

Japanese Level 3 – Sample 2009 Examination Questions

90570: Listen to and understand complex spoken Japanese in less familiar contexts

Note: These sample questions are based on the texts and questions in the 2007 paper

PASSAGE ONE: MOTHER'S DAY GIFT

You are in a department store in Japan. It will soon be Mother's Day, and the department store is promoting gifts for the occasion.

Question One:

Explain the announcements for Mother's Day.

You should include the following points:

- what items are being sold for Mother's Day
- how attractive the items will be to you and why
- how your mother could enjoy some of the items

PASSAGE TWO: CHERRY BLOSSOM VIEWING

Listen to a conversation at the office between Kenta and Noriko about preparations to celebrate cherry blossom viewing.

Question Two:

- (a) What information does Kenta get from the newspaper?
- (b) What is Kenta going to do?
- (c) Why does Kenta ask for Noriko's help?
- (d) Why do they think 40 people will attend this year?
- (e) According to Noriko, what sort of place is required for cherry blossom viewing?
- (f) What TWO venues are proposed for cherry blossom viewing? Give ONE advantage for each venue.
- (g) Why will guests be asked to arrive at 11.00 for the viewing?

Question Three:

- (a)
 - (i) List THREE things that Kenta wants to buy with the money collected.
 - (ii) Describe the place he will buy them from.
- (b) Why will they ask Masato and Eri to do the shopping?
- (c)
 - (i) What will Kenta and Noriko ask Yuki to do?
 - (ii) Why will they ask Yuki to do this?
- (d) What does Kenta ask Noriko to do?
- (e) What is Noriko's response to Kenta's request?
- (f) What does Kenta suggest they do? Give the time and place.
- (g) What does Kenta hope for?

Question Four:

- (a) What is the speaker's opinion about the driving age in New Zealand?
- (b) What information from the newspaper is referred to by the speaker?
- (c) What THREE reasons does the speaker give to support the Information from the newspaper?
- (d) What does the speaker say is a good idea?
- (e) Where is this course going to happen?
- (f) What THREE important things are people on the course expected to do?

Question Five:

Write what you should do if you are interested in participating in this course.

You should include:

- where should you go
- when should you go
- what you should bring
- what will happen next
- what you should do after that

Assessment Schedule

Sample 2009 Examination Questions

90570: Listen to and understand complex spoken Japanese in less familiar contexts

Notes for Assessors

Formatting of the schedule

Responses at Merit level are underlined.

Responses at Excellence level are **bolded**.

The Achievement column contains achievement level responses only.

The Merit column contains the achievement level responses and underlined merit level responses.

The Excellence column contains the achievement level responses, underlined merit level responses, and **bolded** excellence responses.

In order to arrive at a final grade, assessors are to:

- make a judgement for each Question using the shaded 'Judgement' row; the judgement will be A or M or E or N
- make a judgement for the standard as a whole using the 'Overall Judgement Statement' at the end of the schedule.

Editing / altering the schedule

The shaded 'Judgement' rows and the 'Overall Judgement Statement' are provided as a guide.

Assessors may alter them to ensure that learners are awarded the grade that their responses indicate is appropriate against the requirements of the standard.

Dot points may be added, deleted or edited as above to ensure that learners are awarded the grade that their responses indicate is appropriate against the requirements of the standard.

Making the overall judgement

Higher level judgements are to be based at all times on qualitative (not quantitative) grounds that revolve around recognition of detail and higher level structures, and inference. Typically:

- achievement level responses will give relevant information
- those at merit will contain more specific details
- those at excellence will show in depth understanding / the ability to infer meaning.

That is, the learner's ability to extract and interpret information from the text(s) will determine the grade awarded.

