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91556



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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 3 Japanese 2023

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

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 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 2–8 in the correct order and that none of these pages is blank.

Do not write in any cross-hatched area (不要書く領域). 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.

Achievement

TOTAL 12

QUESTION ONE: うんてんめんきよをとる? (Are you going to get a driver's licence?)

Read Text A on pages 2 and 3 of the resource booklet.

- (a) How has having a driver's licence changed what Mary can do?

She no longer has to take either a bus and/or train to get to work. Until she got her licence she could only drive with an ~~adult~~ ^{adult} that has a qualification in driving such as her driving instructor or maybe even parents. She wasn't allowed to drive alone or have anyone else on board but now that she's passed the test and gotten her driver's licence, she can now take ^{just} her friends for a ride which is what she's looking forward to. Also in the summer holiday, there is going to be a concert ~~at the~~ which she wants to go with her friends, so until then, she intends to practice driving at around the place she lives in order to get more confident in her driving skills. She does mention that she is afraid of rush-hour since the roads would be packed.

- (b) How likely is it that Hiroshi will do what Mary suggests? Justify your answer with reference to the text.

Hiroshi states that practicing for a licence in Japan is expensive as you'd have to go to a special school, etc, and Mary suggests to get the ~~the~~ licence in New Zealand so that when he returns to Japan, he could essentially transfer it over to a Japanese licence easily. Hiroshi probably won't listen to her suggestion as ~~the~~ students in Japan weren't allowed to go to school by driving a car.

He also doesn't want to take the exam right now
the price of gasoline is expensive.

He probably wants to become a
electric train driver as he likes them
more or want. ~~and want~~

QUESTION TWO: バイオリズムとすいみん時間 (Biorhythms and hours of sleep)

Read Text B on pages 4 and 5 of the resource booklet.

- (a) Explain what Bob and Kimiko do in the morning, and the consequences.

Bob: Bob has been tired and can't wake up in the morning, which makes him late for school. This also makes him late for an exam which in turn makes his sensei / teacher mad that he did not turn up for the exam on time.

Kimiko: Kimiko does not wake up ~~late~~ late however since she eats breakfast at 6am. However, she has to take multiple trains to get to school which does take quite a bit of time as she has to change trains. She as a result also is late for school this way.

- (b) Based on information in the text messages and the data, what will Bob discuss with the principal? What evidence can Bob give to support his point of view?

Judging based on the report, out of the sample, most students tend to stay up late primarily because of homework. ~~From~~ ~~of the students~~ ~~Bob~~ ~~talked~~ ~~to~~ ~~on~~ ~~a~~ ~~classmate~~ ~~group~~ ~~that~~ ~~said~~ ~~they~~ ~~it~~ ~~go~~ ~~to~~ He intends to talk about having the school start later than it usually does but keep the end time the same as it allows students to get

more sleep, study more, be able to finish homework on time, still allow students to do after school club activities, etc. High school students are said to need 9~10 hours of sleep and if most students find themselves sleeping at 12am, it may prove ~~beneficial~~ useful to look at readjusting school starting times so that the wellbeing of students is maintained while being able to get more out of their day.

QUESTION THREE: 人のやさしさ (People's kindness)

Read Text C on page 6 of the resource booklet.

- (a) Where did Mari and her family go, and why?
 She went to go ^{to see} ~~meet her~~ ~~New Zealand~~ ^{her friend} Rangy in the countryside.
~~Parents in America~~ This allowed her husband and her son to meet her New Zealand parents for ^{possibly} the first time as they wanted to meet them (the parents). Also got to have BBQ.

- (b) What connection does Mari feel there is between 'manaakitanga' and 'omotenashi'? Support your answer with examples of what Rangy's family and Mari did.

Mari was able to bond more with the family & other people as she got to participate in a variety of experiences. This includes helping with the ~~prep~~ preparation of food, or ~~simply~~ simply having fun with one another such as going on the water slide. She was able to feel ~~and~~ the kindness of others, while also being able to express her own gratitude ^{and kindness}, which is a sign of manaakitanga. She relates this to omotenashi as omotenashi is about the feeling of others. For example, she prepares a variety of things ~~to~~ for the customers thought, feeling and what they'd want or would like and not for money. It's also about bringing people together to have a lively atmosphere, ~~and~~ Both Manaakitanga

and omotenashi is about the kindness of others as well as the kindness you show and give to others, hence why she makes the connection between those two.

Achievement

Subject: Japanese

Standard: 91556

Total score: 12

Q	Grade score	Marker commentary
One	A4	This response provides some key pieces of information to convey the general meaning of the text. They have written about how Mary can now take her friends on a drive after having secured a licence. They have demonstrated understanding by including evidence from Mary's discussion with Hiroshi about different processes in Japan as compared to in New Zealand for obtaining a licence.
Two	A4	In the first part, the candidate demonstrates general understanding by providing evidence of reasons for Bob and Kimiko's choice of routines and then linking it to the consequences of those choices. In the second part of the question, this candidate demonstrates understanding that student classroom performance was linked to their sleep routines, with some linking to the data in the question.
Three	A4	This response demonstrates that the candidate has grasped the essence of the meanings of manaakitanga and omotenashi. They have described the similarities between the two concepts and tried to link these to the text.