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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.**

Merit

TOTAL 17

## 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 ☰ ☷ ↶ ↷

She can be more independent/has more freedom now that she has her full license. She can now not only drive by herself, but also drive with whoever she wants like with her friends, regardless of whether they have their license or not.

She does not have to worry about bus and train times.  
She could start a part-time job.

In the summer holidays, she has plans to drive with friends to a concert that is far away.  
She knows that it is important to drive responsibly.

She is living in a place that is inconvenient to get to so being able to drive is more convenient. However, she is worried about driving during rush hour due to being stuck in traffic jams.

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

B I U ☰ ☷ ↶ ↷

For now, it is unlikely that Hiroshi will do what Mary suggests. He points out that in Japan, high school students are not allowed to drive to school anyway. He also mentions that petrol is expensive and he will create unnecessary pollution. He thinks he is better off riding an electric bike which is cheaper and will not create pollution.

However, in the future, he may do what Mary suggests because he says, "I don't want a license for now". He seems interested in her suggestion to take the driver's license test while in New Zealand. This way the license will be cheaper and easier to get.

It seems much easier to get a driver's license in New Zealand than Japan.

In Japan, you have to wait until you are 18 whereas in NZ it is 16. In Japan, after graduating high school, lots of students go to a special driving school for the purpose of getting a license. However, it is expensive and the test is also difficult to pass so it is a hassle.

## 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	☰ ☷	↶ ↷

**Kimiko:**

B I U	☰ ☷	↶ ↷
She also goes to bed at around 12:00. She gets up early at 6:00 to have breakfast. This means she is only getting 6 hours of sleep on average per night. This is 3-4 hours less than the recommended sleeping hours for high school students.		
In a hurry, she goes to the train station. On the way to school, she changes train so it takes time (it is not a direct journey). This means she needs to allow more time in the morning to get to school so she is losing sleeping time.		

- (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 can show the principal the data he found to support his point of view. He can		
Since 51% get 5-6 hours of sleep and 8% get 3-4 hours of sleep, this means that the majority of students do not get enough sleep according to the recommended amount of 9-10 hours.		
In order for students to get more sleep, Bob may suggest to the principal to make a later start time for school. This idea is also mentioned by Kimiko who says, "it would be better if school started later right?"		
Another suggestion Bob may make is to reduce workload/amount of homework given to students so they have more time to sleep.		

## 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    

They went to a barbecue which was hosted by Rangi's family.

They went because Rangi's parents are like her husband's parents (her New Zealand mother and father) so she wanted to meet them.

(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 thinks that 'manaakitanga' and 'omotenashi' are similar concepts because they are both about being kind.

Mari brought Japanese barbecue meat which she knows Rangi loves (and she also loves it).

Everyday, they received a tour around the tourist area at the beach/sea and mountain.

When it was time to return home, Mari's family thanked Rangi for their kindness from the bottom of their hearts.

Rangi said that if they are happy, he is happy. He genuinely enjoys seeing others happy so he does things for others to make them happy.

Not doing things for money, but to make others happy/feel good.

## Merit

**Subject:** Japanese

**Standard:** 91556

**Total score:** 17

Q	Grade score	Marker commentary
One	E7	This response provides a detailed range of information to answer the question and demonstrates a thorough understanding of the text. The candidate has used specific parts of the text to provide justification, for example, the reason why they feel Hiroshi will do what Mary suggests is because he says, "I don't want a licence for now."
Two	A4	The candidate has demonstrated a basic understanding of the text and even if some parts are missing, they have been able to use the data from the question to provide justification for their response, for example, using evidence from what Kimiko says to articulate what Bob's suggestions to his principal might be.
Three	M6	This response demonstrates that the candidate has a clear understanding of the text by identifying some of the meaning and using relevant supporting information. They have demonstrated a clear understanding about 'omotenashi' and 'manaakitanga' through their explanation of Mari's, Rangī's and Rangī's family's actions.