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91111



Draw a cross through the box (☒) if you have NOT written in this booklet

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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.**

Merit

TOTAL 16

# Page 1

Answer in your choice of English, te reo Māori, and / or Chinese.

Make sure you have the paper Resource Booklet 91111R.

## 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.

B I U     

Yes.

He have mentioned that the train was fast (~350 km/h), and the temperature was just perfect inside the train, which was very comfortable. Also, the train was clean, and the Wi-Fi is available. He said: "I was really happy!" This shows that he was very satisfied by the train, and felt happy & excited.

He also have mentioned that ordering food in the train is very interesting. Both cheap and delicious. This is done by the sophisticated technology in China, which made his trip on the train more convient, and therefore making him to feel comfortable.

In conclusion, based on the evidence from the text, I think that he thinks the train was comfortable.

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

B I U     

Ordering food on the train.

He said "the most interesting thing is to order on the train". Therefore it must be the highlight of the trip.

He was hungry at night, and wanted to buy some food from the service staff. But his teacher told him not buying it because his teacher had ordered foods online. The food will be delivered soon, as long as you tell the resturant the code of your train and your seats on the train. He said: "What? Food can be delivered to the train?" This clearly showed that he was suprised by the delivering food on the train. After that, he questioned that if the delivery person couldn't find them since there were lots of people in the station. He also questioned whether the delivery person will be late or not. This shows that he still wasn't sure whether the delivery is so impressive. But since he saw a delivery person ran toward them and delivered the food. The food was still hot, and it was very delicious. He said: " It's so interesting! which showed the his positive mood on this again. Indicating he thinks ordering food on the train is the highlight of the trip.

## Page 2

### 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.

B I U ☰ ▼ ☷ ▼ ↶ ↷ 🗨

In the NZCLW, there are many school activities in Lanlan and David's school, for example: practicing how to use chopsticks and use them to eat dumplings; watch Chinese movies and use traditional Chinese pen to write Chinese characters. David found when using the traditional Chinese pen to write Chinese is much easier. And Lanlan agrees, she thinks using traditional Chinese pen is like drawing. Both of the statements indicates that the activity in the NZCLW helps students to learn Chinese.

Amy also mention that she wants to pick Chinese again and travel China with her friends, showing she loves China and Chinese culture because of the NZCLW. David even directly mentioned that NZCLW is very helpful in learning Chinese.

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

B I U ☰ ▼ ☷ ▼ ↶ ↷ 🗨

Anytime not in the holidays, and the last weeks of the Term which has exams. So maybe the weeks in Term 1 and Term 4.

There are some exams for seniors in the last week of Term 3 or 2, and usually the NZCLW is hold in those weeks. Students have to study hard for exams, so they can't participate the activity even though they really want to learn Chinese.

Lanlan strongly suggested that she hopes the NZCLW is not in holidays. We can tell that she doesn't want to learn too many Chinese during holidays, or she has her own plan in holidays and not able to attend the NZCLW.

## Page 3

### 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?

B I U     

David thinks students should learn driving when they are 16 (before the college). He thinks driving will give many benefits to students such as adding credits to NCEA, spending less time waiting for the bus... He thinks students had better learn driving before they attend college to give more spare time to doing part-time job in the future.

Alex thinks students shouldn't learn driving when they are in high school. Because many student drive excitedly and carelessly since they think they have grown up, which is very dangerous. Also the cost of driving is high. Lastly, parking is not a big issue, especially finding the car park, and dealing with the short parking time limit.

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

B I U     

Not the main one, but some opinions. Even though he agreed many of the opinions from Alex, but finally he still said that "I think learning how to drive in 16 is not problematic!"

Alex stated that many student drive excitedly and carelessly since they think they have grown up, which is very dangerous (there were a student who drove to the sidewalk). Also the cost of driving is high. Lastly, parking is not a big issue, especially finding the car park, and dealing with the short parking time limit (in Alex's student, the parking limit is 2h only).

David agreed with him, and said "We'd better not drive to school and be extra careful when driving." But he also think learning how to drive takes time, and many tests are also needed. If they start to learn driving after they attend the college, it will be inconvenient for them when they want to do some part time job. They might also have less time doing part-time job because of the inconvenient transport and pressure of learning how to drive.

Therefore David still thinks student need to start learning driving when they are 16, his main opinion is not being changed.

## Merit

**Subject:** Chinese

**Standard:** 91111

**Total score:** 16

Q	Grade score	Marker commentary
One	M6	The candidate exhibited an understanding of the narrative, addressing multiple details regarding the high-speed train experience, while effectively discerning and incorporating implied meanings to substantiate the responses.
Two	M5	The candidate demonstrated a clear understanding of the text, however, they did not effectively incorporate implied meanings into the responses.
Three	M5	The candidate demonstrated a clear understanding of both students' opinions and ideas, however, the conclusion was drawn without incorporating relevant information from the text to support it.