

Assessment Schedule – 2016**Scholarship Chinese (93005)**

Question One		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
<p>The candidate:</p> <ul style="list-style-type: none"> • makes errors that may hinder communication • expresses some personal opinions, beliefs, viewpoints or ideas • demonstrates some independent thinking • uses a (limited) range of structures and vocabulary that are only sometimes integrated into the response • inconsistently and / or partially interprets the stimulus material and occasionally makes connections with his / her own ideas • assembles ideas that are limited or partially developed and that only sometimes go beyond the given stimulus material. 	<p>The candidate:</p> <ul style="list-style-type: none"> • effectively communicates, in a natural way, and in a manner that is fluent and flexible • develops and integrates personal opinions, beliefs, viewpoints or ideas • demonstrates aspects of high level analysis and critical thinking • uses a wide variety of complex structures and vocabulary up to and including CL8 or equivalent that is well-integrated into a synthesised response • interprets the stimulus material and makes connections with his / her own ideas that go beyond the given material • engages the intended audience throughout the response • demonstrates highly developed knowledge and skills in written language • expresses ideas with precision and clarity • makes logical, clear, concise and relevant use of written language. 	<p>The candidate:</p> <ul style="list-style-type: none"> • effectively communicates, with sophistication and style, in a natural way, and in a manner that is sustained, fluent, and flexible • develops and integrates sophisticated personal opinions, beliefs, viewpoints or ideas that are perceptive and insightful • demonstrates aspects of high level analysis and critical thinking • uses a very wide variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a high-level synthesised response • fully interprets the stimulus material and makes connections with his / her own ideas that go beyond the given material and which demonstrate independent reflection • captivates the intended audience throughout the response • demonstrates sophisticated knowledge and skills in written language • expresses ideas with precision and clarity, in a convincing way • makes logical, clear, concise and relevant use of written language.
1, 2, 3, 4 marks	5, 6 marks	7, 8 marks

Question One

This question will require a response written in **Chinese**, to passage(s) spoken in **Chinese** provided on a recording.

“选择职业的时候，得到家人和朋友的理解和支持是非常重要的。”你同意这个看法吗？请根据课文，说一说你对这个问题的理解和想法。

Possible evidence – with indications of responses at Outstanding and **Scholarship** level (not limited to these examples)

Note: Candidate responses are judged holistically.

(Possible evidence could look like the following **model responses**).

Note: Teachers and candidates should refer to student exemplars from previous years on the NZQA website to help them understand what is required for success in New Zealand Scholarship.

OUTSTANDING:

Possible evidence – with indications of responses at Outstanding Level.

Example one:

我认为一个人在选择职业（or 工作）的时候，取得家人和朋友的理解和支持是十分重要的。只有得到家人和朋友的支持，才能安心快乐地把工作做好。因此许多人在决定自己职业的时候，所做的第一件事就是告诉自己的父母和好朋友，听取他们的意见，让他们同意和支持自己的决定。比如杰克，他汉语学得非常好，在中文比赛中得了第一名，他打算将来到中国去当中学英语老师。当他作了这个决定以后，首先告诉的是自己的父母和女朋友，争取他们的理解和支持，但是开始的时候，杰克的父母和女朋友并不支持他的选择，他父母说中国离新西兰太远了，回家很不方便，而且在中国当中学老师收入不高，生活会很难。他女朋友觉得杰克在新西兰也能找到很好的工作，为什么要到别的国家去工作，而且她不希望杰克离她太远，那样她就不能常常见到杰克，她会很不开心。父母和女朋友的不支持，让杰克不知道怎么办，他很想做自己喜欢的工作，但又不想让父母和女朋友不高兴，因为家人朋友的支持对杰克来说真的太重要了。于是杰克想办法说服自己的父母和女朋友，他对父母说现在去中国很方便，坐飞机不到十二个小时，而且去中国当老师，不但可以帮助那里的学生们学习英语和新西兰的文化，而且还可以提高自己的中文水平和得到很好的工作经验，这比挣钱更重要。杰克对女朋友说，中国现在到处都能上网，如果他去了中国，会天天上网和她说话。杰克还让他的女朋友和他一起去中国，去看看中国有名的地方和体验一下中国的文化。最后杰克的父母和女朋友都同意了杰克的决定。所以杰克感到特别高兴，对去中国当

