng shénme yìsi

2) 紧张什么意思？

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Chúle wèn lǎoshīmen bàba hé māma wéi jǐnzhāng bāngzhù yǐwài hái

3) 除了问老师们，爸爸，和妈妈为紧张帮助以外，还

yǒu shéi wǒmen kěyǐ wèn bāngzhù

有谁我们可以问帮助？

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- Rúguǒ nǐ gǎndào jǐnzhāng nǐ kěyǐ yòng nǎ xiē fāngfǎ lái jiǎnqī zhè
 4) 如果你感到紧张，你可以用哪些方法来减轻这
 zhǒng gǎnjué
 种感觉？

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- Xuéxiào zěnmē bāngzhù xiàng tāngmǔ zhè yàng gǎndào jǐnzhāng de xué
 5) 学校怎么帮助像汤姆这样感到紧张的学
 shēng
 生？

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Bùfen Kǒuyǔ
B 部分： 口语

Qǐng xuǎnzé yīgè wèntí
请 选择一个问题。

- Nǐ xuéxiào zhǔnbèi le hànyǔ kǒuyǔ bǐsài zhǔtí shì zhíyè zhè cì bǐsài
1) 你 学 校 准 备 了 汉 语 口 语 比 赛， 主 题 是 “职 业”。 这 次 比 赛
xuéshēng yīnggāi yòng hànyǔ biǎodá zìjǐ duì wèilái zhíyè de lǐjiě
学 生 应 该 用 汉 语 表 达 自 己 对 未 来 职 业 的 理 解。
cānsàizhě kěyǐ fēnxiǎng zìjǐ lǐ xiǎng de zhíyè wèishénme xuǎnzé le
参 赛 者 可 以 分 享 自 己 理 想 的 职 业、 为 什 么 选 择 了
nà ge zhíyè yǐjí wèile shí xiàn mùbiāo suǒ zuò de nǔlì yòng dà
那 个 职 业， 以 及 为 了 实 现 目 标 所 做 的 努 力。 用 大
yuē dào jùzi
约 10 到 15 句 子。

- Nǐ xiànzài zài yīgè lǚxíng de gōngsī zuò fānyìrén Yǒu yī gè Zhōngguó
2) 你 现 在 在 一 个 旅 行 的 公 司 做 翻 译 人。 有 一 个 中 国
rén lái Wūgāndá tāduì cānguān gǎnxìngqù Lǎobǎn wèn nǐ bāng tā
人 来 乌 干 达， 他 对 参 观 感 兴 趣。 老 板 问 你 帮 他
jièshào Wūgāndá bùtóng de cānguān de dìfāng Qǐng nǐ gēn tā shuō
介 绍 乌 干 达 不 同 的 参 观 的 地 方。 请 你 跟 他 说。

Nǐ shì Wūgāndá rén lǎoshī shì Zhōngguó rén
(你 是 乌 干 达 人， 老 师 是 中 国 人。)

结束！

4. SCORING RUBRICS

PAPER 1

Assessment grid for reading comprehension

Output	Base of Assessment	4	3	2	1
Written Answers	Understanding of the Text	Identifies the main ideas, key details, and overall message of the passage accurately.	Identifies the main ideas and most key details, though a few details may be missing.	Identifies some main ideas but misses several key details.	Shows limited understanding of the passage; main ideas and details are mostly unclear.
	Interpretation and Response	Explains meanings in the text and gives relevant responses to opinion or scenario questions using ideas from the passage.	Explains most meanings in the text and gives generally relevant responses.	Attempts to explain meanings but responses are brief or only partly relevant.	Responses show little interpretation of the text or are not relevant to the questions.

Use of Relevant In-text Content	Uses details or examples from the passage to support answers and explanations.	Refers to relevant details from the passage with minor omissions.	Makes limited reference to the passage and explanations lack detail.	Responses show little or no use of information from the passage.
Clarity and Organisation of Responses	Ideas are clearly expressed and organised so that answers are easy to follow.	Ideas are generally clear though some answers may lack smooth flow.	Ideas are understandable but organisation is uneven or unclear in some responses.	Responses are poorly organised and difficult to follow.

