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2

91111



911110



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
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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.

Merit

TOTAL

18

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?

Just like heaps of other countries, ^{and} ~~are~~ more schools in NZ are beginning to have Chinese classes. 2 years ago in NZ, there were only 88 schools that taught Chinese. This year there already more than 120 school schools teaching Chinese now. Before, there were never this many students wanting to learn Chinese. Not only has primary students begin to learn Chinese, but heaps of high school students are also liking learning Chinese. In high school, Yr 9-10 students are the most abundant / they are the biggest in numbers to learn Chinese. ~~The~~ People are always saying that so many NZ students are learning Chinese.

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

The reason to the rising popularity of Chinese language learning is due to its usefulness and importance. ~~The reason then~~ There are more and more Chinese and NZ businesses these days, in which NZ is selling products like NZ fruit, milk, cow meat, sheep fur and sheep meat to China. NZ people also like to go to China to buy things in China, as they don't have to spend a lot of money, but still buy heaps of things, due to the cheapness in China. ~~Thus being~~ learning Chinese is becoming more useful as NZ and China are interacting more, especially in the business industry (retail industry). Amy also says that there are lots of people in NZ that often go to China to work or to travel, thus being able to speak Chinese is really useful, and ~~definitely~~ really helpful, as more Chinese & NZ people are interacting together.

M6

SECOND TEXT: 忙碌的一天 / A busy day

ASSESSOR'S
USE ONLY

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 has to wake up at 5am because he has music practise. He also has to attend ~~the~~ participate in the NZ competition for singing. Thus he has spent so much time practising recently. Not only this, ~~today in the midday, he had~~ David works at a bookstore at 4pm 3 times a week, and 4 hours for each shift, thus David often returns home really late, such as today he arrived at 9pm. David then has to study, and he can only sleep at 12. David was also really busy today as he had a maths test at midday and then an English test in the afternoon. //

The impact on him: Due to his busy life, he has no time to study and prepare for tests such as his maths test today. His maths teacher was not happy, as the teacher hoped for David to get a high result, but Due to not having time to prepare, David did not do well in his maths test. Not only this, due to participating in the basketball competition last ^{Friday} week, David could not attend class that day, which could be a ^{reason} why he found the English test so hard today. This busy life ~~is~~ is impacting on David's academics in a negative way. Also due to David's busy life, he is sleeping at 12, which is making him so tired. //

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

ASSESSOR'S
USE ONLY

David's parents encourage and agree with David studying and working simultaneously. David's parents believe that working has a lot of advantages. ^{Having a Job} ~~David's parents~~ allows David to use his own money to buy gifts for his friends. However, Li Na's parents who are Chinese, believe that for students, studying is the most important thing, thus Li Na's parents and many other Chinese parents say that high school students shouldn't work.

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

It is good that David is participating in many things, thus he is able to experience many different things. However, David must have some more spare time for either resting, or keeping, to improve his life. For example, David could either work once a week, rather than 3 times a week. In this way, David saves 8 hours to spare on other leisure or ~~leisure~~ st, while also being able to work once a week and gain many experience from that. With the spare time, David could also have more time studying, thus show excellent or improved results in his tests, making not only his parents, ~~teachers~~ ^{teachers}, and himself happier, hence improving his life.

M6

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 seems to like the weather in Shanghai more than Beijing. Lily doesn't like the weather in Beijing, because ~~spring~~ during spring, the wind is too ~~large~~ ^{strong}, during winter there is too much snow! Winter in Beijing is so cold that Lily has to wear heaps of clothes, and during summer in Beijing she says that it's too hot to even go out. Lily says she only likes autumn in Beijing, and the Great Wall during ~~spring~~ ^{autumn} is the most beautiful. Lily likes the Shanghai weather, as all the 4 seasons are not cold nor hot. The weather in Shanghai is similar to the south cities, according to Lily. She says that it rains often in China. Lily likes rainy weather as the environment is really good then, and comfortable. //

Food: Lily dislikes to eat Beijing food dishes. Heaps of Beijing people like to eat Noodles, but Lily doesn't like eating noodles. Lily only likes to eat Shanghai dishes and Shanghai rice. This could be why Lily doesn't like the food in Beijing even more, as she says that she likes to eat rice for breakfast, lunch & dinner, but since she only likes Shanghai rice, she won't enjoy ~~her rice~~ ^{her rice} meals in Beijing. Therefore, Lily seems to like the food in Shanghai a lot more than the Beijing dishes. //

Language: Lily says that people in Beijing speak really quickly, and so sometimes

Lily cannot understand what they are saying. Lily often hears the conversations ~~on~~ and jokes people in Beijing make, but she cannot understand their jokes. If she spoke in a Shanghai dialect, ~~people~~ ^{her} her classmates in Beijing wouldn't understand.

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

Since it rained often in Shanghai, Lily liked to go to the cafe, and drink her coffee while she chatted with her friends. She also liked to go to the library and quietly and ~~peacefully~~ peacefully read a book while listening to music. These things Lily used to do in Shanghai, she must miss doing in Beijing. Lily does not say that it rains in Beijing, and ~~she~~ ^{due} to her Shanghai dialect which Beijing people cannot understand, she would probably not be able to enjoy going to a cafe on a rainy day and drink coffee and talk to friends in Beijing.

M6

Annotations

Merit exemplar 2017

Subject:	Chinese	Standard:	91111	Total score:	18
Q	Grade score	Annotation			
1	M6	The candidate selects relevant information to answer the question. The candidate provides information about the rising popularity of Chinese language learning in New Zealand, as well as all the reasons given in the text. However, the answer largely involves translating information from the text, and does not include any implied meanings, which are required to obtain Excellence.			
2	M6	To obtain Excellence in this question, the candidate could provide more details, such as the impact of going to sleep at 12am – David is falling behind in English, and needs to catch up, etc. Overall, the candidate demonstrates clear understanding by selecting all relevant information from the text, but needs to better communicate implied meanings.			
3	M6	All relevant information is conveyed and the candidate skilfully explains their answer. However, in order to obtain Excellence, the candidate could include implied meanings, such as the communication barrier between Lily and Beijing people, and link Lily's reluctance to go to the cafe due to the weather, not so much to the language barrier.			