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91111



911110



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

SUPERVISOR'S USE ONLY

Level 2 Chinese, 2017

91111 Demonstrate understanding of a variety of written and/or visual Chinese text(s) on familiar matters

2.00 p.m. Monday 27 November 2017
Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of written and/or visual Chinese text(s) on familiar matters.	Demonstrate clear understanding of a variety of written and/or visual Chinese text(s) on familiar matters.	Demonstrate thorough understanding of a variety of written and/or visual Chinese text(s) on familiar matters.

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

Pull out Resource Booklet 91111R from the centre of this booklet.

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 2–9 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.

Achievement

TOTAL

11

ASSESSOR'S USE ONLY

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FIRST TEXT: 为什么要学中文? / Why learn Chinese?ASSESSOR'S
USE ONLY

Read the text on page 2 of the resource booklet. Use it to answer Question One. Answer the question in your choice of English, te reo Māori, and/or Chinese.

Remember to support your answers with evidence from the text.

QUESTION ONE

- (a) What did Amy find out about the rising popularity of Chinese language learning in New Zealand?

More and more schools have Chinese ~~lessons~~ ^{lessons}. Two years ago, eighty-eight schools have Chinese lessons. More than one hundred schools have Chinese lessons in this year. Not only primary students learn Chinese, many high school students also learn Chinese.

- (b) What reasons does she give for this rising popularity?

Chinese is useful in New Zealand. The businesses between China and New Zealand more and more. New Zealand sold China many goods that including fruits, milk, beef, wire and lamb. More and more people go to China that find jobs or tour in China.

A3

SECOND TEXT: 忙碌的一天 / A busy day

Read the text on page 3 of the resource booklet. Use it to answer Question Two. Answer the question in your choice of English, te reo Māori, and/or Chinese.

Remember to support your answers with evidence from the text.

QUESTION TWO

- (a) (i) Explain just how busy David is, giving details of his activities. What is the impact of this busy life on him?

How busy David is: He get up at five ~~pm~~^{Am} thirty Am, because he ~~has~~ musical practice. He need join New Zealand's singing competition. He cost lots of time to practice. He had a math test, but he didn't get good results. He got home very late yesterday and didn't have time to ~~perparing~~ that, because he ~~had~~^{some} part-time jobs. He joined a basketball competition last Friday, and he went to a book-store at four pm today. He came book-store three times a week, four hours each time.

The impact on him: He didn't get results on math, and he ~~think~~ thought the English is hard. He got home at nine o'clock pm tonight. After dinner, he did his homework. He ~~went~~ to bed at nine o'clock.

- (ii) Compare the attitudes of David's and Li Na's parents, as mentioned in the text.

ASSESSOR'S
USE ONLY

Li'Na's parents thought the study is important. High school student should not do part-time job, because it is affect the study at school.

David's parents agree he do part-time jobs, when he studies ^{at} high school. They think that do part-time jobs is good. He can buy birthday gift to friend ~~cost his~~ money.

- (b) What advice would you give David to improve his life? Justify your answer with evidence from the text.

He need perparing his lessons, because he didn't have enough time to study well.

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THIRD TEXT: 丽丽搬到了新城市 / Lily moves to a new city

Read the text on page 4 of the resource booklet. Use it to answer Question Three. Answer the question in your choice of English, te reo Māori, and/or Chinese.

Remember to support your answers with evidence from the text.

QUESTION THREE

- (a) How does Lily feel about Beijing, compared to Shanghai? Explain in detail, using information from the text, covering three topics: weather, food, and language.

Weather: She didn't like the weather of Beijing. Spring is windy, and winter is snowing. She need wear many clothes in winter. She only like the fall of Beijing. She like the weather of Shanghai. Shanghai usually raining.

Food: She didn't like that eat Beijing's food. Many Beijing's people like eat noodles. She didn't like eat noodles. She only like eat Shanghai food. Her breakfast, lunch and dinner like rice.

Language: Beijing's people speaking is fast, sometimes she can't explain it. If she said Shanghai dialect, ~~the~~ her friend also can't explain it.

(b) What are the things Lily used to do in Shanghai that she misses doing in Beijing?

Shanghai usually raining, she goes to cafe. She drinks coffee and make conversation with friends. She ~~can~~ goes to library, when listen to music and read books. She like eat rice, instead of noodles.

A4

**Extra space if required.
Write the question number(s) if applicable.**

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QUESTION
NUMBER

Annotations

Achievement exemplar 2017

Subject: Chinese		Standard: 91111	Total score: 11
Q	Grade score	Annotation	
1	A3	The candidate selects some relevant information from the text to answer both (a) and (b). This shows understanding of the general meaning in the text about what is happening in New Zealand schools in terms of Chinese learning. The candidate also includes some relevant information about trade between China and New Zealand. However, to obtain Merit, the candidate must include detailed information and demonstrate clear understanding. Not all relevant information is selected to answer the question.	
2	A4	The candidate selects some information to explain their answer, but the information selected is not carefully interpreted. For example, the fact that David did not get good results should be used to explain the impact of David's busy life on him, not to explain how busy David is. The candidate also repeats information in different sections of the question. The candidate needs to provide more evidence from the text.	
3	A4	The candidate demonstrates understanding of the various differences between Shanghai and Beijing, including the weather, food, and language. But not enough details of each difference are given in order to obtain Merit. For example, the candidate could discuss why Lily likes rainy days in Shanghai; her difficulties understanding what Beijing people are saying, etc.	