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91954



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 1 Chinese (Mandarin) 2025

91954 Demonstrate understanding of written Chinese related to everyday contexts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of written Chinese related to everyday contexts.	Demonstrate sound understanding of written Chinese related to everyday contexts.	Demonstrate thorough understanding of written Chinese related to everyday contexts.

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

Pull out Resource Booklet 91954R from the centre of this booklet.

You should attempt ALL the questions in this booklet.

Answer in your choice of English or te reo Māori. 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 2–7 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

Page 1

Answer in your choice of English or te reo Māori.

Make sure you have the paper Resource Booklet 91954R.

QUESTION ONE: 通告 (Notice)

Read Text A on page 2 of the resource booklet.

(a) What has the teacher planned for the day? Provide all details about the activities in your answer.

Morning activities (including midday):

B I U   ↶ ↷ ?

On Friday morning, the teacher has planned to take the students to play table tennis at the park. This is because some students haven't played it before and they would like to learn to play this well-known Chinese sport. Then, they will all have lunch at a Chinese restaurant, and the students can practice their Chinese speaking skills by ordering their food in Chinese.

Afternoon activities:

B I U   ↶ ↷ ?

On Friday afternoon, the teacher has planned to take all the students to see a new Chinese movie in the movie theatre, at the mall. Students can also practice their Chinese speaking skills here by speaking Chinese to buy the movie tickets.

(b) How does the teacher encourage their students to improve their language skills?

B I U   ↶ ↷ ?

The teacher encourage their students to improve their language skills by rewarding them when they practice their Chinese in their day-to-day life. For example, the teacher will reward their students by paying their lunch for them if they order their food in Chinese. The teacher will also buy coke for their students at the movie theatre if they buy their movie tickets by speaking Chinese. Next week, the teacher will get the students will write about what they did on Friday, in Chinese. The teacher further encourages their students to practice and improve their language skills by rewarding them with homemade dumplings if they write well. I think driving the students by rewarding them is a great and effective way to encourage the students to improve their language skills.

Page 2

QUESTION TWO: 短信 (Text messages)

Read Text B on page 3 of the resource booklet.

Describe Lili's weekend in detail.

B I U ☰ ∨ ☰ ∨ ↶ ↷ ?

During the weekend, Lili have an amazing time at the beach with her friend, Holly. Holly's sister, Amy, lives near the beach, so the two of them stayed at Amy's house. In the morning, they went running by the beach, and then had breakfast at a restaurant by the beach, where they had delicious bread and tea. In the afternoon, they first played ball games, then they went swimming. Lili had lots of fun swimming because she saw a lot of different fish, which she found very interesting. In the evening, they had dinner at the beach. Although it was very expensive, the food was very delicious. After dinner, they went for a walk at the beach, and then went back to Amy's house to play games. I think Lili really enjoyed her time at the beach because she really enjoyed all the activities she did there, and she also wants to go back next weekend.

Page 3

QUESTION THREE: 寄宿家庭 (Chinese host families)

Read Text C on page 4 of the resource booklet.

(a) Explain what the Wang and Li families can offer Adam while he's in China.

Wang family:

B I U ☰ ▼ ☷ ▼ ↶ ↷ ?

The Wang family has four people: mum, dad, elder brother, and younger sister. Dad, mum, and the younger sister can only speak Chinese, but the elder brother can speak a bit of English. Dad likes to go swimming, and mum likes to go running. Every evening, they would watch television together. During the weekend, they often go running and swimming together.

Li family:

B I U ☰ ▼ ☷ ▼ ↶ ↷ ?

The Li family has three people: mum, dad, and one daughter. Dad is a doctor, mum is an English teacher, and their daughter is a high school student. They are all very good at English. Every afternoon, dad and the daughter, Xiao Hong, play table tennis together. Dad often has work in the evening, so mum and Xiao Hong have dinner together, and then go off to do their own tasks. During the weekend, they often go to the movies together. Mum also really likes to make Chinese food, and she would make a lot of delicious food every evening.

