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91556



915560



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

SUPERVISOR'S USE ONLY

Level 3 Japanese, 2018

91556 Demonstrate understanding of a variety of extended written and/or visual Japanese texts

9.30 a.m. Thursday 29 November 2018
Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of extended written and/or visual Japanese texts.	Demonstrate clear understanding of a variety of extended written and/or visual Japanese texts.	Demonstrate thorough understanding of a variety of extended written and/or visual Japanese 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 91556R from the centre of this booklet.

You should attempt ALL the questions in this booklet.

Answer each question in your choice of English, te reo Māori, and/or Japanese. 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 2–10 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.

Merit

TOTAL

25

ASSESSOR'S USE ONLY

FIRST TEXT: かんきょう The environment

Read the text on page 3 of the resource booklet. Use it to answer Question One. Answer in your choice of English, te reo Māori, and/or Japanese.

Remember to support your answers with evidence from the text.

QUESTION ONE

- (a) Compare the ways Anna's mother in New Zealand and her host mother in Japan do the food shopping.

Mother in New Zealand

Her mother in New Zealand only goes shopping for food about once a week, so she buys a lot. Sometimes she buys too much, and the food goes bad (off) before they are finished eating, and ends up wasting a lot.

Host mother in Japan

Her host mother in Japan goes food shopping almost everyday. She only buys what she needs for that day, and she doesn't waste much food.

- (b) What did Anna think at first, and what did she find out from her research?

She thought that the Japanese host mother's ^{way of} shopping was better. However, she did some research and found out that for supermarkets in both New Zealand and Japan, they waste all the food they didn't sell up until the best before date. Best before technically means, ~~before~~ 'delicious up until this day', so you can still eat it after the best before date however supermarkets end up wasting / throwing it out.

- (c) Explain how food shops can help the environment.

Anna remembered a Japanese food selling store in NZ in where ~~it~~ they sold food like instant ramen & lollies a little past their expiration date at discounted prices. This is a good idea for other shops to do, in this way they can reduce the amount of rubbish/waste they produce ~~that~~ to help the environment.

SECOND TEXT: フェイスブック Facebook

Read the text on page 4 of the resource booklet. Use it to answer Question Two. Answer in your choice of English, te reo Māori, and/or Japanese.

Remember to support your answers with evidence from the text.

QUESTION TWO

- (a) Describe Anna's route.

While camping she wants to hike to Souya Misaki, the northernmost point of Japan. She first travelled to Aomori in Honshu, then she boarded a ferry south of Aomori and going to Hokkaido, and arrived in Souya Misaki.

- (b) What was Anna's problem, and what caused it?

Problem: ~~In~~ While she was passing through Aomori, a rare, typhoon like rain started happening. She couldn't camp so she had to look for a place to stay but she couldn't find one.

Cause(s):

Rare, typhoon like weather and rain came about as she was passing through Aomori.

- (c) Explain how the problem was solved.

She called her mother in New Zealand. She used to be a Japanese teacher a long time ago, so she could speak Japanese better than Anna. ^{her mom} She looked up nearby places to stay on the internet and booked one.

- (d) List all the positive outcomes for Anna, once the problem was solved.

The people at the hotel were very friendly and kind, she ate delicious fish cooking, there were also ^{an} onsen (hot pots) at the hotel. It was an amazing hotel, and she made great memories there. After that, it was good weather throughout the rest of the trip. When she finally got to Souya Misaki, she took a picture and was extremely happy.

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THIRD TEXT: しょうらいのしごと Work in the future

Read the text on page 5 of the resource booklet. Use it to answer Question Three. Answer in your choice of English, te reo Māori, and/or Japanese.

Remember to support your answers with evidence from the text.

QUESTION THREE

Will life in 2040 suit the three people who are profiled, or not? Explain your reasoning, with reference to information in the article and the profiles.

Yamada:

Life in 2040 will suit Yamada. He likes surfing, and wants to be able to live near the sea in the country while still being able to work in the city. He will be able to use the trains faster than ~~Shintansen~~ bullet trains to travel to far places quicker and make it able for people to work in the city and live in the country.

Sato:

Life in 2040 will suit Sato. He works online, and the passage states lots more things will be done online in the future. He is stressed as now the trains are very busy on his way to work. In the future people won't have to use ^{roads} as much, so there won't be rush hour traffic. The trains will also be faster so he will always get to work on time. He loves history and art which is good as he will enjoy the new museums and art galleries that the large unused ~~U&L~~ will become.

Okawa: Okawa will either enjoy or not enjoy the future.

The article states that robots will be able to do easy jobs. Okawa has a not very hard construction job. If he doesn't like it and wants to go into another profession, he will be able to do that and be replaced by a robot. If he can only do this job and it is his only source of income, the future will not suit him as he may be replaced by a robot who can do things perfectly.

FOURTH TEXT: 今とむかし Now and in the past

Read the text on pages 6 and 7 of the resource booklet. Use it to answer Question Four. Answer in your choice of English, te reo Māori, and/or Japanese.

Remember to support your answers with evidence from the text.

QUESTION FOUR

- (a) Explain what Anna learned in the calligraphy club.

She learnt that in the year 538 after buddhism was brought to Japan from China, lots of people started calligraphy in order to write books about buddhism. She learnt from ~~the~~ Masaka that you can sit down and write.

- (b) Explain the development of calligraphy in more recent Japanese culture.

Now, calligraphy is for everyone, despite what their religion is as everyone should learn it in primary school. They have performances at schools which are where groups write down the words to songs they hear on large pieces of paper. It is a very large event, and high school girls from different areas perform ~~at~~ at their prefecture festivals. It is called 'Calligraphy Girls' and has become gradually more popular up ~~was~~ to the point where they have made a movie about it.

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m5

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

QUESTION
NUMBER

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Merit Exemplar 2018

Subject	Japanese		Standard	91556	Total score	25
Q	Grade score	Annotation				
1	E8	This was awarded an E8 grade because the candidate shows a thorough understanding of the text and is able to succinctly relate Anna's observations around food shopping in NZ and Japan, her thought processes and the conclusions she draws as a result of the research.				
2	M6	This answer demonstrates a clear understanding of the text and accurately communicates all information from the text except for the fact that she was on a bicycle. It was not awarded an E grade because the candidate does not identify Anna's inability to speak Japanese as one of the causes of her initial problem and did not create a link between the problems along the way and the positive outcome.				
3	M6	This response demonstrates a clear understanding of the descriptive passage and the candidate is able to make good connections between life in 2040 and each of the profiled people. It was not awarded an E grade because the second profile was incorrectly identified as male and “じむしょ” was not understood.				
4	M5	This response shows a clear understanding of where calligraphy originated and outlines the growing popularity of it, supported by examples from the text. Although more comprehensive than an Achievement answer, it does not rate an E grade because the candidate needed to emphasise the fact that all students were expected to learn calligraphy and that it had moved from being an activity where people sit and write, to a popular performance art, which is keeping it alive as an art form in modern Japan.				