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91536



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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 3 Chinese 2025

91536 Demonstrate understanding of a variety of extended written and/or visual Chinese texts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of extended written and/or visual Chinese texts.	Demonstrate clear understanding of a variety of extended written and/or visual Chinese texts.	Demonstrate thorough understanding of a variety of extended written and/or visual 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.

Pull out Resource Booklet 91536R from the centre of this booklet.

You should attempt ALL the questions in 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 2–7 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, te reo Māori, and / or Chinese.

Make sure you have the paper Resource Booklet 91536R.

QUESTION ONE: 学习中文 (Learning Chinese)

Read Text A on page 2 of the resource booklet.

How can learning Chinese impact one's life? Use information from the text to support your answer.

B I U ¶ ∑ ∑ ↶ ↷ ⌚

Learning Chinese opens up many opportunities in ones life.

For Laurence, he shares that hes always enjoyed music and singing. Where one day, he heard a chinese song and liked it and thought it was extremely beautiful. He found the chinese language to be extremely beautiful and wanted to sing this language, so he started learning chinese in middle school where he was able to sing more chinese songs. This showcases his committment to his passion as learning a new language is extremely difficult, especially chinese because of all the tones you have to get right all whilst matching the melody and atmosphere of the song. One of his good friends mums used to be a music teacher in China and suggested he participate in a singing competition. It was his first competition and gave him a new opportunity, he put his own song onto the chinese website and gained over 300,000 views on his song. The fact that he was able to compose his own music while learning a language showcases his ability to adapt and apply his learning of english compossion to chinese.

In 2023, he released his own chinese song and his chinese is getting better everyday, and his appreication for chinese culture is increasing. This shows that he will continue learning and doesn't believe that he has mastered the language and music. He is a truly humble person who always believes he can strive to be better, and learning Chinese has given him this valuable opportunity. Furthermore, if he had a future kid, he would definiety want them to study Chinese because Chinese not only gave him this once in a life time opportunity, but also a beautiful language. Highlighting how he wants to share the language and culture to future generations so that they can also appreciate it as much as he does.

Similar to Laurence's opportunity, Rangi also gained a valuable opportunity due to Chinese. During school, he studied a bit of chinese and decided to become a teacher. He studied in NZ for 3 years where him and his 2 friends decided to work in China. This works out for them as they are still young and have the freedom to travel and explore different cultures whilst working a fulfilling job. Unfortunately, only Rangi was able to secure the opportunity as he already spoke some chinese. This underscores the importance of learning another language as it not only broadens your understanding of the world, but it also provides you opportunities in other countries where English is not the main language.

Ever since then, he has worked and live in Shanghai for 8 years where he earns a much higher salary compared to NZ schools as he works in an international school. He also coaches students in rugby, as well as the school's rugby team, a sport he would've grown up with in NZ, making him the best choice to coach students. Showcasing how having a deep understanding of both cultures makes you stand out in both work applications and in your personal understanding of the world. To futher add to this, every holidays, he always travels to new cities to participate in rugby competitions and travel where he makes many new friends, eats different chinese foods, and learn more about different cultures. These experiences give him more confidence and new understandings about the different cultures and people and their way of life. This is only made possible by his position as a teacher as he has guaranteed holidays when the students are on break, this gives him a lot of flexibility in choosing what he wants to do with his free time.

Overall, both Laurence and Rangi's story showcase how Chinese opens up many opportunities that wouldn't be otherwise possible. Imploring us to also take interest in other cultures, regardless of whether it is chinese or not.

Page 2

QUESTION TWO: Mikaela的故事 (Mikaela's story)

Read Text B on page 3 of the resource booklet.

Why did Mikaela explore her Chinese heritage? Use information from the text to justify your answer.

B I U     

Mikaela explored her heritage as her mother named her after a Chinese book she saw where the name meant pretty or pretty mountain which sparked her interest in her family history. Mikaela really likes the name her mother gave her and uses it anytime she's at home or at school, but only at work does she use Mikaela. This shows how she is still able to separate her heritage from her professional life and finds her Chinese heritage to be precious and wants to share it with her immediate family and friends. Her roots to China start long ago when her grandfather, Mr Zhou, came from China to NZ in 1920 where it is believed that not many people liked him and life was difficult. This reveals the unfortunate truth that society back then was not very welcoming to foreigners, especially Chinese ones when the British ruled the land. This brings upon the idea of creating a harmonious society where everyone is accepted and appreciated, one that everyone needs to work on in order to achieve this goal.

Eventually, Mr Zhou met a Maori woman, Alice, and they had a family together with their own children. Even though their life was hard, Mr Zhou and Alice gave everyone life and opportunity as they worked everyday and never rested, and this slowly paid off as their life got better. Showcasing their commitment to a prosperous life for their family and how deeply they care for their family even when life was difficult. And now, because of all that hard work the family name thrives with over 100 people sharing the surname. And by extension, the story of their family heritage. This shows how important it is to connect with our roots and appreciate the hard work done by others to get us to where we are today. Our surnames aren't merely a way to identify people apart, it's the story of our ancestors.

