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3

91556



915560



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

SUPERVISOR'S USE ONLY

Level 3 Japanese, 2017

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

2.00 p.m. Monday 13 November 2017
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 2–11 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.

Merit

TOTAL

22

ASSESSOR'S USE ONLY

FIRST TEXT: 風呂敷について **About furoshiki**

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

Remember to support your answers with evidence from the text.

QUESTION ONE

- (a) According to the textbook that Emma read, how has the use and meaning of furoshiki changed?

A long time ago the ~~furoshiki~~^{baths} had a relationship with buddhism as baths were only in temples. Before entering a bath, you would wrap the clothes/kimono you were wearing into a cloth called the Furoshiki. The meaning has now changed to become a cloth you use like a bag to wrap various things in.

- (b) What encouraged Emma to research furoshiki?

Emma had never seen a person who uses furoshiki in a Japanese supermarket before so she then examined the way Japanese people use furoshiki in a survey.

- (c) Compare the results of Emma's research about the use of furoshiki with the information from the textbook that she read.

The results of Emma's research showed only roughly 5% of people surveyed often use furoshiki, less than 10% sometimes use it. Less than 20% don't use it very much and nearly 70% of people don't use it at all shows it is actually not very popular. However, the textbook said because you can wash it and ~~make~~ deciding the importance of cloth Japanese people don't use plastic bags but instead use furoshiki. This does not match up to Emma's survey. The people who did use it said they used it to wrap the clothes they wear when they practise martial arts, use ~~it~~ ~~before~~ they wear a kimono. Some people ~~use it~~ before they wear a kimono. Some people because they started wrapping various things in the furoshiki, they have a custom of wrapping gifts in furoshiki and when they go to someone's home, they bring a present wrapped in furoshiki. The usages of furoshiki differ greatly from what the New Zealand ~~textbook~~ stated.

SECOND TEXT: りょこうに行きましょう Let's go on a trip!

Read the text on pages 4 and 5 of the resource booklet. Use it to answer Question Two. Answer in your choice of English, te reo Māori, and/or Japanese.

Remember to support your answers with evidence from the text.

QUESTION TWO

(a) What kind of places does Emma like?

~~Emma's hobby and shopping. She also likes baths so places that are cold she likes but places that are hot she hates. Therefore, she seems to be hesitant of the south of Japan.~~ (Answer written at back of booklet) //

(b) What kind of places does Mariko like?

~~Mariko's~~ Mariko's hobby is shopping. She also likes baths so places that are cold are good but places that are hot she hates. Therefore, she seems to be hesitant of the south of Japan. //

(c) Based on the information given in the reviews, which place is suitable for BOTH Emma and Mariko? Explain why.

Tokyo has too many people and Kyoto is too hot for Mariko. Therefore the best place to be would be Hokkaido. It is full of nature such as lakes and mountains which Emma would like and at the end of the day they can relax in a hot spring which Mariko would like. There is also lots of ancient culture to learn about a people called the Ainu and there is a museum dedicated to them. Hokkaido is suitable for the interests of both Emma and Mariko. //

(d) Based on the information given in the reviews, explain, with reference to the positive and negative aspects, why the other two places would not suit BOTH of them.

The first option: Tokyo may appeal to Mariko's hobby of shopping in ~~the~~ cheap clothes shopping in Harajuku but Tokyo is incredibly populated which is what Emma said she didn't like: a place full of lots of people. Although Tokyo has a zoo, it does not have the nature filled aspect Hokkaido does. Kyoto as the second option could offer Emma the experience to try traditional Japanese culture ^{and history} but because of the climate and the hot weather (as they are going during the summer), it would not suit Mariko who hates hot places. Neither of these places would ~~fill~~ fill the likes and expectations of both Mariko and Emma thus making Hokkaido the only viable option. and cheap electronic products among other things. //

THIRD TEXT: 私たちの町をたすけよう Let's help our town

Read the text on pages 6 and 7 of the resource booklet. Use it to answer Question Three. Answer in your choice of English, te reo Māori, and/or Japanese.

Remember to support your answers with evidence from the text.

QUESTION THREE

- (a) Explain what Emma is concerned about.

Emma says in order to find work in her town, many people have unfortunately gone into the city and now there is a lower population. There are houses with nobody living in them and fields with no people to care for them. She wants her town to be lively again and is asking for advice.

- (b) Explain the key idea in each of the three responses to Emma's forum post, and how each one can help address her concerns.

