

Scholarship

2013 Assessment Report

Chinese

COMMENTARY

This year the number of Level three Chinese students had a 38% drop but the number of students sitting Scholarship Chinese has increased. The overall level of performance has also increased greatly. Possibly due to the availability of the online exemplars on NZQA website, candidates were able to compare and aim at the work of previous outstanding or scholarship winners, and thus produced very impressive results.

In the reading/ speaking section, successful candidates spoke with accuracy, fluency and flair in communicating their ideas. Some candidates showed confidence in their speaking performance and expressed their ideas well and impressively but the speeches of many candidates were still not wide spread enough to go beyond the given material.

The listening and writing examination was well balanced. Some questions only required simple answers while others required expression of quite complicated Chinese phrases and ideas. Some candidates did well to develop an answer from the text even when the answer was not explicitly stated in the listening passage. Cultural perspectives were well understood.

The majority of the candidates successfully attempted the questions in the listening and writing section. Some responses were of a high standard; the very best one responded with substantial development and demonstrated flexible use of idiomatic language skillfully and frequently. It was pleasing to see that most could convey their ideas as well as cover the information required. It was also apparent that generally, candidates had the ability to use a variety of vocabulary and structures well.

A number of candidates responded to question one with considerable use of the given material, they repeated the sentences/phrases from the listening passages and their answers contained little creative writing of their own.

SCHOLARSHIP WITH OUTSTANDING PERFORMANCE

Candidates who were awarded Scholarship with Outstanding Performance typically:

- showed thorough understanding of all the ideas from the stimulus text and substantially developed information from it
- used language beyond Chinese Curriculum Level 8 and expressed their ideas convincingly and skillfully with idioms.
- went beyond reporting the ideas from the stimulus text, to give a first-person account of what they had seen, experienced and felt
- used language flexibly, showing the ability to link ideas from the text in their own original and creative way and integrated a wide variety of vocabulary and structures with confidence.

SCHOLARSHIP

Candidates who were awarded Scholarship but not Scholarship with Outstanding Performance typically:

- understood all the ideas from the stimulus text developed information from it;
- used appropriate idiomatic expressions frequently and integrated a wide variety of vocabulary and structures with confidence;
- used language beyond Chinese Curriculum Level 8 and expressed their ideas convincingly with idioms

- were able to use language flexibly, showing ability to link ideas from the text with their own
- were able to express their opinions fluently, flexibly.

OTHER CANDIDATES

Candidates who were not awarded Scholarship or Scholarship with Outstanding Performance typically:

- copied verbatim from the original text and read from these copied notes, giving brief answers without developing their own ideas
- answered questions without flair or confidence
- had difficulty with the basic pronunciation and the correct use of the four tones in Chinese intonation
- commonly repeated the main points of the text without rephrasing, summarising or using their own language to introduce the ideas from the text
- did not always answer all questions fully and often did not fulfill the requirements of the questions
- used language that contained a reasonable variety of vocabulary and structures appropriate to curriculum Level 8 but these were not always comfortably integrated into their writing/speaking, indicating a lack of flexibility
- failed to create interest for the listener or reader.