老师更有信心了。从这里我们可以看到一个人在选择工作的时候，取得家人和朋友的理解和支持是多么重要！

Example two:

我同意这个说法,“当选择职业的时候，取得家人和朋友的理解和支持是非常重要的”。

对大多数人来说，选择职业是人生的重要决定之一。而在做这种重大决定时，他们当然也希望得到家人和朋友的支持，因为这种支持是对个人决定的一种肯定。就像 **Jack** 一样，当父母知道他不但打算上大学时继续学习汉语和中国文学，而且还准备将来到中国的中学去教英语时，一开始并不高兴，原因是离家太远、收入不高，生活会很难等等。**Jack** 跟他们说去中国教英语对他来说是一举几得，既可以帮助学生学习英语和新西兰文化，又可以提高自己的中文和得到工作经验。他的父母在了解他的想法后就支持他并祝他成功。与此同时，他的朋友们，尤其是他的女朋友也觉得太远，不能常见面，因此也会很不开心。对 **Jack** 来说女朋友的支持是非常重要的。后来在 **Jack** 的劝说下，他的女朋友决定跟他一起去中国。得到家人和朋友的支持，**Jack** 特别高兴，也对去中国当老师更有信心了。

大多数人重视家人和朋友的意见，他们的支持和理解既是对自己选择的肯定，也会有助于增强自己的信心。相反，如果一个人在选择职业时得不到家人朋友的支持，他会常常怀疑自己的能力，以致影响自信心。

做自己喜欢的工作，过自己想要过的生活，同时得到家人和朋友的理解和支持，这是幸运的人生。

These examples show the candidate's skilful usage of idiomatic expressions which are well integrated into a high-level synthesised response.

Question Two		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
<p>The candidate:</p> <ul style="list-style-type: none"> demonstrates superficial or limited understanding of the text(s) in English or te reo Māori inconsistently and / or partially interprets the stimulus material and occasionally makes connections with his / her own ideas assembles ideas that are limited or partially developed and which only sometimes go beyond the given stimulus material offers arguments that are unclear and / or are not supported by effective examples presents a descriptive rather than analytical response. 	<p>The candidate:</p> <ul style="list-style-type: none"> demonstrates understanding of the text(s) and justifies his / her own argument(s) in a coherent way in English or te reo Māori interprets the stimulus material and makes connections with his / her own ideas that go beyond the given material assembles ideas with precision and clarity in a logical manner, through a synthesised response to the question / statement; arguments are supported by examples that are evaluated develops and integrates personal opinions, beliefs, viewpoints or ideas that acknowledge and explore different perspectives and which go beyond the given material. 	<p>The candidate:</p> <ul style="list-style-type: none"> demonstrates understanding of the text(s) and inferences, and justifies his / her argument(s) in a sustained, convincing, and coherent way in English or te reo Māori interprets and evaluates the stimulus material and makes connections with his / her own ideas that go beyond the given material and which demonstrate independent reflection and extrapolation assembles ideas with precision and clarity in a logical and seamless manner, through a deliberate synthesised response to the question / statement; arguments are supported by examples that are effectively evaluated; implications are drawn develops and integrates sophisticated personal opinions, beliefs, viewpoints or ideas that are perceptive and insightful and which investigate and extensively explore different perspectives demonstrates insight and independent reflection at the highest level.
1, 2, 3, 4 marks	5, 6 marks	7, 8 marks

Question Two

This question will require a response written in **English** or **te reo Māori**, to text(s) written in **Chinese**.

Discuss the different perspectives reflected in the letters between Pingping and her mother. Use evidence from the letters to justify your ideas, opinions, and conclusions.

Note: Candidate responses are judged holistically.

(Possible evidence could look like the following **model response**).

OUTSTANDING:

Possible evidence – at Outstanding level (not limited to this example):

The differences in opinion between Pingping and her parents on her further education are a result of a clash between wants – a conflict brought about by differing values and beliefs.

For her parents, Pingping's future career is of utmost importance. Of course, this is entirely understandable – what parent wouldn't care about their own child's future? As such, they urge her to reconsider her decision to enter the University of Auckland's Education program, in preparation to become a teacher. One of the reasons for this is that they believe that teaching is not a good job: the pay is low, the hours are long, and on top of this is the negative impact on her mental wellbeing if confronted with misbehaving or underachieving children. Pingping, on the other hand, believes that children should be free to make their own decisions about their lives – and their parents should happily support them no matter what. Her attitude stems from the observation of many New Zealand families she has come to know over her three years of schooling in the country, which has undoubtedly provided a different worldview for her.

