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SUPERVISOR'S USE ONLY



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

Scholarship 2015 Chinese

9.30 a.m. Monday 30 November 2015

Time allowed: Three hours

Total marks: 24

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

You should answer ALL the questions in this booklet.

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 2–11 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.

| Question | Mark |
|----------|------|
| ONE | |
| TWO | |
| THREE | |
| TOTAL | /24 |

ASSESSOR'S USE ONLY

INSTRUCTIONS

The exam consists of TWO parts, held in a three-hour time slot:

- first, a two-hour Writing section with two questions: Question One in response to the spoken Chinese listening passage and Question Two in response to the written Chinese reading text in this booklet
- second, a one-hour Speaking section to answer Question Three in Chinese.

You will undertake the two-hour Writing section in a Writing Room and will undertake the Speaking section individually in a Recording Room.

LISTENING

Question One (below) requires a response written in Chinese, to a passage spoken in Chinese, played from a CD.

In your written response, you are expected to:

- effectively communicate with perception and insight, and create meaning in Chinese
- use a wide variety of complex structures and vocabulary that are well integrated into a synthesised response
- show understanding of the spoken language and its inferences, through analysis and evaluation, independent reflection, and extrapolation
- assemble ideas in a logical, clear, concise, and seamless/coherent manner, and make minimal use of expressions from the passage
- go considerably beyond the passage in expressing your own opinions.

Mike and Lin Fang are Year 13 students in a New Zealand high school. They both are 17 years old. Mike is a Kiwi boy who is learning Chinese at school. Lin is a Chinese girl whose family migrated to New Zealand five years ago.

Listen to a conversation between Mike and Lin Fang about Chinese families.

- You will hear the passage THREE times: The first time, you will hear it as a whole. The second and third times, you will hear it in sections, with a pause after each.
- While listening, make notes in the spaces provided. Your notes will not be assessed.
- Write your response, in **Chinese**, beginning on page 4. Question One is repeated on that page.

Glossed vocabulary

| | | |
|----|-----------|---------------|
| 传统 | Chuántǒng | tradition |
| 互相 | Hùxiāng | each other |
| 照顾 | zhào gù | to look after |

QUESTION ONE

传统的中国家庭是什么样的？你觉得传统的中国家庭有什么好处。你想生活在那样的大家庭里吗？为什么？

LISTENING NOTES

QUESTION ONE

传统的中国家庭是什么样的？你觉得传统的中国家庭有什么好处。你想生活在那样的大家庭里吗？为什么？

Write 250–450 Chinese characters for Question One. Develop your response from what you have heard in the Listening Passage.

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READING

Read the text below, then answer Question Two, beginning on page 7. Provide your answers in English or te reo Māori.

传统的中国家庭

Glossed vocabulary

| | | |
|--------|-------------------------|---|
| 增加 | zēngjiā | increase |
| 改变 | gǎi biàn | change |
| 影响 | yǐng xiǎng | influence |
| 专家 | zhuān jiā | specialist |
| 传统 | chuán tǒng | tradition |
| 三代同堂 | sān dài tóng táng | three generations live together |
| 尊老爱幼 | zūn lǎo ài yòu | to respect the old and cherish the young |
| 养儿防老 | yǎng ér fáng lǎo | to raise children to support parents in their old age |
| 随着 | suízhe | along with |
| 独生子女政策 | dú shēng zǐ nǚ zhèng cè | one-child policy |
| 改革开放 | gǎi gé kāi fàng | reform and open to the outside world |
| 发展 | fāzhǎn | development |
| 退休 | tuì xiū | retirement |
| 结婚 | jiē hūn | to get married |
| 自私 | zì sī | selfish |
| 丰富 | fēng fù | rich, plentiful |
| 独立 | dú lì | independent |

1980年以来, 全中国家庭的数量增加了很多, 但家庭里的人口却越来越少。家庭的改变对社会带来了很大的影响。中国的家庭这些年来发生了什么变化呢? 一些专家说出了他们的看法:

专家认为: 家庭的人口越来越少、成为中国现代家庭的主要特点。

中国的传统家庭一般是三代同堂的大家庭。几十年前, 很多家庭都是上有爷爷奶奶, 中有父亲母亲, 下有儿子女儿。人们习惯生活这样的大家庭里, 一方面是因为尊老爱幼是中国人的文化传统; 另外一方面是因为几十年前中国的经济不太好, 人们的收入很低, 人老了, 没有工作就没有钱, 就需要子女帮助。为了“养儿防老”, 很多人会生好几个孩子, 所以那时候的大家庭特别多。

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然而, 随着社会的进步和经济越来越好, 传统的中国家庭发生了很大的变化。1979年以后, 中国有了独生子女政策, 所以大部分家庭只有一个孩子。1980年以后, 中国的改革开放有了成功, 所以中国社会的经济发展很快, 中国有钱的人开始多了起来。很多老人有自己的房子和退休收入, 不用子女帮助他们, 而大多数的年轻人结婚以后都不和父母住在一起。这样, 中国的家庭就变得越来越小了。林先生说: “我小时候, 家里有八个兄弟姐妹, 还有父母和爷爷奶奶, 全家十二口人。而现在我只有一个孩子, 是一个三口之家。”

专家还认为: 家庭的变化对个人和社会都带来了很大的影响。

以前, 那些大家庭里的孩子, 因为从小和兄弟姐妹在一起生活, 一起玩儿, 所以他们长大后一般都会知道怎样和别人友好来往; 除了这些以外, 他们还比较关心别人, 喜欢帮助人。可是现在, 因为一个家庭只能有一个孩子, 所以父母对独生子女都特别宠爱, 孩子想要什么就给什么, 而且, 这些孩子在家里也不用帮助父母做家务, 这样他们就变得很自私和不爱帮助人; 还有因为独生子女没有兄弟姐妹, 所以他们通常会以自我为中心, 很难与别人一起工作, 来往。这对家庭和社会都有不好的影响。

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但是也有一些专家不同意这样的看法。他们认为, 独生子女的父母给了孩子很好的生活和学习条件, 所以中国新一代的独生子女身体好, 知识丰富, 很有自信心, 也比较独立。他们热爱自由, 思想开放, 改变了中国的一些传统的习惯, 让社会有了新的变化。

INSTRUCTIONS

This question requires a response written in **English** or **te reo Māori**.

In your written response, you are expected to:

- effectively communicate with perception and insight, and create meaning, in English or te reo Māori
- express ideas convincingly and hold the interest of the reader
- show understanding of the written material and its inferences, through analysis and evaluation, independent reflection, and extrapolation
- justify your own arguments in a logical, coherent, and seamless manner.

QUESTION TWO

Social structures in China have been transformed since 1980.

What factors have contributed to this transformation, and what have been the consequences for family relationships?

Use evidence from the reading text(s) to justify your ideas, opinions, and conclusions.

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

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QUESTION
NUMBER

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

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