

Assessment Schedule – 2023**Scholarship Chinese (93005)**

Question One							
Performance not at Scholarship level				Scholarship Performance		Outstanding Performance	
<p>The candidate:</p> <ul style="list-style-type: none"> • makes errors that may hinder communication • expresses some personal opinions, beliefs, viewpoints, or ideas • demonstrates some independent thinking • uses a (limited) range of structures and vocabulary that are only sometimes integrated into the response • inconsistently and /or partially interprets the stimulus material and occasionally makes connections with their own ideas • assembles ideas that are limited or partially developed and that only sometimes go beyond the given stimulus material. 				<p>The candidate:</p> <ul style="list-style-type: none"> • effectively communicates, in a natural way, and in a manner that is fluent and flexible • develops and integrates personal opinions, beliefs, viewpoints, or ideas • demonstrates aspects of high-level analysis and critical thinking • uses a wide variety of complex structures and vocabulary up to and including Curriculum Level 8 or equivalent, that is well integrated into a synthesised response • interprets the stimulus material and makes connections with their own ideas that go beyond the given material • engages the audience throughout the response • demonstrates highly developed knowledge and skills in written language • expresses ideas with precision and clarity • makes logical, clear, concise, and relevant use of written language. 		<p>The candidate:</p> <ul style="list-style-type: none"> • effectively communicates, with sophistication and style, in a natural way, and in a manner that is sustained, fluent, and flexible • develops and integrates sophisticated personal opinions, beliefs, viewpoints, or ideas that are perceptive and insightful • demonstrates aspects of high-level analysis and critical thinking • uses a very wide variety of complex structures and vocabulary up to and including Curriculum Level 8 or equivalent, that is well integrated into a high-level synthesised response • fully interprets the stimulus material and makes connections with their own ideas that go beyond the given material and that demonstrate independent reflection • captivates the audience throughout the response • demonstrates sophisticated knowledge and skills in written language • expresses ideas with precision and clarity, in a convincing way • makes logical, clear, concise, and relevant use of written language. 	
1	2	3	4	5	6	7	8

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。

Possible evidence: Responses are not limited to these examples and should be judged holistically.

Please note: The candidate must refer to the listening passage, but they cannot simply translate the content without providing analysis and discussion.

Scholarship Performance	Outstanding Performance
<ul style="list-style-type: none"> “百闻不如一见” 这句古话表达了外出旅游和用自己的眼睛看的重要性。用自己的眼睛看和亲身体验，才能看到真实，学到真正的知识。 在对话中，Jack 的学校组织了四个海外旅游活动。他认为甜甜应该和他一起参加明年的中国游。学校假期游学活动在新西兰很普遍 … (can put some more details here)。 Jack 反驳甜甜不想去的理由。 Jack 用他哥哥的故事说明旅游对人的改变。他相信“百闻不如一见”，甜甜表示愿意参加中国游了。 我个人也有类似的经历 … (free development, according to personal experiences)。 请注意:考生必须联系听力材料内容作答，但不能只简单翻译内容，而不提供分析讨论。 	<p>包含另一方面的思考，例如：</p> <ul style="list-style-type: none"> 甜甜和 Jack 对于学校安排出国游学有不同的理解,特别是 Jack 有他哥哥以前经历对他的影响。 Jack 的哥哥没有去中国以前，对中国和中国文化知识的了解来自于书和电视。 Jack 的哥哥 去中国用自己的眼睛看到的，体验到的很不一样。他用自己眼睛看，获得的信息更丰富，更有自己的判断。比如, 广场舞, 广场舞这个现象 可以看到中国人和新西兰生活方式和想法的不一样, 帮助人们了解不一样的原因。 从 Jack 哥哥的故事中，他享受自己的留学生活，甚至被改变。 我学到了… (学生从个人经历中自由发挥自己学到了什么) … (free development, according to personal experiences)。

Question Two							
Performance not at Scholarship level				Scholarship Performance		Outstanding Performance	
<p>The candidate:</p> <ul style="list-style-type: none"> demonstrates superficial or limited understanding of the text(s) in English or te reo Māori inconsistently and / or partially interprets the stimulus material and occasionally makes connections with their own ideas assembles ideas that are limited or partially developed and that only sometimes go beyond the given stimulus material offers arguments that are unclear and / or are not supported by effective examples presents a descriptive, rather than analytical, response. 				<p>The candidate:</p> <ul style="list-style-type: none"> demonstrates understanding of the text(s) and justifies their own argument(s) in a coherent way in English or te reo Māori interprets the stimulus material and makes connections with their own ideas that go beyond the given material assembles ideas with precision and clarity in a logical manner, through a synthesised response to the question / statement; arguments are supported by examples that are evaluated develops and integrates personal opinions, beliefs, viewpoints, or ideas that acknowledge and explore different perspectives and that go beyond the given material. 		<p>The candidate:</p> <ul style="list-style-type: none"> demonstrates understanding of the text(s) and inferences and justifies their argument(s) in a sustained, convincing, and coherent way in English or te reo Māori interprets and evaluates the stimulus material and makes connections with their own ideas that go beyond the given material and that demonstrate independent reflection and extrapolation assembles ideas with precision and clarity in a logical and seamless manner, through a deliberate synthesised response to the question / statement; arguments are supported by examples that are effectively evaluated; implications are drawn develops and integrates sophisticated personal opinions, beliefs, viewpoints, or ideas that are perceptive and insightful and that investigate and extensively explore different perspectives demonstrates insight and independent reflection at the highest level. 	
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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。

Possible evidence: Responses are not limited to these examples and should be judged holistically.

