

Assessment Report

New Zealand Scholarship Chinese 2025

Performance standard 93005

General commentary

The 2025 examination offered candidates a comprehensive opportunity to demonstrate their Chinese language proficiency through three questions designed to evaluate integrated language skills and critical thinking within a coherent thematic framework. The assessment was well-balanced, progressing from receptive skills (listening and reading) to productive skills (writing and speaking), placing increasing demands on synthesis, personal reflection, and linguistic sophistication.

The examination questions dealt with the relevant and engaging themes of career landscapes and definitions of success. Question One assessed listening comprehension and Chinese writing skills, requiring candidates to synthesise content from an audio interview with personal reflection to discuss generational perspectives on ideal careers. This task demanded analytical writing, cohesive structure, and nuanced expression in Chinese.

Question Two evaluated reading comprehension and English writing skills. Candidates analysed two texts comparing traditional and modern views of success, constructing a coherent argument in English that emphasised critical evaluation and persuasive writing.

Question Three integrated spoken Chinese production with content from the entire examination. Candidates were required to deliver a speech relating the Chinese proverb “三百六十行，行行出状元” (three hundred and sixty trades, every trade produces a master) to contemporary career landscapes. Successful candidates drew effectively on stimulus material from Questions One and Two to demonstrate fluency, linguistic adaptability, and oral coherence.

Report on performance standard

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

- effectively communicated with sophistication and stylistic fluency, maintaining audience engagement throughout their responses
- presented perceptive and insightful personal viewpoints, supported by independent critical reflection
- demonstrated a thorough understanding of the stimulus material, making evaluative connections that extended meaningfully beyond the given content
- used a wide range of advanced structures and idiomatic expressions naturally and convincingly
- delivered spoken ideas with excellent intonation, clarity, and effective self-correction, with accent posing no barrier to communication.

Candidates who were awarded **Scholarship** commonly:

- communicated in a natural and fluent manner in both Chinese and English
- developed and integrated personal viewpoints that meaningfully extended beyond the provided material

- employed a wide variety of complex vocabulary and grammatical structures with clarity and precision
- effectively interpreted the stimulus material, establishing clear and logical connections to their own ideas
- demonstrated a strong awareness of audience and purpose, which was particularly evident in their spoken responses for Question Three.

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

- demonstrated a superficial understanding of the texts, offering only a limited or partial interpretation of the stimulus material
- rarely connected ideas to personal experience or extended their thinking beyond the provided content
- offered arguments that were often unclear or unsupported, tending toward description rather than analysis
- used a limited range of vocabulary and structures, with errors occasionally hindering communication
- showed little awareness of audience, resulting in poorly structured written and spoken responses
- produced responses where excessive errors combined with weak content consistently placed them below the Scholarship threshold.