

Assessment Report

New Zealand Scholarship Chinese 2020

Standard 93005

Part A: Commentary

The theme of 2020 focused on language and cultural diversity in New Zealand, which allowed candidates to engage their personal experiences in a familiar situation in responding to all three questions. High-level candidate responses successfully referenced the spoken and written stimulus materials as convincing evidence. The top candidates had a thorough understanding of the recording stimulus and reading texts while demonstrating all-round language skills in their written and spoken responses, combining convincing discussion with critical reflection. The top candidates were clearly confident in their written responses in both Chinese and English.

Part B: Report on performance standard

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

- understood fully the stimulus materials from both written and audio texts
- interpreted the stimulus material analytically and critically and made connections with their own life experience in both Chinese and New Zealand contexts
- submitted well-structured written work and presented a speech in a convincing way
- made insightful points and justified these with well-selected examples
- communicated convincingly in Chinese using a wide variety of vocabulary and sophisticated expressions
- supported their arguments effectively and naturally with personal experience
- displayed independent reflection at the highest level
- showed linguistic confidence and competence in both Chinese and English.

Candidates who were awarded **Scholarship** commonly:

- demonstrated understanding of the texts and justified their own arguments in a convincing way
- interpreted the stimulus material and made connections with their own life experience in both Chinese and New Zealand contexts
- assembled ideas with precision and clarity in a logical manner
- produced arguments generally supported by carefully selected and evaluated examples
- showed competent language skills in both Chinese and English to effectively respond to all three questions, although this was sometimes inconsistent.

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

- demonstrated superficial or limited understanding of the stimulus material and reading texts
- lacked confidence when writing and speaking in Chinese; some candidates even gave up by skipping one or more questions in the examination
- showed some ideas that were limited or partially developed, resulting in less convincing responses
- presented descriptive (rather than analytical) language in one or more responses
- displayed little in the way of analytical thinking.

Previous years' reports

[2019 \(PDF, 152KB\)](#) [2018 \(PDF, 89KB\)](#) [2017 \(PDF, 42KB\)](#) [2016 \(PDF, 188KB\)](#)

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