

**Assessment Schedule – 2021****Scholarship Chinese (93005)**

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

**Question One**

A popular Chinese song lyric says, “How can you see a rainbow without experiencing wind and rain?” Discuss this lyric in relation to your experience of the global COVID-19 crisis.

中国有一句歌词说:“不经历风雨, 怎能见彩虹?” 请根据对话和全球新冠肺炎疫情中你的个人经历, 阐明你对这句歌词的理解。

**Possible evidence:** Responses are not limited to these examples and should be judged holistically.

**Please note:** The candidate must refer to the listening passage, but they cannot simply translate the content without providing analysis and discussion.

Scholarship Performance	Outstanding Performance
<ul style="list-style-type: none"> <li>青少年经历挫折非常重要。经历了风雨和磨难, 才更有利于培养坚强的性格和乐观的心态。</li> <li>从对话中可以知道, Michael 认为 2020 年新冠肺炎的经历, 对他个人成长有很大的帮助, 让他学到了很多。比如, 他亲眼看到了自己的父母从失业到再就业, 新冠肺炎的冲击, 让他们稳定的工作一夜之间化为乌有。他的父母没有生气, 而是积极面对 ... (can put some more details here)。</li> <li>他父母的榜样力量, 让 Michael 有信心去面对他的未来。从对话中可以听出, Xiao Hong 很担心 Michael 去南岛生活, 但 Michael 已经有具体的计划去适应新环境, 开始新生活。比如, 参加各种当地的活动, 交新朋友, 上网联系老朋友, 还要学做面包, 打工挣钱等。</li> <li>对我来说, ... (free development, according to personal experiences)。</li> </ul>	<ul style="list-style-type: none"> <li>从另一方面来说, 灾难或者挫折也可以让坏事变好事。古人云, “祸兮福所倚”。虽然 Michael 的家庭巨变, 不可避免地会对他产生消极的影响, 但是这也给了他成长的机会。</li> <li>他目睹了他父母在面对困难时, 积极进取的态度, 这让他对自己的将来, 也能坦然乐观地面对。比如, 他虽然马上要去陌生的南岛生活了, 但他仍然在享受跟朋友 Xiao Hong 的聊天, 欣赏新年烟火表演。他对自己的未来, 并不担心, 害怕。这种健康的心态, 得益于他 2020 年的经历。</li> <li>对我来说, ... (free development, according to personal experiences)。</li> <li>2020 年的经历, 对青少年心理健康成长, 非常重要。</li> <li>虽然人生道路中的风雨在所难免, 但是不经历风雨, 青少年很难得到锻炼。</li> <li>用积极的心态面对挑战, 最终会“守得云开见月明”。</li> </ul>

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

**Question Two**

“Good fortune follows disaster.” Discuss how you are inspired by this saying, based on the three diary entries.

“坏事里面有好事。”根据三篇学生日记的内容，请讨论你是如何得到激励的。

**Possible evidence:** Responses are not limited to these examples and should be judged holistically.

Scholarship Performance	Outstanding Performance
<p>Points that could be discussed:</p> <ul style="list-style-type: none"> <li>• Has COVID-19 reversed globalisation?</li> <li>• In 2020, due to COVID-19, schools were closed, and students learnt from home and teachers taught from home.</li> <li>• In the future, lockdowns are still likely to happen to fight COVID-19.</li> <li>• Students need to cope with learning online, and teachers need to have strategies to teach online.</li> <li>• There are obvious advantages of online teaching and learning.</li> <li>• Online learning might be a supplementary part of future learning.</li> <li>• In lockdowns, family members stay together and have quality family time.</li> <li>• In lockdowns, people support each other.</li> <li>• In lockdowns, people rely more on information from various types of media.</li> <li>• Reflect on selecting and evaluating information from mass media.</li> <li>• Students need to be positive to go through difficult situations.</li> <li>• Students experienced a special year and learnt to deal with it with a positive attitude.</li> <li>• Parents' experience of working online from home.</li> <li>• People are encouraged to be open-minded.</li> <li>• International students got the opportunity to experience the whole celebration of Christmas and culture with their New Zealand families.</li> <li>• The homesickness felt by international students was alleviated by the support from schools and the wider community.</li> </ul>	<p>Points that could be discussed:</p> <ul style="list-style-type: none"> <li>• People should always keep a positive attitude, especially in difficult situations.</li> <li>• Every cloud has a silver lining. There is always a positive side of things.</li> <li>• People learn more from challenges and grow from hardship.</li> <li>• Reflect on making decisions based on scientific knowledge, using New Zealand leaders as an example.</li> <li>• Leaders need to make decisions to win the battle against the virus based on truth and science, no matter the differences between countries and cultures.</li> <li>• People need to seek and evaluate a range of points of view, so they always learn a lesson from their experience. Be a lifelong learner.</li> <li>• By reflecting on the differences, people also seek similarities, so they are able to unite to face difficulties.</li> <li>• There is always a way out of any difficulty. When one door closes, another one opens.</li> </ul>

