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91533



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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 3 Chinese, 2017

91533 Demonstrate understanding of a variety of extended spoken Chinese texts

2.00 p.m. Thursday 30 November 2017
Credits: Five

| Achievement | Achievement with Merit | Achievement with Excellence |
|--|--|---|
| Demonstrate understanding of a variety of extended spoken Chinese texts. | Demonstrate clear understanding of a variety of extended spoken Chinese texts. | Demonstrate thorough understanding of a variety of extended spoken Chinese texts. |

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 two 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 2–10 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

QUESTION ONE

Continues at backASSESSOR'S
USE ONLY

Remember to support your answer with evidence from the text.

Compare David's and Tingting's plans for life after high school. Whose plan do you support? Why?

I support both of their plans. They are both doing different things, with different positives and negatives to them. David's plan for life after high school is more relaxed than Tingting's, his attitude towards university is shown to be more relaxed when he told her that he'd be playing soccer with Isaac and his friends at noon instead of attending the Auckland University Information meeting. Tingting however thinks that going to as many university meetings as possible is very important. In this aspect, I support Tingting more as it's always better to get an idea of all of the options available, but as David doesn't plan on going to university next year, he has no rush. Their parents have contrasting opinions regarding life after high school. David's parents believe his plan of going overseas to travel and work is very good and good for his future life, which they regard as much more important than university. Tingting's parents want her to be a doctor, and are very strict about it, as they'd get really mad at her if she didn't go to university. They think university is the only way to get a good job and a good future. They suggest that if Tingting wants to do what David is doing, she could always do it after university.

Extra space if required.

Write the question number(s) if applicable.

ASSESSOR'S
USE ONLY

QUESTION
NUMBER

1 Or in the holidays. If David decides to go to university after his travels, then their plans are actually the same but with a different order. Each family has their own priorities, so neither of them are more right. Tingking's parents have high expectations of her, and at the end of the conversation she says that she thinks they are right. This might just be her echoing their thoughts and being obedient so they don't get mad at her. Either way, if whatever she does makes her happy, ~~as~~ I support it, David has his parents' full support behind what he wants to do and is sure of himself and what he wants, so I support him too.

2) If she is able to study medicine at university while also travelling and working in the holidays, this would be a quicker way of doing both, but David would be able to relax more and immerse himself in another country better than her, with less stress. ||

QUESTION TWO

Continues at beachASSESSOR'S
USE ONLY

Remember to support your answers with evidence from the text.

- (a) Do you think many Chinese international students will vote for Anika? Why?

I think that many Chinese international students will vote for Anika as she is a very smart and kind girl who has noticed their struggles and found an excellent solution to solve it. She has actively found a way to make Chinese international students blend in more and integrate with their peers as they had previously been struggling to do so. Anika was observant, seeing that the Chinese students were struggling in English as they couldn't understand teachers, but had very high marks in Maths. This led to her coming up with her plan of getting NZ students who were bad at Maths but good at English help the Chinese students with their English in exchange for continues back

- (b) What does Wang Hai think about Anika's plan?

Wang Hai says that Anika's plan is very good, as it would help Chinese students improve their English while also helping NZ students improve their Maths. He thinks that the other Chinese students would definitely approve, and immediately asks when this would start showing he is excited and can't wait to begin. He believes this plan will give the Chinese students more friends and is enthusiastic about this, agreeing with EB

"Yes, yes, yes." when she ~~said~~ mentioned this.

Extra space if required.

Write the question number(s) if applicable.

ASSESSOR'S
USE ONLYQUESTION
NUMBER

2a. the Chinese students helping them with Maths. Having this arranged ~~at~~ at lunch time was also a strategic move on her part for the Chinese students to be able to make friends with some of these NZ students, as she had also seen that they don't have many friends. I believe that after this first arranged lunchtime next Monday in the Chinese classroom ~~the~~ not only will the Chinese students have ~~more~~ better lives because of her, the NZ students will as well, so both groups are likely to vote for her. Teacher Wang, who cares about her students would support this and may also back up getting Anika elected to be the student representative on her school's Board of Trustees. V

QUESTION THREE

ASSESSOR'S
USE ONLY

How has Matthew been encouraged to improve his basketball skills? Explain, using relevant information from the text to support your answer.

Matthew has 2 very supportive influences that have encouraged him to improve his basketball skills, his dad and his school. Despite being an engineer and not a teacher at his school, his father used his very good basketball skills by going to his son's primary school and high school to teach Matthew and his classmates basketball. His father has been the biggest influence, teaching after school at his high school on Tuesday and Friday afternoons. The other great encouragement is his school. Matthew feels lucky to have such good teachers at such a good school. They would often organise matches ~~them~~ against other schools, which is very important to Matthew as he says the more games they played, the faster they improved. His teachers cared a lot about their results, giving kind and encouraging words whether or not they won, which gave Matthew confidence. When they won, they'd be told that they did very good, and when they lost they were told ~~that~~ not to worry, as they knew that they were good and believed the team would win next time. Having his dad support him by working outside of his job would be very touching, and Matthew greatly appreciates it. He also loves his school or giving him so much practice and encouraging words.

EB

Annotations

Excellence exemplar 2017

| Subject: | Chinese | Standard: | 91533 | Total score: | 24 |
|-----------------|--------------------|---|--------------|---------------------|-----------|
| Q | Grade score | Annotation | | | |
| 1 | E8 | A fully developed answer that includes a discussion of pros and cons, along with supporting details from the text. It shows a thorough understanding of the implied meanings in the text. | | | |
| 2 | E8 | A clear and concise answer, which shows a thorough understanding of the implied meanings in the text. The explanation and conclusion are also based on the implied meanings. | | | |
| 3 | E8 | A fully developed answer and a concluding statement are provided, along with supporting details from the text, showing a thorough understanding of the implied meanings. | | | |