

Assessment Schedule – 2014

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 CD.

为什么莉莉的儿子说这个美国人是他们来美国十二年来遇见的第一人？从这段对话你学到了什么？请谈一谈你对这段对话的理解和感受。

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 indicative teacher-produced **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.



This evidence shows the candidate's skilful usage of idiomatic expressions which are well integrated into a high-level synthesised response.

SCHOLARSHIP:

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

我十分支持网上购物，主要由于它实惠方便，选择丰富，区区几页网页便能存入全国乃至世界各地的商品信息，

This snapshot demonstrates the candidate's highly developed knowledge and skills through her error free written language.

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**.

- (a) 为什么马可老师说现在的年轻人是“最愚蠢的一代”？
Why did Mr Mark say today's younger generation is “the most stupid generation”?
- (b) 你认为“愚蠢”指的是什么？
What do you think the term “stupidity” refers to in this article?

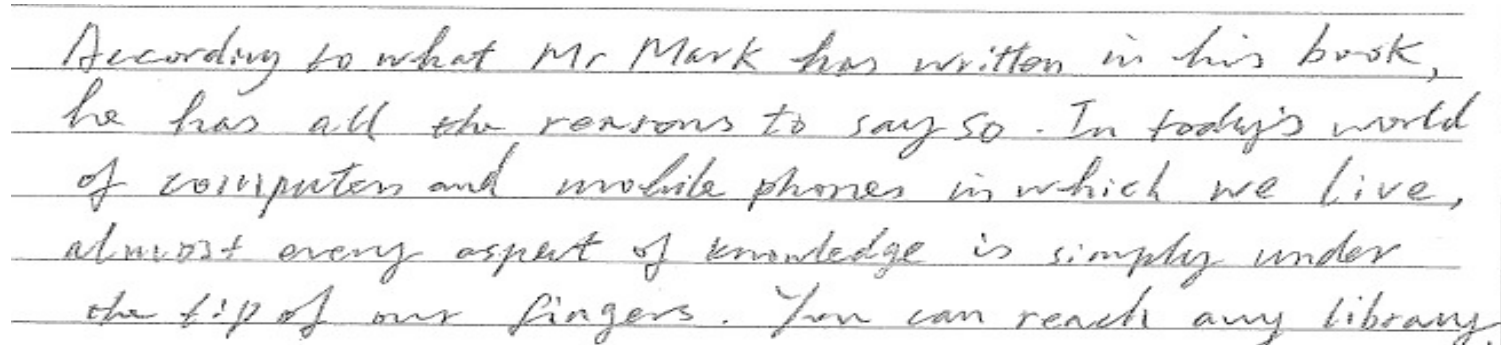
Possible evidence – with indications of responses at Outstanding and **Scholarship** level (not limited to these examples)

Note: Candidate responses are judged holistically.

[Possible evidence could look like the following indicative **model responses**.]

OUTSTANDING:

Possible evidence – at Outstanding level (not limited to these examples)



According to what Mr Mark has written in his book, he has all the reasons to say so. In today's world of computers and mobile phones in which we live, almost every aspect of knowledge is simply under the tip of our fingers. You can reach any library.

This paragraph provides evidence to demonstrate that the candidate can confidently communicate, with perception, insight, sophistication and style, in a natural way, and in a manner that is fluent and flexible.

SCHOLARSHIP:

Possible evidence – at Scholarship level (not limited to these examples)

I don't think the term “stupidity” here actually refers to being stupid in the normal sense. The development of modern computers and mobile phone technology is supposed to make the acquisition of knowledge faster, more conveniently and efficiently and with ease. I think that it would be stupid for today's younger generation not to make use of the modern technology to their advantage.

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.

你同意马克老师的说法吗？你认为今天的生活方式会使你变得更聪明或者更愚蠢？为什么？