

Scholarship

2014 Assessment Report

Chinese

COMMENTARY

The examination assessed language up to and including Curriculum Level 8, or equivalent, to ensure fairness and equity for candidates studying Chinese as an additional language.

As with NCEA Level 3 Chinese, the examiner was not restricted by language in the Level 3 Appendix for external assessment. Scholarship candidates should be aware that they will be expected to make informed guesses about unfamiliar words using context and prior knowledge.

The topics were relevant to candidates and connected to their world. Language was generally well-pitched for the level.

Candidates (and teachers) need to be reminded that they must answer all the questions specifically with reference to the stimulus material and not just express opinions.

Candidates were expected to:

- show understanding of the stimulus material and its inferences, through analysis and evaluation, independent reflection, and extrapolation
- assemble ideas in logical, clear, concise and seamless/coherent manner, and make minimal use of expressions from the stimulus material

Inappropriate register of response was of concern (particularly in Q2 which required a response in ENGLISH). Candidates should be reminded that this is a formal, academic context, therefore use of slang, abbreviation and casual language is not appropriate. Candidates who were able to use the structure of their writing effectively (paragraphing, connectors, rhetorical devices) produced more convincing answers.

Teachers need to give candidates practice in planning for and responding to Q3. Many quite competent speakers short-changed themselves by appearing to assume they could 'wing it'. These students started well, but faded after about 90 seconds and lapsed into trite examples or repetition of points already made. The question itself allowed for ample material, but it seemed that lack of planning was often the handicap.

Students are reminded they are assessed on their speaking skills and not reading skills, so if they make bullet points with key ideas as part of their planning they should focus on delivering their spoken response to Question 3 in a way that captivates and holds the interest of the intended audience.

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 skilfully 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 both in Chinese and in English.

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 both in Chinese and in English.

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 or translated 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 fulfil 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
- their hand writing in Chinese or English was unintelligible.