Evidence statement

Question	Achievement	Merit	Excellence
One			
	<ul style="list-style-type: none"> • <i>What are they?</i> • Trip • Cell phone • Picture book • Flowers 	<ul style="list-style-type: none"> • <i>What are they?</i> • Trip • Cell phone • Picture book • Flowers • <i>Why are they good?</i> • <u>Can arrange all details for the trip</u> • <u>Cheap and cool</u> • <u>Can see beautiful scenery</u> • <u>Can be delivered</u> 	<ul style="list-style-type: none"> • <i>What are they?</i> • Trip • Cell phone • Picture book • Flowers • <i>Why are they good?</i> • <u>Can arrange all details for the trip</u> • <u>Cheap and cool</u> • <u>Can see beautiful scenery</u> • <u>Can be delivered</u> • <i>How can you enjoy them?</i> • Famous tourist spots, can go to quiet countryside or fun attractions, can go by train, plane, hotel can be arranged • New, convenient, many functions • Don't have to travel to see the beauty • Can receive chocolates for free
Judgement	A	M	E
<p>The grade awarded will indicate that the majority of dot points at that level were provided. Assessors may specify the number of dot points required.</p>			

Question	Achievement	Merit	Excellence
Two			
(a)	<ul style="list-style-type: none"> The cherry blossoms will bloom in two weeks 	<ul style="list-style-type: none"> The cherry blossoms will bloom in two weeks 	<ul style="list-style-type: none"> The cherry blossoms will bloom in two weeks
(b)	<ul style="list-style-type: none"> Plan 	<ul style="list-style-type: none"> To plan <u>viewing</u> 	<ul style="list-style-type: none"> To plan for the cherry blossom viewing
(c)	<ul style="list-style-type: none"> Because doing it alone will be hard/difficult/terrible 	<ul style="list-style-type: none"> Because doing it alone will be hard/difficult/terrible 	<ul style="list-style-type: none"> Because doing it alone will be hard/difficult/terrible
(d)	<ul style="list-style-type: none"> Last year 40 came 	<ul style="list-style-type: none"> Last year 40 came <u>So the same number as last year will come</u> 	<ul style="list-style-type: none"> Last year 40 came <u>So the same number as last year will come</u>
(e)	<ul style="list-style-type: none"> A big place 	<ul style="list-style-type: none"> A big place 	<ul style="list-style-type: none"> A big place
(f)	<ul style="list-style-type: none"> The shrine The park 	<ul style="list-style-type: none"> The shrine <u>Close to work, you can see the white cherry blossoms</u> The park <u>It is big, many wonderful cherry blossom trees along the river</u> 	<ul style="list-style-type: none"> The shrine <u>Close to work, you can see the white cherry blossoms</u> The park Not far from work, <u>It is big, many wonderful cherry blossom trees along the river</u>
(g)	<ul style="list-style-type: none"> Because they want to eat lunch from 12:30 	<ul style="list-style-type: none"> Because they want to eat lunch from 12:30 	<ul style="list-style-type: none"> Because they want to eat lunch from 12:30
Judgement	5 dot points	7 dot points, 2 <u>underlined</u>	9 dot points including: 1 bolded and 2 others, <u>underlined</u> or bolded
Three			
(a)	<ul style="list-style-type: none"> Drinks, sushi, candy 	<ul style="list-style-type: none"> Drinks, sushi, candy 	<ul style="list-style-type: none"> Drinks, sushi, candy
(b)	<ul style="list-style-type: none"> Masato has a car Eri knows the cheap shops well 	<ul style="list-style-type: none"> Masato has a car Eri knows the cheap shops well 	<ul style="list-style-type: none"> Masato has a car Eri knows the cheap shops well
(c)	<ul style="list-style-type: none"> To prepare the CD 	<ul style="list-style-type: none"> To prepare the CD <u>For the karaoke</u> 	<ul style="list-style-type: none"> To prepare the CD <u>For the karaoke</u>
(d)	<ul style="list-style-type: none"> To write an email 	<ul style="list-style-type: none"> To write an email <u>About the cherry blossom viewing</u> 	<ul style="list-style-type: none"> To write an email <u>About the cherry blossom viewing</u> To everyone
(e)	<ul style="list-style-type: none"> Intends doing it by Wednesday or She agrees 	<ul style="list-style-type: none"> Intends doing it by Wednesday or She agrees 	<ul style="list-style-type: none"> Intends doing it by Wednesday or She agrees
(f)	<ul style="list-style-type: none"> To meet at the entrance at 7:00 	<ul style="list-style-type: none"> To meet at the entrance at 7:00 	<ul style="list-style-type: none"> To meet at the entrance at 7:00
(g)	<ul style="list-style-type: none"> Good weather 	<ul style="list-style-type: none"> Good weather 	<ul style="list-style-type: none"> Good weather
Judgement	5 dot points	7 dot points, 2 <u>underlined</u>	8 dot points including: 1 bolded and 2 <u>underlined</u>

