

91556



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

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SUPERVISOR'S USE ONLY

Level 3 Japanese, 2016

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

9.30 a.m. Thursday 1 December 2016
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 2–8 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.

TOTAL

ASSESSOR'S USE ONLY

FIRST TEXT: A trip りょこう

Read the text on pages 2 and 3 of the resource booklet. Use it to answer Question One. Answer the question in your choice of English, te reo Māori, and/or Japanese.

Remember to support your answers with evidence from the text.

QUESTION ONE

- (a) How long does it take to get from Osaka to Hokkaido?

おおさか ほっかいどう
大阪から北海道までどのくらいかかりますか。

- (b) Where will the students stay during this trip?

このりょこうの間、生とはどこにとまりますか。

- (c) Explain the TWO things students will learn about on this trip. Include when and where they learn these things.

生とがこのりょこうでべんきょうする二つの事について、いつ、どこで学ぶかもふくめてせつめいしてください。

- (1) What 何を _____

When いつ _____

Where どこで _____

- (2) What 何を _____

When いつ _____

Where どこで _____

- (d) Compared to the other two days, what is different about the programme on the morning of the third day? How would this difference make the trip more attractive to a range of students?
ほかの二日間とくらべて、りょこうあんないの三日目の午前中のよていは何がちがいますか。そのちがいはどのようにこのりょこうを生とたちにとってよりみりよくてき魅力的なものにするでしょうか。

SECOND TEXT: An Ainu group visits New Zealand

アイヌのグループのニュージーランドほうもん

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

Remember to support your answers with evidence from the text.

QUESTION TWO

(a) Explain the background of the Ainu people.

アイヌ人のバックグラウンドをせつめいしてください。

(b) Explain why the group went to New Zealand.

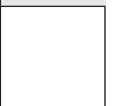
グループはなぜニュージーランドに行きましたか。

(c) List the things the Ainu group did in New Zealand.

アイヌ人のグループがニュージーランドでした事をリストしてください。

(d) What conclusion does the writer come to as a result of this visit?

ライターは、このほうもんのけっか、どんなけつろんを出しましたか。



THIRD TEXT: An interesting book おもしろい本

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

Remember to support your answers with evidence from the text.

QUESTION THREE

- (a) How does Tom know about the book *Mottainai Baasan*?

トムはどうして「もったいないばあさん」の本について知りましたか。

- (b) What comment does Tom make that Atsushi finds funny?

あつしがおもしろいと思ったトムのコメントは何ですか。

- (c) Explain the thinking behind “mottainai”, according to the passage.

チャットによる「もったいない」のかんがえ方について、せつめいしてください。

- (d) Explain why *Mottainai Baasan* was written, and how its message is conveyed.

なぜ「もったいないばあさん」が書かれたか、どのようにそのメッセージが
つたえられているかせつめいしてください。

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

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QUESTION
NUMBER

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