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

**Question Three**

During the 2020 COVID-19 crisis, the New Zealand Government asked people to “be strong and be kind”. Discuss this message, drawing on your experience of the crisis.

2020 年新冠疫情期间，新西兰政府呼吁人们“坚强面对，善待他人”。根据你的经历，讨论你对这句话的理解。

**Possible evidence:** Responses are not limited to these examples and should be judged holistically.

Scholarship Performance	Outstanding Performance
<ul style="list-style-type: none"> <li>2020 年，我经历了很多从没遇到过的挑战，比如，我的父母失业，学校停课，在家里上网课，我还不能回国跟家人一起庆祝新年等等。</li> <li>但是，这些挑战也给了我宝贵的学习机会，让我学到了很多并受益终身。</li> <li>首先，我体验了上网课的优点和缺点。因为疫情，全国的学校都停课了。开始的时候我开心极了！...但上网课也有很多坏处（可以举出 Question Two 中例子，并对网课的优点缺点作具体阐述）。</li> <li>虽然我不能去学校学习，而且每天盯着电脑上网课也会很累，但是这帮助我养成了好的学习习惯，我学到了更多的知识，也取得了更大的进步。</li> <li>在家庭生活方面，对我来说也是一个很大的挑战。我的父母因为疫情，没有了工作。开始的时候，我们都非常担心，着急，但是...（可以举出 Question One 中例子，并作具体阐述）。</li> <li>其次，2020 年让我懂得了关心别人的重要。因为疫情，很多从海外来的学生不能回国和家人一起庆祝新年了。所以，假期对他们来说，又无趣又很长。我们学校的老师和校长怕留学生们在新西兰的假期不开心，就给他们安排了有趣的活动，帮助他们认识更多的朋友。同学们都特别感动。</li> <li>其他相关的观点与论述 ...</li> </ul>	<ul style="list-style-type: none"> <li>上网课让我有了坚强的性格和乐观的心态（可以举出 Question Two 的例子并做相关阐述）。</li> <li>我发现我不但大大地提高自律性，还学会时间管理。</li> <li>从父母的经历中看到，困难既是一种挑战，也是一种机遇。</li> <li>在困难的时候，关心别人特别重要，关心别人才能更好地理解别人。</li> <li>其他相关的观点与论述 ...</li> <li>化挑战为机遇，坏事变好事 -- “祸兮福所倚”。</li> <li>面对全球疫情危机，更要有尊重他人健康的责任感-- 比如，为自己也为他人考虑，公共场所或乘坐公共交通时戴口罩，勤洗手；封城时响应政府号召“不出家门，挽救生命”（“stay home, save lives”）。</li> <li>反思自身（自律/健康的心态/坚韧的性格）。</li> <li>面对众多的社交媒体，各种信息真假难辨。要相信科学，保持独立思考的能力，不在网络上攻击诋毁他人，比如指责疫情患者等。</li> </ul>

**Cut scores**

Scholarship	Outstanding Scholarship
xx – xx	xx – 24