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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.

Excellence

TOTAL

24

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?

Amy has found that more and more people are learning Chinese in New Zealand than ever before. Many more schools are now offering Chinese classes, with an increase from just 88 schools two years ago, to over 120 schools now having Chinese classes. New Zealand has never had so many students learning Chinese, ranging from primary school right up to high school students, and even some adults ~~or~~ starting to learn the Chinese language. At high schools, the popularity of Chinese language ~~is~~ ^{learning} is only growing, with Year 9 and 10 Chinese classes having ~~the~~ ^{the} most students, who will hopefully continue to learn it into their senior years.

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

Chinese language learning has seen a rise in popularity due to the growing relationship between China and New Zealand, both on a national and personal level. New Zealand and Chinese business deals are becoming more and more ~~common~~ ^{common}, so being able to speak Chinese is very useful. New Zealand exports lots of fruit, beef, lamb, milk, wool and more to China, ~~so~~ ^{and} trade negotiations will always be easier if ~~there~~ ^{there} is a common language. Many New Zealanders also express interest in learning Chinese because they travel to China to ~~by~~ buy things cheaply, so can buy big ~~quantities~~ ^{quantities}.

E8

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: David is an extremely busy person. As well as going to school five days a week, he also has a job, does singing^{and music}, and plays basketball. His days are always full, beginning with a 5:30 am wake-up so he can practice ~~music~~^{music}, especially recently as he ~~is~~^{is participating} in a New Zealand singing competition, so he has to spend a lot of time practicing. He also plays basketball, and recently had a competition for that. On top of his studies, music and basketball, David also works at a smoke shop for 4 hours 3 times a week as a part time job.

He often gets home very late because of all of his commitments, so doesn't have much homework time.

The impact on him: David's extremely busy lifestyle has some very negative impacts on him. Examples of this include him ~~not do~~^{doing badly} on a maths test and disappointing his teacher because he was working the day before and came home too late to ~~attend~~^{prepare} for the test. He also missed an English lesson due to a basketball competition he took part in, which resulted in him ~~not understanding~~^{missing his next English} class very difficult. This is stressful for David, and will make him worry about his grades on top of all of his commitments. He is also exhausted by his long and busy days, trying to fit in all of his commitments, which is not good for his health.

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

ASSESSOR'S
USE ONLY

Li Na's and David's parents have different ^{attitudes toward} ~~attitudes toward~~ ~~high school students~~ ^{working}. Li Na says her parents, who are miners, view studies ^{as} ~~are~~ the most important thing for high school students, and that they shouldn't have a part-time job. This differs from David's parents' ^{own} ~~off~~ opinion, as they believe he should work and study at the same time. They believe working part-time has many advantages, ^{like being able to buy friends' parents' things} and can teach ^{yourself} things not taught at school, such as managing ~~an~~ your own money.

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

I would advise David to decrease his work hours, or stop working completely, as it is very tiring, and the time and energy spent at his job is negatively affecting his studies. This is shown by his disappointment at his maths test result, and his difficulty faced in English class. He isn't arriving home until late at night ^(9pm) ~~at night~~ ^{go to sleep until 12pm after} work, and therefore doesn't ~~have much time to do homework~~ ^{time} ~~doing~~ ^{before} homework, by which ~~time~~ ^{time} he is death-tired. By decreasing his work hours, he will have more time for music, basketball, ~~homework~~, and to rest, and will be ^{able to put more energy} ~~more pleased with~~ into these areas, and therefore get better results, which he is more happy with. This will lead to David ^{be} ~~be~~ having a more enjoyable life, and by doing better at school, he will be able to get a good job in the future, and make lots of money then, so ~~working money in the present now~~ ^{he shouldn't worry about not earning money now.}

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

ASSESSOR'S
USE ONLY

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: Lily really doesn't like the weather in Beijing, as it is very different from Shanghai's. She finds the spring too windy, and the winter has too much snow. ^{Lily} ~~she~~ doesn't like how she has to wear so many clothes in the Beijing winter, because it is so cold, but ^{that} the summer is so hot that you can't even go out! The only nice season in Beijing is Autumn, because that's when the Great Wall looks the prettiest. Lily much prefers the weather ~~in~~ in Shanghai, which was never too hot or cold, and often rained, which she liked. She likes the rainy weather and clean air of Shanghai and finds it much more comfortable than the extreme hot and cold and ~~unpleasant~~ of Beijing.

Food: Lily also strongly dislikes the local Beijing food, ~~of which~~ ~~a common~~ noodles is a popular dish. ~~But~~ ~~she~~ ~~not~~ doesn't like noodles, and ~~much~~ ~~prefers~~ only likes to eat the food in Shanghai, especially the ~~best~~ rice, which she could eat for breakfast, lunch and dinner!

Language: Lily finds there is a bit of a language barrier between herself and the Beijing locals, as she finds they speak very fast, which she sometimes struggles to understand; ~~even~~ She often hears Beijing locals tell jokes, but she can't understand the jokes, which she finds ~~very~~ quite frustrating. Lily can't speak in her native Shanghai dialect either, or otherwise she wouldn't be understood by her classmates!

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

Although Beijing and Shanghai are similar in that they are big cities ~~have lots of~~ with lots of people, Lily finds them very different, and misses many things about Shanghai. She liked the rainy weather in Shanghai ~~a lot~~ a lot and missed going to ~~the~~ a cafe with her friends when it rained, where they would drink coffee ~~and~~ and talk, or the library where she would quietly read ~~and~~ whilst listening to music. ~~at the same time~~ Lily also misses the food ~~the~~ in Shanghai, and being able to understand people's jokes. She also really misses her friend Mingming, and being able to see her every day. The fact that Lily misses so many things about Shanghai shows that even moving within the same country can be hard, ~~but~~ and Lily ~~finds~~ it hard to adjust to her new life.

Extra space if required.

Write the question number(s) if applicable.

QUESTION
NUMBER

1.6) of goods without having to spend lots of money. Other adults, such as ^{Amy's} ~~her~~ parents' friends, want to learn Chinese as they work with lots of Chinese people. The increased popularity in Chinese language learning in New Zealand is due to the close relationship the countries have, both in business and leisure matters, and the increased ease of communication if New Zealanders are able to speak Chinese.

Annotations

Excellence exemplar 2017

Subject:	Chinese	Standard:	91111	Total score:	24
Q	Grade score	Annotation			
1	E8	The candidate thoroughly explains and justifies the reasons for the rising popularity of Chinese learning, and how it is demonstrated in New Zealand. The candidate also mentions that adults in New Zealand are learning Chinese too (many candidates focused only on the school environment). The candidate shows understanding of the implied meanings. For example, the benefit of learning Chinese for trade/export negotiations, and being able to communicate with Chinese colleagues.			
2	E8	The candidate skilfully selects all relevant information from the text. Implied meanings are also unambiguously communicated, including David's struggle to balance his busy schedule; disappointing his maths teacher; feeling stressed about his grades and all of his commitments; and the possible impact on his health. The candidate also explains how David would benefit from decreasing his work hours.			
3	E8	The candidate includes all information with detailed explanations, and draws implied meanings, such as Lily finding the language barrier frustrating, and missing her friend Mingming.			