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93005



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OUTSTANDING SCHOLARSHIP EXEMPLAR



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Scholarship 2023 Chinese

Time allowed: Three hours
Total score: 24

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

There are two sections in this examination:

- Writing – Questions One and Two
- Speaking – Question Three

The writing section takes place during the first two hours of the examination.

Answer Questions One and Two in this booklet.

The speaking section takes place in the third hour of the examination. The supervisor will let you know when you are to go to the recording room, where you will receive Question Three.

If you need more room for your answer to Question One or Question Two, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–15 in the correct order and that none of these pages is blank.

Do not write in any cross-hatched area (☒). This area may be cut off when the booklet is marked.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

LISTENING PASSAGE: 百闻不如一见 (Seeing once is better than hearing 100 times)

Listen to a conversation between Jack, a New Zealand high school student studying Chinese, and his Chinese classmate Tiantian, who recently arrived in New Zealand.

Refer to the conversation in your answer to Question One on page 4.

You will hear the passage three times:

- The first time, you will hear it as a whole.
- The second and third times, you will hear it in sections, with a pause after each.
- As you listen, you may make notes in the space provided.

Glossed vocabulary

影响	yǐngxiǎng	affect
广场舞	guǎngchǎngwǔ	square dance

LISTENING NOTES

“耳听为虚，眼见为实。”

水光潋滟晴方好，

百闻不如一见

山色空蒙雨亦奇

“读万卷书 行万里路”

姑苏城外寒山寺，
夜半钟声到客船。

J: 我们学校明年有海外旅游活动。

T: 没时间。YB 考试多，上大学重要，功课多。
花钱花时间，对学习无用。

J: 假期

T: 中国元，上大学做准备 NZ → CHN 多关心学生学习

J: 去外国旅游，提升旅游，知识，不一样体验。

T: 上网方便，文化知识，上网学。

J: 和一中文班同学一起旅游 网上看过广场舞。
未曾真正懂得热情。

T: 哟？

J: 老年人年轻人对比，尬舞。

T: 有意思；不知道

J: 很有意思 / 电脑与本体验不到此文化特色。

LISTENING NOTES

一对中文学习 → 给信心，中文朋友练中文。
跳广场舞，听中文歌
回来汉语流利 → 学中文当老师

1：我们也该走出去看看 → 参加什么活动呢？

Intro : ~~百闻~~ 读万卷书不如行万里路。促
在自顾不暇的现代社会中，
低估旅行的意义和价值。

BP 1 : 书本中未免是不全面的
亲身经历
↳ 西湖，憧憬憧憬。 } 风景见闻

BP 2 : 旅行的意义
↳ 文化学习
↳ 欧洲 } 文化知识。
“~~百闻不如一见~~
耳听为虚，眼见为实

BP 3 : 心灵洗涤
↳ 找到心的热爱
↳ 发掘自己的兴趣

con : 百闻不如一见。

曾经沧海难为水，
除却巫山不是云。

QUESTION ONE

There is an old saying in Chinese, "Seeing once is better than hearing 100 times". Discuss this saying in relation to your own travel experience.

中文有一句古话，“百闻不如一见”。联系自己的旅游经历谈谈你对这句话的理解。

Respond in Chinese, and refer to the conversation to support and justify your discussion.

古人常云：“读万卷书不如行万里路。”旅行和探索对我们的意义是不可忽视的，但是，在忙碌匆忙的现代社会，人们愈发(忽视)了旅行的意义。就在我看来，旅行不仅可以教会我们网络以及书本上无法获取的体验和知识，而也更是一场自我的探寻和心灵的旅途。正如 Jack 所说，旅行如此重要的原因正是因为它能带来的独一无二的感悟。—

在脚步匆匆的现代社会中，

①

很多人会多旅行的重要性提出质

疑，认为旅行仅是一项^(仅)供有钱

有闲的人体验的娱乐活动，他们

并不重视身体体验的独特性，反

而认为发达的网络一样可以

帮助他们认识世界。但事实并非

如此，书本及网络确实可以提供

各地的名胜古迹，文化特征等^(信息)