Scholarship Performance	Outstanding Performance
<p>Points that could be discussed:</p> <ul style="list-style-type: none"> • It is common for international students to experience homesickness at the beginning, but they can communicate with their families online. • The international students learn to improve their English when starting at a New Zealand school. • Some international students are ready to integrate into the new environment. Others are not as prepared. • The international students should participate in school activities. • They need to talk to teachers and school friends. • They need to be open to make new friends. • They may join the school sports teams. • The students should follow their teachers' advice to try new things. • They may join the school band. • Team spirit is important at school and in the workplace. • The students start to enjoy their school after integrating into the new environment. • Successful school life is not only about academic achievements. 	<p>Points that could be discussed:</p> <ul style="list-style-type: none"> • The international students learn to be proactive to adapt to their new environment. • They learn to try new things even though they are unsure of them. • Having the right attitude and being ready to learn helps the students to settle in to life in New Zealand. • Team spirit brings more opportunities. • The students start to enjoy school after integrating into school-wide activities. • Attempts to adapt to a new environment always pay off. • Hobbies such as music or sport can benefit people a lot. • Everyone has their own way of dealing with challenges. • People need to be open to listening to and following other people's advice. • International students can succeed in a New Zealand school if they are open and flexible, which is a great advantage for their future. • A balanced school life results in varied skills for the student.

Question Three							
Performance not at Scholarship level				Scholarship Performance		Outstanding Performance	
<p>The candidate:</p> <ul style="list-style-type: none"> communicates with limited confidence in a manner that is hesitant expresses ideas without a coherent or logical sequence; inconsistently engages the intended audience inconsistently or partially interprets the stimulus material and occasionally makes connections with their own ideas uses a limited range of structures, vocabulary, and occasional (or little) use of idiomatic expressions speaks with incorrect intonation; accent affects communication; fails to self-correct. 				<p>The candidate:</p> <ul style="list-style-type: none"> effectively communicates in a manner that is natural, fluent, and flexible expresses ideas with precision and clarity interprets the stimulus material and makes connections with their own ideas that go beyond the given material uses a wide variety of complex structures and vocabulary up to and including Curriculum Level 8 or equivalent, that is well-integrated into a synthesised response speaks clearly and concisely with correct intonation; accent has little effect on communication; self-corrects as necessary uses language appropriately, such as idiomatic expressions, fillers, and pauses that fit the context. 		<p>The candidate:</p> <ul style="list-style-type: none"> effectively communicates with sophistication and style, in a manner that is natural, fluent, and flexible expresses ideas with precision and clarity, in a convincing way fully interprets the stimulus material and makes connections with their own ideas that go beyond the given material and that demonstrate independent reflection and extrapolation uses a very wide variety of complex structures and vocabulary up to and including Curriculum Level 8 or equivalent, that is well-integrated into a high-level synthesised response speaks clearly and concisely with correct intonation; accent has no effect on communication; self-corrects as necessary uses language appropriately, such as idiomatic expressions, fillers, and pauses that fit the context. 	
1	2	3	4	5	6	7	8

Question Three

You are invited to deliver a speech to Chinese students coming to New Zealand. In your speech, discuss how the students can make the most of their time in New Zealand, including how they can adapt to and benefit from life here.

你受邀为将要来新西兰的中国留学生发表一篇演讲。在演讲中，请谈谈留学生如何能充分利用在新西兰的时间，包括他们怎样适应当地的生活，以及如何从留学生活中受益。

Possible evidence: Responses are not limited to these examples and should be judged holistically.

Scholarship Performance	Outstanding Performance
<ul style="list-style-type: none"> 三年的困难时间之后，又有越来越多的国际学习要来新西兰留学。新西兰是受中国留学生欢迎的国家。 以前有一些国际学生认为学习时间非常宝贵，有的人甚至认为中学生在学校里就是要好好学习，参加运动或者别的课外活动等没有用处，还可能会让他们学习退步。但是，常常运动或者参加学校的活动，对帮助留学生很快适应新的环境有很多好处。 多参加课外活动，对国际生们的身体健康很重要，而且我们也会在活动中认识更多新朋友。我认为，学习和运动都很重要，只要安排好你的作息时间，你就可以学习和运动两不误。 参考三个国际生的故事… (可以举出 Questions One and Two 中例子，并作具体阐述)。 新西兰是一个开放的多元文化国家，这里欢迎全世界的国际留学生。 其他相关的观点与论述。 	<p>包含更进一步的思考，例如：</p> <ul style="list-style-type: none"> 一个学生的成功应该是全方位的，学习成绩好只是一个方面。 在一个全球化的时代，人们常常会去一个新的地方学习或者工作，适应新的环境是高中学生很重要的一个能力。 高中学生要学习走出自己的舒适圈，积极接受挑战。 可能对很多中国家长来说，他们会认为中学生要好好学习，太多的运动或者比赛等活动，会影响他们的学习进步，得不偿失。但是在新西兰的学校里，每个学生都有机会参加各种不同的活动。因为…(对中西方文化的了解和对比)。 其他相关的观点与论述。

Cut Scores

Scholarship	Outstanding Scholarship
18 – 21	22 – 24