

# 1

90868



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SUPERVISOR'S USE ONLY

## Level 1 Chinese, 2016

### 90868 Demonstrate understanding of a variety of spoken Chinese texts on areas of most immediate relevance

2.00 p.m. Wednesday 23 November 2016

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of spoken Chinese texts on areas of most immediate relevance.	Demonstrate clear understanding of a variety of spoken Chinese texts on areas of most immediate relevance.	Demonstrate thorough understanding of a variety of spoken Chinese texts on areas of most immediate relevance.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

**Listen to THREE passages. You will hear EACH passage THREE times:**

- The first time, you will hear the passage as a whole.
- The second and third times, you will hear the passage in sections, with a pause after each.
- As you listen, you may make notes in the LISTENING NOTES boxes provided.
- Before each passage begins, you will have 30 seconds per question to preview the questions.
- At the end of each passage, you will have three minutes to review your answers.

**You should attempt ALL the questions in this booklet.**

Answer each question in your choice of English, te reo Māori, and/or Chinese. If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–8 in the correct order and that none of these pages is blank.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

**Excellence**

**TOTAL**

**32**

ASSESSOR'S USE ONLY

## FIRST PASSAGE: Lucy 的中文进步了/Lucy's Chinese has improved

ASSESSOR'S  
USE ONLY

Lucy is a Kiwi student who visited Beijing to study Chinese on a student exchange programme. She is back in New Zealand and is telling her Chinese class about her trip. Question One is based on this passage. Answer the question in your choice of English, te reo Māori, and/or Chinese. You now have 30 seconds to read the question.

### LISTENING NOTES

How improved?

→ talk to .

→

→

→

Study  
the math  
Chinese friend Lin Lin

↑  
Stayed at her house

↑  
parents  
Can't speak Eng

↓  
∴ she has to speak Chinese

Key points

→

Start → bad Chinese

~~After~~ → very well

but practised everyday

end → Chinese is good

3 Chinese classes

A lot of Chinese homework

Although very tiring

## QUESTION ONE

ASSESSOR'S  
USE ONLY

How did Lucy improve her Chinese in China? Explain in detail, with reference to the passage.

Lucy 在中国如何提高她的中文的? 遵照原文详细解释。

Lucy improved her Chinese when she went on the student exchange programme. She went there for 2 months and stayed with her Chinese friend, LinLin. LinLin's parents can't speak ~~fluent~~ English, therefore she has to speak Chinese to them. This improved her Chinese as she was really bad at it at the start, but after practising everyday, her Chinese improved a lot. She has 3 ~~hrs~~ Chinese classes each day and after school she has a lot of Chinese homework to do. Although it was really tiring for her, she's glad that she can improve her Chinese. Lucy also improved her Chinese by going to town and shopping. She loves to shop and when she goes shopping, she has to talk to the people in Chinese, thus improving her Chinese. She likes to buy the stuff in China as the items are both very good and very cheap. ~~When she~~ She got to make many new friends and her Chinese improved a lot as she had to speak a lot of Chinese everyday. When she was back in NZ, her teachers and classmates say that she has made a big improvement on her Chinese. Lucy improved her Chinese a lot by making friends and having to stay with non-~~speaking~~ English speaking adults, thus forcing her to communicate with them in Chinese. She was also in similar situations when she went to buy things as she had to speak to the store owners in Chinese as well. After doing that for 2 months, practising Chinese everyday, she definitely would have improved her Chinese. //

E8

## SECOND PASSAGE: Lucy 在北京买衣服的经历/ Lucy's experience of buying clothes in Beijing

During her stay in Beijing, Lucy had a conversation with a shop owner while shopping for clothes. Question Two is based on this passage. Answer the question in your choice of English, te reo Māori, and/or Chinese. You now have 30 seconds to read the question.

### LISTENING NOTES

3 clothes

Although studying at school is hard

things good & easy  
she likes to buy things

when buying

what she bought

→ a coat / jacket

→ not bad (real)

→ wants a black one

→ beautiful black one

Teachers & classmates  
try her Chinese  
progress is very  
good

How she bargained

→ \$320 (not expensive to owner)

→ she's a student with not much money

↳ → \$200 initially

○ → \$300 (her Chinese is good and the person likes her)

↳ → \$220

→ she only has \$230 and needs \$10 for bus

## QUESTION TWO

ASSESSOR'S  
USE ONLY

What did Lucy buy from the shop? How did she bargain to reach the final price? Explain in detail, with reference to the passage.

Lucy 从店里买了什么? 她是如何讨价还价, 达到最后的价格的? 请根据原文详细解释。

Lucy bought a black coat/jacket from the shop. She really likes it, <sup>because its beautiful</sup> but the original price is ~~\$300~~ \$320 was very expensive for her. The shopowner thinks it is not expensive for a coat/jacket like that, but Lucy tells her that she is only a student and doesn't have a lot of money, so Lucy asks if she can buy it for \$200. The shopowner likes Lucy and thinks her Chinese is very good, so she ~~thinks~~ reduces the price down to \$300. However, it is still too expensive for Lucy as she only has \$230. She tells the shopowner that and says that she also needs \$10 for her bus ticket. The shopowner finally agrees to sell the black coat/jacket to her for \$220. Lucy managed to buy her black coat/jacket for \$220, which is \$100 cheaper than the original price. She bargained for the cheaper price by starting low at \$200 and slowly increasing it, as well as telling the shopowner that she only has \$230, of which \$10 is for her bus ticket. //

E8

### THIRD PASSAGE: 帮助一个中国留学生/ Helping a Chinese international student

A Chinese international student, Xiao Yu, has just started at a high school in New Zealand. Alice is a Kiwi student at the same school, and has been learning Chinese for four years. It is now interval time on Xiao Yu's second day of school. Question Three and Question Four are based on this passage. Answer the questions in your choice of English, te reo Māori, and/or Chinese. You now have one minute to read the questions.