但也仅仅是一个了解当地的

皮毛的媒介了。真正亲身体

验到的，亲自所见所听到的，旅

行所能给我们带来的体验以及震

撼，是不可取代的。拿我个人经

历而言，作为一个北方人，我

从小便对杭州西湖抱有向往之情，

①正如 TianTian 一样

虽说总能在书本上读到描述西湖

美景的诗词，但我始终未能真正

想象出那如诗如画的梦境。

直到一年假期，在我真正西湖

边散步，看着湖面掠起细微波

澜，听着树上鸟儿叽喳，感受着

微风吹过林梢...每那一刻，我

好似才真正理解了苏轼所写：“

水光潋滟晴方好，山色空蒙雨亦

奇。”那时我才惊觉，我原本一

通过课本而认真知的，不过是

一厢情愿的臆想，而只有等

身临其境，才能真正理解诗中的

感悟，或是网络上的见闻。

再者，旅行现如今被忽视的

另一大原因也是 TianTian 所提出的，

(2) 的意义)

对于学习时间的牺牲和对考试的无用功。她认为旅行对考大学毫无帮助，~~而~~其中可以得到的文化见闻也可以通过网络所得，但其实一场“沉浸式”的旅行体验所能给我们带来的感悟和认知又不可估量。例如欧洲的许多国家，在网络上我们仅能了解到它们辉煌的历史，当地的语言以及特色食物等。~~可~~亲身莅临那里才能~~细~~看到大街小巷的人们清晨~~早~~起早市的光景；看到夕阳西下时蹦蹦跳跳着回家的孩童；听到海浪拍打沙滩的声音；听到夜晚年轻人弹吉他唱歌的~~洒~~潇洒；感受到当地人笑容的温暖和言语

Extra space if required.
Write the question number(s) if applicable.

Question 1. ① .

中洋溢的热情...若非身临其境，
 我们又从何看看到当地人的生活
 态度，探索他们文化背后的故事？
但正所谓“耳听力虚，眼为
 害。”许多在情感上的震撼和文化
 认知上的感悟，是无法通过互
 联网而获取的。
 最后，如 Jack 的哥哥(所)感，亲
 身经历的旅行也是一场找寻自我，
 发掘热、爱和潜力的心灵之行。许
 多人在迷茫之际，在受过生活的
 打击后，都会选择旅行散心，在
 异国他它乡的街头，听着新奇
 的语言，感受当地的热情，才能

QUESTION
NUMBER

Extra space if required.
Write the question number(s) if applicable.

Question 1 ②.

能够暂时摆脱日常生活中的压力和困扰，打开自己的心结。再者，
到一个陌生的地方所能带来的新奇体验也能帮人找到自己的热爱和对未来的向往，而这些，都是无法仅通过听闻所得到的。
 正因如此，旅行的心灵的洗涤和情绪的舒解，也是独一无二的。

总而言之，虽说 Tian Tian 的观点有些观点确实言之有理，但通过我个人的亲身经历和对身边人故事的了解来说，亲自踏上旅程所能给我们带来的意义是无法被简单的听闻所取代的。
学习固然重要，可旅行所带来的真切感悟，人文认知和心灵疗愈，都是不容忽视的。因此百闻不如一见，纵使网络或书本上的描述再精彩，也比不过亲眼所见的斑斓世界。去旅行吧，去找寻自我，给世界肆意，给自己眼中的世界上色吧。

READING TEXTS: 三个年鉴上的故事 (Three yearbook stories)

Three international students have written stories for the school yearbook about their experiences studying in New Zealand. Read the yearbook stories below and refer to them in your answer to Question Two on page 10.

The first yearbook story was written by Grace, a year 11 student.

