



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Assessment Report

Scholarship, 2006

Chinese

Chinese, Scholarship, 2006

Commentary

The listening and writing texts were intended to encourage candidates to put forward opinions that reflected their knowledge and command of the Chinese language. In order to accomplish this, a thorough understanding of structures, grammar and vocabulary was essential. The reading and listening information presented was intended to act as a stimulus, rather than to test their knowledge on the topic.

Texts for the listening and reading were topical, interesting and related well to candidates. Many were able to identify with problems presented, and to use their personal experiences and knowledge to produce their answers with an easy flow of ideas. Those who relied mainly on the expressions and language patterns given in the texts as a basis for their responses did not perform as well as those who were able to express their own ideas throughout their written and spoken tasks.

The best-performing candidates most commonly demonstrated the following skills and / or knowledge:

These candidates understood all the ideas from the stimulus text and substantially developed information from it. They were able to use language flexibly, showing ability to link ideas from the text with their own to answer questions in their own original way. In addition to reporting the ideas from the stimulus text, they gave a first-person account of what they had experienced and felt. They were able to express their opinion by drawing on appropriate idiomatic expressions and integrating a wide variety of vocabulary and structures.

In the speaking section, Question Two (b), some candidates introduced a place where they grew up rather than Beijing, which was already introduced in the reading text. They carefully manipulated and elaborated the ideas and added their own thoughts and interpretation. Thus they were more likely to hold listeners' interest in their speaking.

Candidates who did NOT achieve scholarship lacked some or all of the skills and knowledge above and in addition:

These candidates did not always answer all questions fully and often did not fulfil the requirements of the questions.

Their language 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.

Their response to the listening and reading text did not create interest for the listener or reader. They commonly repeated the main points of the text without rephrasing, summarising or using their own language to introduce the ideas from the text.

Some made language errors such as “比---不一样”; “不比---那么热” and “比---很热” etc. Some were simply unaware of writing conventions such as the use of commas and full stops.