#### LISTENING NOTES

- Enjoy schooling?
- beautiful school
  - big sports ground
  - students + teachers very nice + good
  - school finish at 3:30
- very good
  - each class <sup>only his</sup> 25 students
  - not a lot of homework compared to Chinese school

How did Alice show her hospitality?

- welcomes him to NZ
- she likes 中文
- says she's glad to meet him
- ~~gives him directions~~ she has music class with him  
so she can show him
- gives him some fruit and snacks (made by mum)
- sometimes he doesn't understand, ~~definitely~~ <sup>definitely</sup> ask the teacher.
  - ↓
  - their teacher loves students asking questions

## QUESTION THREE

Will Xiao Yu enjoy his schooling in New Zealand? Use information from the conversation to justify your answer.

小雨会喜欢在新西兰上学吗？请根据对话内容来支持你的回答。

Xiao Yu is already enjoying the schooling in New Zealand because of a number of reasons. He thinks the school is very good and beautiful. He likes the big sports ground and the fact that the class sizes are small, with only 25 students in each class. All the teachers and students are very good and nice to him as well, making him feel welcomed and happy. Compared to his school in China, there is not a lot of homework ~~and~~ and also school in NZ finishes at 3:30pm which makes him very happy. He's going to enjoy the rest of his schooling in NZ as he's already enjoying the different school structure / life which is very different and a lot less busy <sup>compared</sup> ~~compared~~ to Chinese school. With Alice as a friend as well, he will feel comfortable and more welcomed to the school //

E8

## QUESTION FOUR

How did Alice show her hospitality to Xiao Yu? Use information from the conversation to justify your answer.

Alice 是如何向小雨表示她的友好的？请根据对话内容来支持你的回答。

Alice welcomes 小雨 to New Zealand and shows her hospitality by saying that it's great to know him. When 小雨 has forgotten where the music class is, Alice tells him that she has the same class too and can bring him there with her 15 minutes before their class starts. When 小雨 also forget to bring his fruit and snacks to eat during break time, Alice offers him some of her snacks that her mum had made, thus showing her hospitality to 小雨. She also asks 小雨 whether he can understand in class and gives him the advice of asking the teacher if he doesn't understand what she's saying. Alice tells him that the teacher loves it when students ask questions. Alice made 小雨 feel comfortable and also helped him ~~with~~ with school by showing him to class and providing tips as well as sharing her food with him //

E8



Excellence exemplar 2016

Subject:	Chinese	Standard:	90868	Total score:	32
Q	Grade score	Annotation			
1	E8	<p>The candidate demonstrates thorough understanding and communicates most of the implied meaning by providing supporting detail from the spoken text that fully justifies conclusions. There is clear communication of the implied meanings in the text, each meaning being backed up by details from the text, which justifies the conclusions the candidate has made.</p> <p>E.g., “Lucy improved her Chinese a lot by making friends and having to stay with non-English speaking adults, thus forcing her to communicate with them in Chinese”. This clearly shows how the candidate justifies the conclusion by using evidence from the conversation to back it up.</p>			
2	E8	<p>The candidate demonstrates thorough understanding and communicates most of the implied meaning by providing supporting detail from the spoken text that fully justifies conclusions.</p> <p>E.g., “She bargained for the cheaper price by starting low at 200 kuai and slowly increasing it, as well as telling the shopkeeper that she only has 230 kuai, of which 10 kuai is for her bus ticket”. The candidate did not just do a “translation” job, but communicates the implied meaning from the text.</p>			
3	E8	<p>The candidate demonstrates thorough understanding and communicates most of the implied meaning by providing supporting detail from the spoken text that fully justifies conclusions. There is clear communication of the implied meanings in the text, each meaning being backed up by details from the text, which justifies the conclusions the candidate has made.</p> <p>E.g., “He is going to enjoy the rest of his schooling in NZ as he’s already enjoying the different school structure / life which is very different and a lot less tiring compared to Chinese school”. This clearly demonstrates the candidate’s ability to justify his / her answer.</p>			
4	E8	<p>The candidate demonstrates thorough understanding and communicates most of the implied meaning by providing supporting detail from the spoken text that fully justifies conclusions. There is clear communication of the implied meanings in the text, each meaning being backed up by details from the text, which justifies the conclusions the candidate has made.</p> <p>E.g., “Alice made Xiao Yu feel comfortable and also helped him with school by showing him to classes and providing tips as well as sharing her food with him”. Again this shows the candidate is not just translating, but providing inferences based on the conversation.</p>			