Glossed vocabulary

乐队	yuèduì	music band
参与	cānyù	to participate
表演	biáoyǎn	to perform/ performance

Grace 的故事

我来自中国,是十一年级的学生。三年前我刚到新西兰时,我的英语不太好,所以不好意思跟同学们说话。除了几个中国同学以外,我没有一个新西兰的朋友。每天放学后,我就一个人在自己房间里玩游戏。我特别想家,想父母,总是觉得这里的生活没有意思!有一天,学校的音乐老师告诉我,她希望我能参加学校的乐队。我以前在小学的时候学过钢琴,但是小学以后我就很少练习了,现在一点信心也没有!我的音乐老师说,没有关系,只要我好好练习,一定没有问题的,重要的是参与。那天以后我参加了学校的乐队,每天很早就来到学校练习钢琴,也慢慢地认识了很多新朋友。我们一起练习,一起参加音乐比赛,还一起去外国旅游表演,日子过得开心极了!今年,我们的乐队还在新西兰的音乐比赛中得了第一名!我太兴奋了,我的父母和老师也都为我高兴!

The second yearbook story was written by Aoki, a year 12 student.

Glossed vocabulary

橄榄球	gánlǎnqiú	rugby
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Aoki 的故事

我是日本人,今年上十二年级,我七年级的时候就来新西兰上学了。我非常喜欢新西兰,因为我特别喜欢打橄榄球!新西兰的“全黑队”是全球最有名的橄榄球队,希望有一天,我也能参加“全黑队”!刚到新西兰的时候,我觉得日子过得很难。在教室里,在运动场上,我完全听不懂老师和同学们说的话。但是我一点儿都不怕,因为我到一个新的国家就是为了学习的,我不但要学打橄榄球,还要学习语言,文化等不同的知识。所以,我准备了一个小本子,把我听不懂的英文都写下来,每天都练习。有不明白的地方,我就马上问老师或者队员们。慢慢地,这个“小字典”里的英文越来越多了,我的英语成绩也越来越好了。最让我高兴的是,今年我还当上了橄榄球队的队长呢!

The third yearbook story was written by Andy, a year 13 student.

Glossed vocabulary

团队精神 tuánduìjīngshén team spirit

Andy 的故事

我是十三年级的中国学生, 来新西兰已经五年了。来到新西兰以后, 因为我的英语不错, 学习成绩也非常好, 所以我的中国朋友都认为我是“别人家的孩子”, 哈哈! 很多中国家长喜欢拿自己的孩子跟别人家的孩子做比较, 而且总是觉得别人家的孩子比自己的孩子更聪明! 可是, 我觉得自己成绩好不是因为我聪明, 而是因为我在这里学到了团队精神。以前, 我只关心自己的学习, 不想参加学校的活动。但是后来, 我发现在新西兰学校里, 有些功课和活动要大家一起来完成, 大家要有团队精神才能完成得好。每个学生都可以利用自己的优点, 还可以学习别人的优点, 这样, 每个人都会进步得更快。还有, 我们在帮助关心别的同学时, 也会交到新朋友。我相信这种团队精神对我们以后的工作和生活都会带来很多好处, 也会带来更多成功的机会。

self identification

diversity - exploring interest.

world view

QUESTION TWO

Discuss the benefits of experiencing different cultures. Refer to the international students' experiences of studying in New Zealand in your answer.

请谈谈体验不同文化的好处，参考三个在新西兰留学的国际生的故事。

Respond in English or te reo Māori.

The exposure to a variety of cultures is a significant component in the ~~for~~ process of forming individuality and uniqueness. It's ~~rather~~ a rather privileged opportunity to ~~to~~ possess the ~~exposure~~ chance to experience different cultures and interact with individuals of different background. Experiencing different cultures not only widens perspectives, allows new knowledge and experience, but also motivates each individual to pursue their passion and identity. As depicted in the personal experiences of the three international students, the diversified culture environment New Zealand offers had really benefited them in their perception of life and personal growth.

Firstly, the diversified ~~culture~~ environment allows individuals to widen perspectives. Being in a society where the majority are of the same culture background, the range of perception on the world are often limited. Because growing up under the same culture, individuals are educated under the same system, ~~often~~ leading to the same possession of values and knowledge. Though this means each person is able to interact and understand one another's expressions, it is restraining  restrains the different perspectives on issues. On the  often pressuring ~~individual~~ minorities with different ideas to conform towards the collective societal value.

other hand, being in a diversified society, each individual have different perceptions in viewing an issue and different levels of passion for a specific area of knowledge. This is hugely beneficial towards the development of one's personal values and perceptions, as there will always be a range of ideas offered, allowing the exploration of ~~the~~ the reasonings behind each perspective. This The diversified environment widens the perspectives of the world, freeing individuals from being restrained under one specific set of ~~well~~ expected values, allowing the development of critical thinking and consideration skills.

