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91556



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 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.**

Excellence

TOTAL 21

## Page 1

Answer in your choice of English, te reo Māori, and / or Japanese.

Make sure you have the paper Resource Booklet 91556R.

### QUESTION ONE: うんてんめんきょをとる? (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?

B I U ☰ ☷ ↶ ↷

Having a driver's license have changed what Mary can do because she has more freedom now. Before she was limited to when, where and with whom she go out but with a license she is no longer restricted. Before her full license, she could only drive when she was with an adult or by herself but now she is able to drive with just her friends. She is also not restricted by bus or train schedules therefore might be able to have a part time job. With her license, she can go to a concert in the country with her friends during the summer holidays which she might not have been able to go otherwise because it is far away. Mary can also go out in the rain or even when she has a heavy ruggage. Although Mary has to take responsibility and take proction when driving in rush hours since it is crowded in the motorwavs.

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

B I U ☰ ☷ ↶ ↷

It is unlikely that Hiroshi will do what Mary suggests which is getting a driver's license in New Zealand because it is expensive and not eco friendly. Although it is a good idea because taking a New Zealand license would be a good practise for when taking a license in Japan because it is very hard there. He doesn't want to get a license now because petrol is expensive and can also cause pollution. He rather want a electric car instead. Although is will be good experience, he will still need to take it again to get a lisenca in Japan. This means it will cost him a lot anyway and also give up some of his time to go to a special school to get a licence after graduation.

## Page 2

### 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:**

B I U ☰ ☷ ↶ ↷

Bob wake up at 8:30 am. He lately oversleeps because he is tired and is always late to school. Bob wakes up late and do not have time to eat breakfast so only have coffee in the morning and walk to school which leaves him hungry during classes. He was scolded at by his teacher that he will fail his exam if he keeps acting like that. Bob was also unable to text Mary for a while because of that and left Mary to worry.

**Kimiko:**

B I U ☰ ☷ ↶ ↷

Kimiko have breakfast at 6 am and rush to the train station. It takes time for her to get to her school because she was to make a transfer. She can not be late to school because her school is strict about rules.

- (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?

B I U ☰ ☷ ↶ ↷

Bob will discuss with the principal about starting school at a later time. This is in order to fulfill both sufficient amount of study and sleep. If he does his homework properly and have a little chat with his classmates, he ends up sleeping at 12am. High school students need 9 to 10 hours of sleep according to an interesting data that he has found. This means the earliest he will wake up is 9 am. This is not a problem if school started later than 9 am. This will solve the problem that Bob is currently facing and also the 70 or more percentage of high school students who are not getting satisfying results in their homework and exams. Bob also says that high school student's biorhythm change so feel sleepy around midnight. He will tell the principal that the school ending time doesn't need to be change so that students are less tired and can study well.

## Page 3

### 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?

B I U ☰ ☷ ↶ ↷

Mari and her family went to New Zealand to see Rangi's parents. This came together when her family was making plans for the spring holiday when Mari's friend Rangi sent an email saying if they wanted to come to New Zealand. They went immediately because Rangi's parents are retired and they are like Mari's New Zealand parents for her and Mari wanted to meet her.

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

B I U ☰ ☷ ↶ ↷

Mari feels there is a connection between 'manaakitanga' and 'omotenashi' that they both are a tradition to serve guests for their happiness.

Rangi's family showed manaakitanga by organising a barbecue for Mari's family. They got clayfish and muscle because they wanted Mari's family to have them. Everyday they showed around beautiful tourist destinations like oceans and mountains and many more. Mari's son had fun in the river in the forest, doing fishing and with natural waterslides.

Mari's family showed omotenashi by bringing over meat for Japanese style barbecue that Rangi loves which was very popular to everyone.

Things that both Rangi's and Mari's family did were both for the happiness of the other. This is shown when Mari's family told them their appreciation for their kindness, Rangi said if Mari's family is happy, Rangi's family is happy too. Manaakitanga and omotenashi are both not for money but is the preparation beforehand done with thoughts for the guest. Both put others before yourself and seek happiness when others are happy.

## Excellence

**Subject:** Japanese

**Standard:** 91556

**Total score:** 21

Q	Grade score	Marker commentary
One	E7	This response succinctly demonstrates a thorough understanding of the text, particularly in the first part of the question. The candidate has included multiple details in part (a), about everything Mary can now do with her new licence and the precautions she needs to take.
Two	M6	This response also demonstrates that the candidate has a clear understanding of the content of the text. There is a detailed explanation of what suggestions Bob will put forward to his school principal and evidence from the text has been used to back up the explanation.
Three	E8	This response includes information and detail to communicate a comprehensive understanding of the text. Information from the text has been linked and justified to answer the questions fully. They have articulated a deep understanding about 'omotenashi' and 'manaakitanga' by connecting the meaning of values to the actual action showed by Rangī's family, Mari, and Rangī.