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91111



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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 Chinese 2025

91111 Demonstrate understanding of a variety of written and/or visual Chinese text(s) on familiar matters

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.

You should attempt ALL the questions in this booklet.

Pull out Resource Booklet 91111R from the centre of this booklet.

Answer 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 2–8 in the correct order and that none of these pages is blank.

Do not write in the margins (//////). This area will be cut off when the booklet is marked.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Excellence

TOTAL 22

QUESTION ONE: 邮件 (Email)

Read Text A on page 2 of the resource booklet.

- (a) Did David think the train was comfortable? Give reasons to support your answer.

Yes. David mentions how amazed he is towards China's high ~~tech~~^{speed} trains, he says that yesterday afternoon they took a highspeed train to Shanghai, it was his first ever time riding the highspeed train and was very happy about it. He ~~ment~~^{tells} Matt about the high speed train, saying how every hour, the train goes ~~35~~ more than 350 kilometers. The inside of the train was not cold and not hot, it was just right and very comfortable. He also mentions how not only are the trains extremely clean, they can also access and use wifi on the train.

- (b) What was the highlight of David's train trip? Use evidence from the text to support your answer.

The highlight of David's trip wasn't the comfortable highspeed train, it was being able to order takeout and have it delivered on the train. He ^{we know this because} tells Matt how the train attendant was ~~feeding~~^{starting} selling meals on the train, he said ~~he was~~^{that although} ~~he was~~ the train food was a little expensive, he was too hungry at that moment and was ready to buy it, but his teacher stopped him ^{from buying anything} and said that she had already ordered takeout for them and it'd arrive soon at the next stop. ~~David was shocked~~^{she said that she had} and called ahead to the restaurant and placed an order telling them what ~~stop~~ train number they were on so they could deliver it. David was ~~was~~^{amazed} that you could order takeout

to be delivered onto your train in China. He tells Matt about how the train stopped at the next station for only 3 minutes and how he was worried the takeout driver wouldn't be able to find their train as the station was very crowded and the train took off really quickly. As he was worrying, he saw a delivery driver come and drop off the food delivery, the food had made it on the train! When he opened the bag, he discovered that the chicken meal the teacher had ordered was still warm, it ~~was~~ ^{was both} ~~good~~ (flavourful) and spicy, David said it tasted really good. He found it really interesting how you could order take out and have it delivered on the train, He was amazed at how hightech and advanced China is as he ~~was~~ ^{likely} wouldn't have experienced ordering takeout on a train before.

QUESTION TWO: 短信交流 (Text conversation)

Read Text B on page 3 of the resource booklet.

- (a) According to David and Lanlan, how does New Zealand Chinese Language Week affect students learning Chinese? Use evidence from the text to support your answer.

Both David and Lanlan enjoyed New Zealand Chinese language week at their schools, ~~they~~ ^{both their} schools had fun cultural events and activities. ~~Such~~ Lanlan's school learnt how to use chopsticks ~~along~~ with how to make dumplings, then they had an eating dumplings with chopsticks competition. The dumplings were delicious and everyone had lots of fun and were ^{very} happy. David's school also had interesting activities, they watched Chinese movies, learnt kungfu and used traditional brush pens to write Chinese characters. David felt that ~~using~~ ^{when he used} a traditional brush pen, ~~he~~ writing Chinese characters was a lot easier. Lanlan sees this and agrees with David, ~~saying~~ ^{comparing} using a brush pen to drawing and says it's just as fun. He says that before Chinese culture week, he found writing Chinese characters really difficult, but now, he's decided ~~to~~ ^{that he} wants to continue studying Chinese as well as go on a trip with his Chinese classmates to China. Chinese language week affects students learning Chinese because it showcases Chinese culture through fun interactive activities as well as encourages students to want to keep learning Chinese.

- (b) When do David and Lanlan think is the best time for New Zealand Chinese Language Week, and why?