Assessment Rubric for Translation

Output	Base of Assessment	4	3	2	1
Translated Text	Accuracy (Meaning of Words)	Conveys the meaning of the original passage without omitting or	Conveys most of the meaning of the original passage, though a few	Conveys part of the meaning of the original passage but some ideas are unclear or	Meaning of the original passage is unclear because several ideas are omitted

		distorting key ideas.	details may be missing.	inaccurate .	or incorrectly translated.
Lexical Appropriateness	Uses vocabulary that fits the context and meaning of the passage.	Uses mostly appropriate vocabulary though some repetition or imprecise word choice occurs.	Uses basic vocabulary; some word choices are vague or not suitable for the context.	Uses limited vocabulary and frequent incorrect or literal word choices.	
Grammatical Accuracy and Sentence Structure	Uses correct Chinese grammar and sentence order in most sentences.	Uses generally correct grammar though some sentence structure errors occur.	Shows noticeable grammar or word order errors but the general message can still be understood.	Frequent grammar and sentence structure errors make the translation difficult to understand.	

	Chinese Character Writing	Characters are written clearly with correct radicals and components.	Most characters are written correctly though a few errors in radicals or components occur.	Several characters contain errors in radicals or components.	Many characters are incorrectly written or difficult to read.
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Assessment Rubric for writing

Output	Base of Assessment	4	3	2	1
Written Composition (Letter / Dialogue)	Content & Communicative Impact	Addresses all parts of the task and presents relevant ideas suited to the purpose and audience.	Addresses most parts of the task with ideas that are generally relevant to the purpose.	Addresses some parts of the task but ideas may be repetitive or weakly developed.	Addresses few parts of the task and ideas are unclear or not relevant.
	Organisation & Coherence	Ideas follow a clear structure and are connected	Ideas are generally organised though some	Basic structure is present but	Ideas are poorly organised and

		using appropriate linking expressions or dialogue turns.	links between ideas may be weak.	ideas may be loosely connected.	difficult to follow.
	Language Range & Grammatical Accuracy	Uses a range of HSK3 vocabulary and sentence structures with errors that do not prevent understanding.	Uses appropriate vocabulary and structures though some grammatical errors occur.	Uses limited vocabulary and simple sentence patterns with noticeable errors.	Uses very limited vocabulary and frequent errors make meaning difficult to understand.
	Task Fulfilment & Format	Follows the required format of the task. A letter includes opening and closing; a dialogue shows clear turn-taking.	Follows most features of the required format with minor omissions.	Some elements of the required format are present but others are missing.	Required format is mostly missing or not clear.

PAPER 2
Listening Comprehension Rubric sample

Output	Base of Assessment	4	3	2	1
Written Responses	Understanding of Main Ideas and Details	Identifies the main ideas and key details from the audio text.	Identifies the main ideas and several details from the audio text.	Identifies some main ideas but misses several details from the audio.	Shows limited understanding of the audio text; main ideas and details are unclear.
	Quality and Relevance of Responses	Responses answer the questions clearly using information from the audio.	Responses answer most questions clearly though some details may be missing.	Responses show partial understanding but answers may be incomplete.	Responses show little connection to the information in the audio.

Oral Production Rubric (Monologue)

Output	Base of Assessment	4	3	2	1
Oral Responses	Content Relevance and Development	Addresses the speaking task with relevant ideas and supporting details related to the topic.	Addresses the task with relevant ideas though explanations may be brief.	Addresses some parts of the task but ideas may be simple or repetitive.	Response shows limited connection to the task and ideas are unclear.
	Range of Language and Grammar	Uses a range of vocabulary and sentence structures appropriate to the topic with errors that do not prevent understanding.	Uses appropriate vocabulary and structures though some grammatical errors occur.	Uses limited vocabulary and simple sentence patterns with noticeable grammatical errors.	Uses very limited vocabulary and frequent grammatical errors make communication difficult.
	Fluency and Coherence	Speaks with a steady pace and ideas follow a	Speech is generally smooth though some	Frequent pauses interrupt the flow of ideas.	Speech contains many pauses and ideas are

		logical order.	hesitation occurs.		difficult to follow.
	Pronunciation, Tones and Intonation	Pronunciation and tones are generally clear and understandable.	Pronunciation and tones are mostly understandable though some errors occur.	Pronunciation or tone errors sometimes affect understanding.	Pronunciation and tone errors often interfere with understanding.
	Task Fulfilment	Completes the speaking task and communicates ideas related to the topic.	Completes most parts of the task though some ideas may be brief.	Completes part of the task but important points may be missing.	Does not complete the task adequately .