(b) Which family do you think will be the best fit for Adam? Use evidence from the text to support your answer.

B I U ☰ ▼ ☷ ▼ ↶ ↷ ?

I think the Li family would be the best fit for Adam. Everyone in the Li family is good at English, which would help Adam to get used to the change in environment, since he is still learning and his Chinese is most likely not very good yet. He also wants to learn to play table tennis, which makes the Li family a good fit because Li Dad and Xiao Hong would go play table tennis together every afternoon. This would be a great opportunity for Adam to learn to play as well. Adam also likes to cook Chinese food, and he could help Li Mum in the kitchen, since she also really likes to make Chinese food. Adam enjoys going out with the family during the weekend, but he also prefers to have his own time at night. This also makes the Li family a great fit for Adam, because they often go out to the movies during the weekend. Since Li Dad usually has work at night, Xiao Hong and Li Mum would have dinner together and then go off to do their own tasks, which means Adam would fit well in their family because that will give him his own time at night. Although no one in the Li family usually goes swimming or running, Adam can still do these activities on his own. The family also seem supportive, and we can see that because Xiao Hong and Li Mum have time to their own to do their own things, which implies that the family encourages independence and freedom. The Li family, although they don't usually participate in swimming or running, will most likely help Adam out by buying him gear or finding locations for him.

On the other hand, the Wang family isn't as fitting for Adam. Wang Dad, Mum, and younger sister can't speak English, and only their elder brother can speak a bit of English. This will make Adam's first few weeks there more challenging as he is still learning Chinese and probably isn't very good at it, so he can't communicate his needs properly. The Wang family also watches television together every evening, which won't be very suitable for Adam since he prefers to have his own time to do his own things in the evening.

However, Wang Dad and Wang Mum each like to go swimming and running, respectively, and the family would often go running and swimming together during the weekend. These aspects satisfies Adam's preferences since his favourite things to do are running and swimming, and he also like to go out with the family during the weekend.

Overall, I think the Li family would be the better fit for Adam, as they satisfy more of his preferences, and can provide him with a smoother transition to studying in China.

Excellence

Subject: Chinese (Mandarin)

Standard: 91954

Total score: 22

Q	Grade score	Marker commentary
One	E7	<p>The candidate demonstrated thorough understanding of the text by explaining their answers using relevant textual evidence. Key qualities from the candidate's response included:</p> <ul style="list-style-type: none"> • correctly identifying the teacher's plan in detail for both morning and afternoon • correctly identifying the teacher's reward for the students, including dumplings being homemade • explaining that the teacher is encouraging students to improve their skills by using rewards. <p>The candidate can consolidate their Excellence level response by further explaining how watching the Chinese movie is a great way to improve students' listening skills, and how the teacher is providing real world opportunities for students to make meaningful application of their language skills for an E8.</p>
Two	E7	<p>The candidate demonstrated clear to thorough understanding of the text's meaning while explaining their answers using relevant textual evidence. Key qualities from the candidate's response included:</p> <ul style="list-style-type: none"> • providing a conclusion that Lili had an amazing time and linked this to her wish to go back next weekend • explaining the reason they stayed at Amy's house, although they did not mention they had to drive for two hours to the beach • identifying the delicious tea and bread for breakfast, and how dinner was very tasty (though expensive). <p>Demonstrating precise understanding would have helped to consolidate the E8 outcome.</p>
Three	E8	<p>The candidate demonstrated thorough understanding of the text's meaning while fully explaining their answers using textual evidence. Key qualities from the candidate's response included:</p> <ul style="list-style-type: none"> • correctly identifying key information about both families • connecting the families' information to Adam's interests and wishes • inferring that while the Li family doesn't go running or swimming, Adam can do these activities by himself (which can also be the personal quality time he is after) • explicitly comparing both the Li and Wang families, and explaining why the Li family is a better fit.