When Mikaela first heard her great grandfather's story, she becomes extremely interested in her family history, where she decided to visit her great grandfather's home in China. Even though Mikaela has never gone to China, and doesn't understand the language or culture, but because of her great grandfather's family still holding family pictures, she felt that this foreign family was quite similar to her own. This highlights how we don't need to fully understand unfamiliar languages and cultures, we just need to have a good heart and openness to others and they will accept you as their own.

Mikaela appreciates that NZ is different to what it was before because now NZ has many different cultures and the quality of life is slowly getting better. Some Chinese people have also started learning Maori and the Maori culture. And she believes that more people learning about different cultures and languages will mean that there will be more opportunities for everyone to come together and NZ will be a better place. This is true as the appreciation and understanding of other cultures greatly improves our understanding of the world in a way that wouldn't be unlocked if we only stayed within our cultures. Furthermore, Mikaela's story underscores the importance of connecting to both sides of our heritage because it makes up who we are as a whole, if we only explore one side, we will never be whole and lose touch with our identity.

Page 3

QUESTION THREE: 关于 AI (About AI)

Read Text C on page 4 of the resource booklet.

Compare the points of view of the two teachers, Mr Wang and Mr Li. Whose perspective do you agree with more? Use information from the text to justify your answer.

B I U ☰ ∨ ☷ ∨ ↶ ↷ ⓘ

Mr Wang is starting to use AI in order to his students to practise listening and speaking skills as it also has language activities in it. Although this is a solution, I believe that it is better for students to work with others to improve their listening and speaking as being able to identify the wrong tones is also a skill that students need to hone, they shouldn't only hear the correct things everytime, its essential to their learning to pick up on mistakes and fix it. But Mr Wang believes that because this method only takes a short amount of time, it gives him more more time to organise speaking activities for students, it's beneficial. Although this is a way to give yourself more time, there are other beneficial activities to do before starting the activity, such as asking the class to read through last class' characters and notes, or encouraging them to constructing their own sentences. I think that Mr Wang's way is a lazy one and doesn't encourage peer and individual learning.

He also uses AI to monitor students study habits which gives him the opportunity to focus on what this students are struggling with and therefore give them more support. This is a good use of AI as it allows him to get an overview on where students are lacking without having to ask them individually as it is time consuming in a large class where students could potentially lie out of embarrassment. He also encourages his students to use AI to create and organise their study plans, this is once again something that students will have to learn themselves as using AI is the easy way out as it is not applicable to life after school when you will have many more responsibilities.

Furthermore, he encourages his students to use AI to find other ways of learning and to create their own. AI can be extremely useful when unsure of how to answer questions, and because of its quick response time, it makes it more favourable compared to asking peers or your teacher the next day. So it is understandable that students will use it to ask questions, but Mr Wang understands that it means students could use it to do their homework. Which would completely diminish the point of trying as it doesn't reinforce what you've already learnt in school. So encouraging students to use AI would completely counteract what he is trying to achieve.

Overall, I believe that Mr Wang's approach to AI is not beneficial to students as it subconsciously forces them to rely on it, rather than create their own solutions.

However, Mr Li has a different opinion. Mr Li believes that if we let students use AI, they won't be able to cultivate their own method. This is true as it is extremely easy to ask AI a question and then copy down the answer without understanding the process behind it. Making it extremely dangerous during school as it stunts students understanding of the topic. This is shown through how whenever Mr Li asks his students questions, they will ask AI before thinking for themselves. This creates an unhealthy connection between students and learning as they will expect quick answers without thinking for themselves which is disastrous for exams.

Furthermore, because students are asking AI all the questions, they use it for their homework too because its faster and more convenient, rendering the homework useless as the whole point of it is to revise the material. This is detrimental to their learning as AI can also be wrong, and this in conjunction with them not understanding the topic means that they won't identify the wrong answer, making studying useless as they could be learning the wrong thing. AI also doesn't have the full capacity for every questions so students need to be careful as there are still many potential dangers that AI poses that we are currently unaware of due to its new involvement in society.

Overall, I stand with Mr Li as AI is robbing students' ability to think for themselves and understand concepts. Making it extremely dangerous for a students problem solving and analytical thinking ability, skills that are necessary for daily life.

Excellence

Subject: Chinese

Standard: 91536

Total score: 22

Q	Grade score	Marker commentary
One	E7	The candidate clearly explained the two people's experiences with Chinese learning and provided thorough conclusions for both experiences to generate clear implied meanings.
Two	E7	The response addressed the question clearly and made strong connections between Chinese and Māori culture. The candidate also expressed clear implied meanings.
Three	E8	The candidate clearly expressed both teachers' views and included implied meanings with both perspectives in detail. They provided a clear example of logical structure as well as sound understanding of the text and implied meanings.