

## Assessment Schedule – 2015

## Scholarship Chinese (93005)

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

传统的中国家庭是什么样的？你觉得传统的中国家庭有什么好处。你想生活在那样的大家庭里吗？为什么？[Translation: What is a traditional Chinese family like? In your opinion, what are the advantages of the traditional Chinese family? Would you like to live in a big family like that? Why?]

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

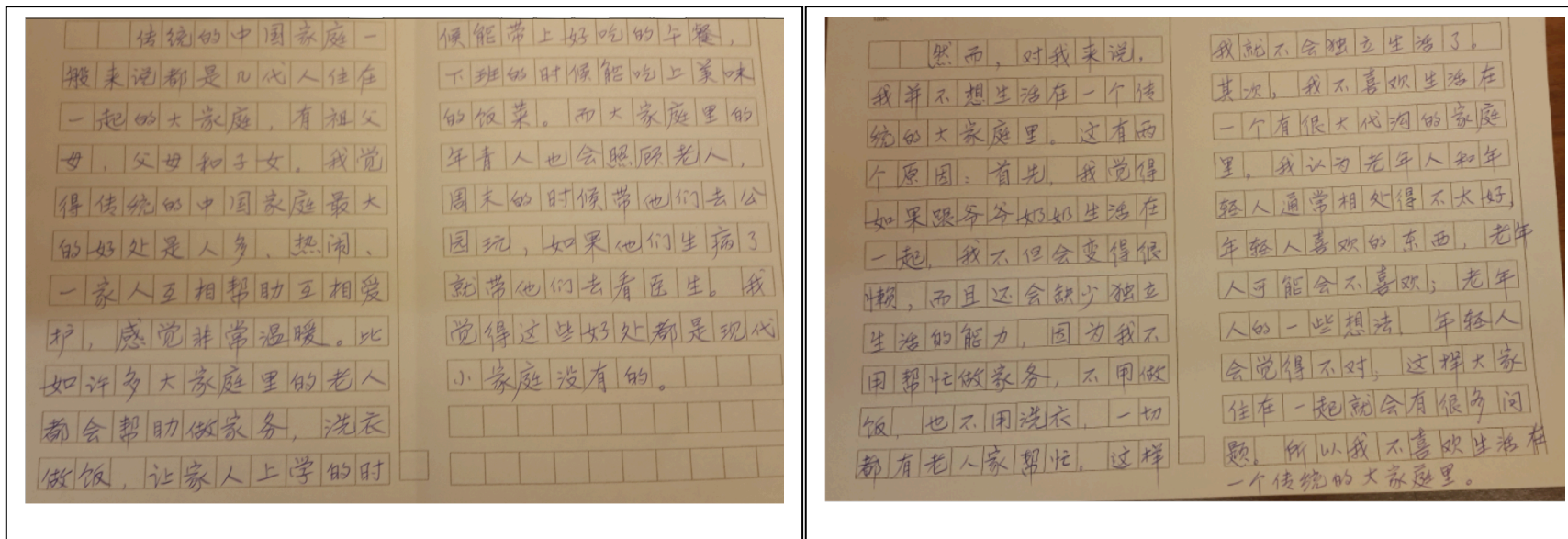
**Note:** Candidate responses are judged holistically.

[Possible evidence could look like the following (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.

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(s) in English or te reo Māori</li> <li>inconsistently and/or partially interprets the stimulus material and occasionally makes connections with his/her own ideas</li> <li>assembles ideas that are limited or partially developed and which only sometimes go beyond the given stimulus material</li> <li>offers arguments that are unclear and/or are <b>not supported by effective examples</b></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(s) and justifies his/her own argument(s) in a coherent way, in English or te reo Māori</li> <li>interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material</li> <li><b>assembles ideas</b> with precision and clarity in a logical manner, through a synthesised response to the question / statement; <b>arguments are supported by examples that are evaluated</b></li> <li>develops and integrates personal opinions, beliefs, viewpoints, or ideas that <b>acknowledge and explore different perspectives</b> 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(s) and inferences, and justifies his / her argument(s) in a <b>sustained, convincing</b>, and coherent way, in English or te reo Māori</li> <li>interprets and <b>evaluates</b> the stimulus material and makes connections with his / her own ideas that go beyond the given material and <b>which demonstrate independent reflection and extrapolation</b></li> <li><b>assembles ideas</b> with precision and clarity in a logical and seamless manner, through a <b>deliberate synthesised</b> response to the question / statement; <b>arguments are supported by examples that are effectively evaluated; implications are drawn</b></li> <li>develops and integrates <b>sophisticated</b> personal opinions, beliefs, viewpoints, or ideas that are <b>perceptive and insightful and which investigate and extensively explore different perspectives</b></li> <li><b>demonstrates insight and independent reflection at the highest level.</b></li> </ul>
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**.

1. “The economic situation of a society has a strong impact on families” – is this statement convincing, and why? Your argument and opinion need to be supported by the information from the reading texts.
2. According to the reading texts, explain how family shapes the character and personality of its members, and to what extent it might influence their social interactions.

