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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.

Merit
TOTAL

15

ASSESSOR'S USE ONLY

QUESTION ONE

ASSESSOR
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?

David doesn't plan to go to university next year and doesn't want to go to the Auckland Uni Open day with Tingting because he's playing soccer with Issae. He plans to go overseas next year as a backpacker to work and travel at the same time. His parents support his decision and agree that traveling is a good life experience. They know that when he returns he will be a more rounded person and can help others overseas and also back home. Tingting has a different view and intends to go to university next year. Her parents hope that ^{she} ~~get~~ will go so that she can get a good job afterwards. Getting a good job will secure her with a good life and lifestyle. Her parents will be upset if she doesn't go to university because they value her education very highly. Tingting agrees with her parents and their views. I believe that both plans are good and it really depends on the person. David is more laid back than Tingting and enjoys playing foot ball and being with his friends. He might not be suited to life as a Uni student. Tingting however is concerned when she finds out that David isn't attending the university open day which shows that she cares for others and values the education available at Uni. If it were me, I would go with Tingting's plan because as she said, she can always travel in the breaks. I think it is the best of both worlds. //

M5

QUESTION TWO

ASSESSOR'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?

Yes, I think that many Chinese students will vote for Anika because she is addressing some of the problems they ~~having~~ ^{are} in a NZ school. e.g. Their English isn't too good and therefore they sometimes can't understand their teachers. They also might struggle to make NZ friends because of the language barrier. Anika has a plan that she thinks will help them transition into life ~~as~~ ⁱⁿ the Kiwi school. She knows that the Chinese students get very high grades in Maths and that NZ students do well in English but not too well in Maths. Next week they have exams and so Anika wants the Chinese and NZ students to get together on Monday morning to study and help each other. She believes that the Chinese students will benefit from this and make NZ friends more easily. She's going to talk to Mr Wong to see if they can get out of other activities that morning. \\ ^{See}

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

Wang Hai is a Chinese International student and he thinks Anika's plan is great! He can see how many other Chinese students will also agree and benefit from this plan. He thinks she will get a lot of support. He comments on how it is hard to make NZ friends because of the language barrier and loves the idea of making more Kiwi friends. He can help them with Maths and they can help him with English so his language improves and so does their Maths! \\

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QUESTION THREE

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

ASSESSOR'S
USE ONLY

Matthew's parents have been a huge encouragement and supporting factor in his life as a basketball player. He is currently in high school but has been playing since he was in primary school. His parents are primary school teachers, and would give him training and he would practice all the time. Even now, his parents especially his dad still help him. They come to his high school every Tuesday and Friday for training him and his team. They don't work as teachers any more though, they are not business owners but they still train and support him unconditionally. Matthew has also been encouraged by his school. Every year the school team enters into lots of competitions and games against other schools in the area. Matthew values this competition very much and thinks it is very important. If the team wins they get lots of cheers and congratulations and if they lose then their coach/supporters say, never mind you played your best. Next time you will win! Matthew loves basketball and because of all the support he has gotten, he is now in the Youth Basketball Games in Nanjing!!

A4

Annotations

Merit exemplar 2017

Subject:	Chinese	Standard:	91533	Total score:	15
Q	Grade score	Annotation			
1	M5	The candidate has provided a few personal responses, listing most of the relevant information from the listening passage.			
2	M6	The candidate has provided most of the information from the listening passage. To gain Excellence, the candidate needs to evaluate and make a conclusion based on implied meanings from both section one and section two.			
3	A4	The candidate has provided the general meaning and some of the information from the listening passage. To gain Merit, more detailed information from the text is needed.			