

Assessment Report

New Zealand Scholarship Chinese 2022

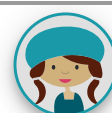
Standard 93005

Part A: Commentary

This examination offered the candidates a great opportunity to demonstrate their Chinese language skills in listening, reading, and writing. The challenges presented in the three questions were well balanced and the requirements were consistent with those of previous years.

The 2022 examination questions dealt with the relevant topic of students' wellbeing which is applicable to all candidates. The theme of wellbeing enabled candidates to understand all three questions and refer to their own personal experiences in their responses. The texts of both the listening and reading sections were based on the NCEA Chinese vocabulary lists and are accessible and equitable for candidates of different levels. Successful scholarship candidates processed the spoken and written texts and drew evidence from the texts in their written and spoken responses. Top candidates needed to excel in their written responses both in Chinese and English as well as in a short talk in Chinese that was prepared in limited amount of time.

Part B: Report on performance standard



The 2022 Chinese scholarship exam was a success with positive responses. The listening stimuli in Question One was focused and meaningful. It naturally connected to Question Two which helped candidates to have a more complete understanding of the contemporary challenges in students' lives. As a result, the general performance of Question Three from most candidates this year was more introspective than that of previous years.

The idiom used in Question One may have been a little too abstract for some candidates. The addition of an explanatory sentence after the idiom may have been helpful for candidates to understand the idiom better. In general, the examination paper was very well-prepared and gave candidates the opportunity to excel at the highest level.

Candidates who were awarded Scholarship with **Outstanding Performance** commonly:

- effectively communicated with sophistication and style in a natural way and in a manner that was sustained, fluent and flexible
- developed and integrated sophisticated personal opinions, beliefs, or viewpoints of ideas that were perceptive and insightful
- demonstrated aspects of high-level analysis and critical thinking skills
- used a wide variety of complex structures and vocabulary up to and including Curriculum Level 8 that was well integrated into a high-level synthesised response
- fully interpreted the stimulus material and made connections with their own ideas that went beyond the given material and demonstrated independent reflection
- demonstrated thorough understanding of the texts through inference and justified their arguments in a sustained, convincing, and coherent way.

Candidates who were awarded **Scholarship** commonly:

- effectively communicated in a natural way and in a manner that is both fluent and flexible
- developed and integrated personal opinions, beliefs, viewpoints or ideas
- demonstrated aspects of high-level analysis and critical thinking

- used a wide variety of complex structures and vocabulary up to and including CL8 or equivalent that was well integrated into a synthesised response
- interpreted the stimulus material and made connections with their own ideas that went beyond the given material
- engaged the intended audience throughout the response
- demonstrated highly developed knowledge and skills in written language
- expressed ideas with position and clarity
- made clear, logical and concise use of written language.

Candidates who were **not** awarded Scholarship commonly:

- demonstrated superficial or limited understanding of the texts
- inconsistently and/or partially interpreted stimulus material and only occasionally made connections with their own ideas
- assembled ideas that were limited or partially developed and only sometimes went beyond the given stimulus material
- offered arguments that were unclear and / or not supported by effective example
- presented a descriptive, rather than analytical, response.

Previous years' reports

 [2021](#)

 [2020](#)

 [2019](#)

 [2018](#)

 [2017](#)

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