Pingping's parents are also confused as to why she does not want to pursue something that she shows a clear aptitude for. As noted in their letter, Pingping consistently achieves top marks in her class for chemistry, biology, and mathematics, which are the technical foundations for studying medicine. Pingping, however, mentions a classmate who is similarly high achieving in these subjects, but does not want to become a doctor – Mary wishes to become a primary school Chinese teacher, even though Mary's parents know nothing about the language. Despite this, they are very supportive of Mary's decision; indeed, they are happy that she has found her passion and is studying something that she enjoys. Mary and her parents are not overly concerned with material wealth, believing instead happiness is well separated from such trappings, which is something that Pingping's parents clearly disagree with.

Ultimately, this difference in ideologies can be summed up as a battle between Pingping's parents' wants and the wants of Pingping herself. This is highlighted by the fact that her parents mention that they wanted to become doctors when they were younger, but lacked the ability to do so. Pingping, on the other hand, wants the freedom to pursue what she wants to, without parental interference; she is, after all, completely uninterested in medicine, so she thinks there is no point in becoming a doctor. As Pingping points out, if one has no interest in their job, then there is no way they can hope to perform well at that job.

From this example, we can see the different cultural conducts between Chinese and Kiwi parents.

(Give your own opinion while explaining fully which cultural conduct is more preferable for you, using evidence from the letters to support your opinion.)

Question Three		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
<p>The candidate:</p> <ul style="list-style-type: none"> communicates with limited confidence in a manner that is hesitant expresses ideas without a coherent or logical sequence; inconsistently engages the intended audience inconsistently and / or partially interprets the stimulus material and occasionally makes connections with his / her own ideas uses a (limited) range of structures, vocabulary and occasional (or little) use of idiomatic expressions speaks with incorrect intonation; accent affects communication; fails to self-correct. 	<p>The candidate:</p> <ul style="list-style-type: none"> effectively communicates in a manner that is natural, fluent, and flexible expresses ideas with precision and clarity interprets the stimulus material and makes connections with his / her own ideas that go beyond the given material uses a wide variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a synthesised response speaks clearly and concisely with correct intonation; accent has little effect on communication; self-corrects as necessary uses language appropriately such as idiomatic expressions, fillers, and pauses that fit the context. 	<p>The candidate:</p> <ul style="list-style-type: none"> effectively communicates with sophistication and style, in a manner that is natural, fluent, and flexible expresses ideas with precision and clarity, in a convincing way fully interprets the stimulus material and makes connections with his / her own ideas that go beyond the given material and which demonstrate independent reflection and extrapolation uses a very wide variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a high-level synthesised response speaks clearly and concisely with correct intonation; accent has no effect on communication; self-corrects as necessary uses language appropriately such as idiomatic expressions, fillers, and pauses that fit the context.
1, 2, 3, 4 marks	5, 6 marks	7, 8 marks

Question Three

This question will require a spoken response in **Chinese**.

Note: Candidate responses are judged holistically.

在选择学业或者职业的时候，学生可能会跟他们的父母有不同的意见。你觉得他们应该怎么做？

When choosing a study programme or career, students may have different opinions from their parents. What do you think they should do?

Possible evidence could look like the following (indicative **model responses**).

父母与孩子在学习和职业的选择上有不同意见是常有的事情。如果你在这个问题上与父母的意见不同，我觉得你应该试一下下面的方法去说服他们：

首先要认真地听父母把他们的意见说出来，不要马上和父母说“不”，因为那样会让他们很不高兴，而且你和父母的关系会变得很不好；父母会认为他们养大了你，可你对他们一点儿都不尊敬。你应该像苹苹那样，先谢谢父母的关心，对他们的意见和想法表示理解，然后你再跟他们聊聊你的同学和他们的父母是怎么做得。(Give good example / examples of parents supporting their children's study or career decisions.) 这样父母听了你的话以后，也会想想是不是也应该像别的父母那样，听一听孩子的看法。这时你再告诉父母你的想法，跟他们好好地解释一下你为什么要做这样的选择。天下没有不爱自己孩子的父母，我相信通过这样的方法，你一定能得到父母的支持。(Telling about their own study / career choice, and giving reasons which are thorough and convincing.)

The answer is just for reference.