In addition, as Aoki and Andy both said, experiences of different cultures allows them to gain new knowledge and experience that they would not typically experience under their initial personal cultures. As Aoki said, through his years in New Zealand, he gradually developed his language and cultural skills, practicing and improving his English skills. He is provided ~~offered~~ a ~~native~~ language environment to learn and ~~develop~~, leading his language ability and ~~cultural~~ New Zealand's cultural knowledge to develop rapidly. Similarly in Andy's story, he claimed that the idea of team spirit and collaborative work was ~~one~~ a significant skill ~~the diverse~~ New Zealand had encouraged him to develop. As he claims, originally in China, his main focus in life was studying, because ~~school~~ good grades are the most important achievement and expectation under Chinese values and culture. However,

after arriving at New Zealand, Andy realised the importance of collaboration, realising some things in life are completed the best through team work. By each individual using their strength, actively contributing and helping each other in a team setting. If Andy was never exposed to this different culture, he would most likely never realise the significance of developing collaboration skills, but only focus on studying. From these experiences of Aoki and Andy, it is depicted that ~~the~~ the environment of different culture enabled them to learn ~~skills and~~ crucial life skills and ~~experience unfamiliar expe~~ gain new knowledge that may never be offered in their original culture setting.

Furthermore, the experience of a culture different to your own also allows personal development and self growth. In Grace and Aoki's stories, they both mentioned their now found passions in music and sport. They were ~~able~~ able to experience these new experiences because New Zealand's cultural values ~~are~~ essentially focuses more on personal interest ~~to~~ and extracurricular developments rather than the study focus of their cultures. ~~This~~ This means that they may never be provided these opportunities to develop ~~their~~ their personal passions and interests in their original cultures. Nonetheless ~~at least~~ reaching their achievements of ~~per~~ oversea performances and becoming the ~~the~~ team captain of the rugby team. However, it is even more valuable

towards their personal developments that they were exposed to different cultures. Due to the different values and expectation of each culture, they were really given the opportunity to explore their strength and passion. The experience of diff of different culture environments contributed significantly in individuals finding their strength and passion for life.

To conclude, it is quite a privilege to have be able to experience different cultures, especially during childhood, the crucial stage of personal development. As can be concluded from the student's stories, all three of them are grateful for the experiences they are allowed. Because being in an environment that is diversified with individuals of different cultural backgrounds, it allows each person the widening of perception the range of perceptions at the world, an environment for unfamiliar knowledge, but also ^(pursuing) finding their new selves and passions.

93005

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Outstanding Scholarship

Subject: Chinese

Standard: 93005

Total score: 22

Q	Score	Marker commentary
1	8	Instead of simply using details from the listening passage, this response is fully developed and shows a high level of language skill and sophistication. The communication is not only effective but also natural, flowing smoothly and adapting flexibly to the content. The inclusion of personal experiences adds depth to the reflection. The analysis goes beyond the surface, demonstrating critical thinking and insightful viewpoints.
2	8	The response demonstrated not only an understanding of the text, but of the implications of it, too. Sophisticated thoughts on the links between culture and individual growth are relevant to the question and added depth to the answer. The response drives the use of evidence, rather than the evidence driving the response. Evidence is well-selected to support the response. Although the first body paragraph did not use evidence, it was still closely related to the rest of the answer and built a good foundation. The response ended with a strong conclusion that restated the main points of the answer. Everything came together in a logical and coherent answer.
3	6	The language used in the spoken response was smoothly blended, making it sound polished and well thought out. Strong communication skills combined a sophisticated style with clear expression. The ability to connect ideas and use advanced language made the response impressive and engaging. If the candidate had clearly connected their response to the audio and incorporated reading stimuli, a higher score could have been attained.