Oral Interaction Rubric (Interactive)

Output	Base of Assessment	4	3	2	1
Oral Responses	Interaction Skills	Initiates, responds to, and maintains conversation using relevant ideas related to the situation.	Responds and maintains interaction with occasional hesitation.	Responds to questions but interaction is limited or requires support.	Has difficulty responding or maintaining interaction.
	Sociolinguistic Appropriateness	Uses language forms that match the situation and show respect and appropriate tone.	Language is mostly appropriate though minor slips in tone or register occur.	Language sometimes does not match the situation or tone.	Language is often inappropriate or unclear for the situation.
	Strategic Competence	Uses strategies such as clarification, repetition, or examples to maintain	Uses some communication strategies when needed.	Attempts to clarify meaning but strategies are limited.	Rarely uses strategies and interaction may stop when difficulty occurs.

		communica tion.			
	Language Use, Pronunciati on and Fluency	Uses vocabulary and sentence structures that support communica tion with generally clear pronunciati on and tones.	Uses appropriat e language though pronunciat ion or tone errors occur.	Limited vocabular y and noticeabl e pronuncia tion or tone problems.	Very limited language and pronunciat ion problems interfere with understan ding.

5. FINAL CHINESE LANGUAGE GRADE DESCRIPTORS AT A LEVEL

Chinese learning outcomes and competencies have been amalgamated into one Construct: Effective communication. The candidates' overall performance will be identified and recognised using the grade descriptors below.

CONSTRUCT	PERFORMANCE LEVEL	GRADE DESCRIPTION
Effective Communication	Exceptional	The learner demonstrates confident, consistent, and insightful proficiency in Chinese across all four language skills. The learner accurately understands written and spoken texts, including main ideas, details, and implied meaning, and communicates fluently in spoken and written Chinese. Responses are coherent, well structured, and culturally appropriate, showing strong grammatical control and informed judgment in real-life contexts. Errors are minimal and do not affect meaning.
	Outstanding	The learner demonstrates clear and reliable competence in Chinese by integrating reading, writing, listening, and speaking skills effectively. The learner understands main ideas and most details in texts and communicates clearly on familiar topics, linking language use to context and culture. Minor

		grammatical or lexical errors occur but do not impede communication.
	Satisfactory	The learner shows a functional ability to communicate in Chinese by understanding the general meaning of spoken and written texts and responding appropriately in familiar situations. Communication relies on simple structures and familiar vocabulary, with noticeable errors and limited depth, but basic meaning is conveyed.
	Basic	The learner demonstrates limited ability to communicate in Chinese. Understanding of texts is restricted to simple or isolated information. Spoken and written responses are brief, repetitive, and frequently inaccurate, showing minimal control of grammar, vocabulary, or contextual appropriateness.

Example Scoring: An item with 5 bases of assessment/ criteria

Maximum score possible = 25

Minimum score possible = 5

Range = 25 – 5 = 20.

Grade Interval for different levels of achievement =

$$\frac{\text{Range}}{\text{number of levels of achievement}}$$

$$= \frac{20}{5} = 4 \text{ scores}$$

Since the interval is already a whole number, this makes it easy to determine the ranges for each of the five levels of achievement as shown in the table below.

Table 2:

Grading for a single item with 5 bases of evaluation

Performance level	Range of Scores	Optimised Range
Exceptional	21 - 25	23 - 25
Outstanding	17 - 20	18 - 22
Satisfactory	13 - 16	13 - 17
Basic	9 - 12	9 - 12
Elementary	5 - 8	5 - 8



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