**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)

After I read the two texts, I believe that, “The economic situation of a society definitely has a strong impact on families”. For instance, decades ago in China, because the economy of the society was not good and most people had very low incomes. When they were old, they had no jobs and no money. In order to “raise children for old age”, many people had no other choice but reared many children and were dependent on younger generations when they were old. Therefore, the size of families expanded. Many families had three generations living together. Mr Gu, a resident of Beijing, said he had 12 people in the family when he was young – grandparents, parents, and eight siblings. It was obvious that the poverty of the society brought hardship to people. To cope with the hardship and overcome the difficulties, people changed the size of their families. However, after 1979, Chinese society implemented a One-Child policy that dramatically downsized the Chinese families. After 1980, the Reform and Open Door policy had great success, and it accelerated China’s social economy, so Chinese people became wealthier. Today, many old people own their own houses or apartments and receive retirement pay, so they do not need to depend on their children. Many of the younger generation don’t live with their parents after getting married. Therefore, the size of families in China is getting smaller. Most families have three people, the same as Mr Gu’s family. From this, we can see how the changes in society have impacted on families.

According to the reading texts, I believe that a family can certainly shape one’s character and personality. For example, children who were raised in big families generally know how to get along with other people and cooperate with others very well, because they have lived with siblings and played with them together from a very young age. Furthermore, children who grow up in a big family normally care other people and like to help others. [give students’ own examples.] In contrast, the single child in the family is often “precious”, and is spoilt by their parents. They can get whatever they want and do not help at home, so they become selfish. In addition, one child does not have siblings, so they are usually self-centred and find it difficult to cooperate with other people. This has a negative impact on the family and society. [own examples] However, from a positive point of view, because one child has experienced a variety of living and learning opportunities from their parents, they are healthy, knowledgeable, confident, and mostly independent. They love freedom and have a positive life attitude, which can help transform some old traditional practices, and eventually make changes to society.

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.

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 and/or partially interprets the stimulus material and occasionally makes connections with his/her 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 effects 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 <b>precision and clarity</b></li> <li>interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material</li> <li>uses a <b>wide</b> variety of complex structures and vocabulary, up to and including CL8 or equivalent, that is well-integrated into a synthesised response</li> <li>speaks clearly and concisely, with correct intonation; accent has <b>little</b> 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 <b>precision and clarity</b>, in a <b>convincing</b> way</li> <li><b>fully</b> interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material and which <b>demonstrate independent reflection and extrapolation</b></li> <li>uses a <b>very wide</b> variety of complex structures and vocabulary, up to and including CL8 or equivalent, that is <b>well-integrated into a high-level synthesised response</b></li> <li>speaks clearly and concisely, with correct intonation; accent has <b>no effect</b> 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 marks	5, 6 marks	7, 8 marks

**Question Three**

This question requires a spoken response in **Chinese**.

**Note:** Candidate responses are judged holistically.

**请举例说明你对“一个家庭只有一个孩子”的看法。你希望将来有一个什么样的家庭？为什么？**

Glossary: 举 例 说 明: to give examples to illustrate  
jǔ lì shuō míng

**[translation: Discuss your opinions about “one family has only one child”. What is an ideal family in your mind and why?]**

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

(在中国，很多家庭只有一个孩子。) 我认为“一个家庭只有一个孩子”有一些好处，但也有不好的地方。好处是爸爸妈妈会花很多时间和很多钱在这个孩子的身上，让孩子吃得好，穿得好，上好的学校，学很多东西，所以，一般来说，这样的孩子身体会比较好，学习也不错，知道的事情也很多。我有一个中国朋友 XXX，他家只有他一个孩子，所以他不但学习（成绩）很好，而且身体也很好。周末的时候，他爸爸妈妈还花钱让他学习音乐和游泳。真不错(any other relevant examples)。

但是，我觉得“一个家庭只有一个孩子”也有一些不好的地方。比如说，只有一个孩子的家庭一点也不热闹，所以孩子会觉得很没意思；还有，这样的孩子，因为从小没有兄弟姐妹和他们一起活动一起玩儿，所以长大以后就很难和别人一起办事。除了这些以外，这些孩子在家里想要什么就有什么，又不会帮助爸爸妈妈做家务，这样，他们在学校里就不爱帮助别的同学。(any other relevant examples)。这些都是“一个家庭只有一个孩子”不好的地方。

我希望我将来的家庭有四口人，我、我太太和两个孩子。我觉得，如果只有一个孩子，家里会太安静，孩子会觉得很无聊；如果有三四个孩子，家里又太闹了，而且要花很多钱；所以说一个太少，两个正好。两个孩子不但可以一起玩儿，一起上学，而且还能互相帮助。这样的家庭是最快乐的。我希望将来有个这样的家庭。

**(The sample speaking is at a medium pace: 3.07 minutes)**

The answer is just for reference.