- (i) Kazuya's response

Key idea:

His town has sent out advertisements asking for the help of people in the town. His town also has rice fields and fields which do not have people to care for them. They have sent out advertisements asking for people to lend a hand. People in the city who do not have gardens come out during the weekend and help out.

How does it help Emma?

Emma also has a problem of her town having no-one to care for the fields so this would probably help a lot.

- (ii) Yoshiko's response

Key idea:

~~Three years before you could use wifi for free and it was also cheap among other things.~~
Companies' offices ~~are~~ and the office workers' homes rent is also cheap. There are no new buildings, but they can use houses with no people in them. Therefore, factories are not necessary and companies can have workers use the internet. ^(see back of booklet)

How does it help Emma?

Emma says there are lots of people moving into the city for work. By allowing businesses to utilise the usage of abandoned houses as work spaces it encourages people to stay in the area. ^{University students}

- (iii) Hiroshi's response

Key idea:

Hiroshi's town had a shopping centre nearby. Which you could drive a car to, it meant fewer shoppers would be the influence. Shop at the town's shops and so they started a club activity where you can do fun things at the town. and because of that many customers have come back to his town.

How does it help Emma?

This is probably of no help to Emma as she does not distinctively mention in her questions.

Shops losing customers

FOURTH TEXT: 新しい言語 ^{げんご} A new language

Read the text on pages 8 and 9 of the resource booklet. Use it to answer Question Four. Answer in your choice of English, te reo Māori, and/or Japanese.

Remember to support your answers with evidence from the text.

QUESTION FOUR

- (a) Make up an example of Daigo using a Japanese word as the base, and explain how you created it.

食べます or to eat would be TBMS. Essentially, you ~~take~~ pick the first letters of each syllable and use them to make your word in the daigo language //

- (b) What are the difficulties of using Daigo?

There are some words which have the exact same way to say them. The article uses the examples of kawaii and kowai; both have completely different meanings, one meaning cute and the other scary. Another problem is distinguishing between whether they are using Japanese or English with Daigo and you won't be able to understand because of it //

- (c) Explain the significance of DAIGO's wedding date.

Daigo got married ~~on~~ in 2016, on January the 1st, of the 11th, at ~~the~~ the 11th hour at the 11th minute. The first time he met his wife was ~~the~~ January ~~20~~2011 and again in 2014 ~~on~~ on January the 11th. He likes this number very much and when he has a child he wants to call them his favourite number: 1 //

- (d) Explain what happened at DAIGO's wedding ceremony, and why.

When Daigo first asked his wife to marry ~~him~~, she responded not in daigo but rather completely in Japanese saying please. She ~~felt~~ but ~~at~~ thinks that was bad. However, at their wedding he sung a newly created song called ksk and Emma heard that. At that time, his wife answered him in Daigo saying Hai or ~~yes~~ yes as HI(I=1+71) as they were getting married instead of when she responded to his proposal in ~~proper~~ proper Japanese //

Extra space if required.

Write the question number(s) if applicable.

QUESTION
NUMBER

2A. Emma likes a place where you can learn about Japanese history and culture. She also likes zoos and nature but she does not like a place that has lots of people. //

3Bii. With this proving effective as the number continues to increase even now. //

Which is ~~it~~ has been free for the past 3 years. //

Merit Exemplar 2017

Subject:		Level 3 Japanese	Standard:	91556	Total score:	22
Q	Grade score	Annotation				
1	M5	This candidate scored an M5 because they supplied information that communicated a clear understanding of the text. They identified the traditional use of a furoshiki and were able to link this to the way in which it is currently used. It did not score an E grade because the candidate did not show any understanding of “shigen” and failed to clearly explain why it might have become to be used like a bag. There was also no link made between the fact that it had been used for traditional things in the past and that these customs were still the predominant reason for their usage now, however seldom they were used.				
2	A4	This question scored an A4 because it demonstrates an understanding of the text. The candidate is able to identify many aspects for and against the three choices for each girl but the answers are not expanded and linked sufficiently to award a Merit grade				
3	M6	Although the candidate has clearly identified the problem in Emma’s town and her concerns, they do not go on to include all of the information required to score an E grade and only supply ‘most’ of the meaning. For example, they have not mentioned the market in (i), the lack of factories and pollution (so pleasing the local townspeople) in (ii), or the help for disadvantaged elderly in (iii).				
4	E7	The candidate has correctly supplied all information required to fully answer the question in every aspect. It was not awarded an E8 because they have misinterpreted the text with regards to the “no 1” in section (c).				