David ~~thinks~~ ^{says that} Chinese language week is always on the last ~~day~~ week of term 3, which is when a lot of the older students have exams meaning that they won't be able to participate. Lanlan agrees, saying that lots of students must want to participate but are unable to because they don't want it to affect their studies and ~~grades~~ ^{grades}. David agrees with Lanlan's thinking and says that ~~the~~ having Chinese language week ~~in~~ term two would be better. ^{because they won't have exams} However, Lanlan disagrees with David because term 2 is when his school has

exams, he says that he feels that the timing of Chinese language week doesn't matter, the most important thing is for schools to ~~use~~ host and use fun ^{cultural} activities to promote ~~and~~ culture as well as help students learn Chinese better. of course even if the timing doesn't matter, he jokes that Chinese language week must not be during the holidays.

David thinks that the best time for language week is when there aren't exams so everyone can participate while lan lan believes that as long as the school provides fun learning opportunities for students learning Chinese, then it doesn't matter ~~what~~ when it happens.

QUESTION THREE: 网上论坛 (Online forum)

Read Text C on page 4 of the resource booklet.

(a) How are David and Alex's opinions different?

~~David believes that~~ The legal age to start learning how to drive in NZ is 16 years old, so lots of year 12 students have started learning how to drive. David believes that being able to drive has lots of advantages. Not only does it give you NCEA credits, but it also helps students save money as they can drive to school instead of taking the bus, overall improving their lifestyle ~~and~~ ^{as it is} ~~being~~ more convenient.

However, Alex counters David's points, he says that while being able to drive is useful, there are also lots of disadvantages, firstly, lots of student already ~~believe~~ think that they're mature now, however ~~after~~ while driving they can tend to be reckless. One of Alex's classmates drove onto the footpath/sidewalk once. Secondly, ^{although it saves bus} ~~it is costly~~ money, it is still costly to drive a car, ~~if~~ ^{breaks down} ~~the car is~~ ~~gets broken~~ maintenance fees are high and the family will have to spend money ^{held fix the} ~~to fix the~~ car. Thirdly, in some provinces, for beginner drivers, it's extremely hard to find parking spots, even if students did find a spot, they wouldn't be able to park for long periods of time, ^{Alex provides an example} ~~for example, at Alex's school~~ and says that ^{people} ~~they~~ can only park ~~bes~~ next to his school for two hours and school days are 6 hours. So he believes that 16 year olds shouldn't be driving to school.

David believes that learning to drive at 16 is good for students as it boosts NCEA credits and saves bus fees, however Alex believes that 16 is still too reckless to be driving and is also costly and inconvenient.

- (b) Did David's opinion change after hearing Alex's argument? Use evidence from the text to explain your answer.

David says that Alex's points are valid and agrees that it would be better for students to not drive to school, however, learning how to drive takes a lot of time and require you to pass a lot of tests. By the time ~~you~~ they get their results, they'll be ~~just~~ getting ready to go to university. If you only start learning to drive when you enter university, it makes finding work and commuting extremely inconvenient. ~~So~~ Because of this, David still believes that learning to drive at 16 is not a problem.

David's main opinion remained the same, however, after hearing about Alex's friend who drove into a sidewalk along with the parking problem, he agreed that it'd be better if students didn't drive to school. ~~But~~ David still believes that students learning how to drive at 16 is fine and not a problem at all because by the time they master driving and pass all the required tests, ~~then~~ they'll be ~~just about to~~ ~~be~~ getting ready to go to university ~~which~~ ~~is~~ ^{and it's} more convenient ~~#~~ in terms of finding work to be able to know how to drive. Otherwise if you only start learning how to drive in university, then you'll be spending a lot of time and have trouble finding work as a student.

Excellence

Subject: Chinese

Standard: 91111

Total score: 22

Q	Grade score	Marker commentary
One	E7	The candidate demonstrated a strong and comprehensive understanding of the high-speed train riding experience, effectively using details from the text and uncovering implied meanings to support and justify their responses.
Two	E8	The candidate demonstrated a thorough understanding of the text and established a strong connection to students' learning experiences. Additionally, the candidate successfully identified and interpreted implied meanings within the text.
Three	E7	The candidate articulated both students' perspectives on learning to drive with clarity and precision, while effectively integrating implied meanings derived from their viewpoints. The response exemplifies a coherent and logically structured argument, demonstrating a good understanding of the text.