Question	Achievement	Merit	Excellence
Four			
(a)	<ul style="list-style-type: none"> 15 years old is young to drive 	<ul style="list-style-type: none"> 15 years old is young to drive 	<ul style="list-style-type: none"> 15 years old is too young to drive
(b)	<ul style="list-style-type: none"> There are a lot of young people in car accidents 	<ul style="list-style-type: none"> There are a lot of young people in car accidents <u>Recently the number (of young people) in car accidents is increasing</u> 	<ul style="list-style-type: none"> There are a lot of young people in car accidents <u>Recently the number (of young people) in car accidents is increasing</u>
(c)	<ul style="list-style-type: none"> Driving fast Driving after drinking alcohol Driving and using an iPod and/or mobile phone 	<ul style="list-style-type: none"> Driving fast Driving after drinking alcohol Driving and using an iPod and/or mobile phone 	<ul style="list-style-type: none"> Driving too fast Driving after drinking alcohol Driving while using an iPod and/or mobile phone
(d)	<ul style="list-style-type: none"> Learning to drive again 	<ul style="list-style-type: none"> Learning to drive again 	<ul style="list-style-type: none"> Learning to drive again
(e)	<ul style="list-style-type: none"> In a spacious area in the suburbs 	<ul style="list-style-type: none"> In a spacious area in the suburbs 	<ul style="list-style-type: none"> In a spacious area in the suburbs
(f)	<ul style="list-style-type: none"> Listen to the driving teacher's instruction They want you to diligently memorise a good way to drive Remember what you studied When you drive, you must drive safely 	<ul style="list-style-type: none"> Listen to the driving teacher's instruction They want you to diligently memorise a good way to drive Remember what you studied When you drive, you must drive safely 	<ul style="list-style-type: none"> It is better that you listen to the driving teacher's instruction They want you to diligently memorise a good way to drive Remember what you studied When you drive, you must drive safely
Judgement	6 dot points	8 dot points, <u>1 underlined</u>	9 dot points including: 1 bolded and 1 other, <u>underlined</u> or bolded
Five			
	<p><i>Where</i></p> <ul style="list-style-type: none"> Go to the office <p><i>When</i></p> <ul style="list-style-type: none"> Today <p><i>What</i></p> <ul style="list-style-type: none"> A letter will be sent to you 	<p><i>Where</i></p> <ul style="list-style-type: none"> Go to the office <p><i>When</i></p> <ul style="list-style-type: none"> Today <u>at 12:30</u> <p><i>What</i></p> <ul style="list-style-type: none"> A letter will be sent to you <u>Nothing is needed</u> <u>Take the letter to the driving school</u> 	<p><i>Where</i></p> <ul style="list-style-type: none"> Go to the Principal's office <p><i>When</i></p> <ul style="list-style-type: none"> Today <u>at 12:30</u> <p><i>What</i></p> <ul style="list-style-type: none"> An information letter will be sent to you <u>Nothing is needed</u> <u>Take the information letter to the driving school</u>
Judgement	3 dot points	3 dot points, <u>2 underlined</u>	4 dot points including: 2 bolded and 1 other, <u>underlined</u> or bolded

Overall Judgement Statement

Achievement	Achievement with Merit	Achievement with Excellence
Any 3 A or M or E	2 M 2 other A or M or E	2 E 2 other A or M or E