

No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

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.

Achievement

TOTAL

11

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, there was a relation between Furoshiki and Buddhism and it only existed in temples. Therefore, before entering Furoshiki, it was thought that the cloth created for Kimono's was Furoshiki. Now the religion and relation has changed, and Furoshiki has begun. The meaning of Furoshiki also changed. Various things were created and it was decided to ^{use} ~~make~~ something like a bag out of cloth. It is important for Japanese custom not use plastic bags but to use Furoshiki. //

- (b) What encouraged Emma to research furoshiki?

Emma was encouraged to research Furoshiki because in Japanese supermarkets you ^{are unable to} ~~can't~~ see who makes the Furoshiki. Therefore the Furoshiki that people make are being checked. //

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

ASSESSOR'S
USE ONLY

Emma found that Furoshiki are often ~~made~~^{used} for Judo practise. Sometimes they are used for when you are wearing kimono. However, she found the most out for the times that they are not really used. Only around 17% don't use Furokushi for gift giving. Because various Furoshiki things were created, presents also being wrapped in Furoshiki became a custom. In Emmas house when she carried a present, she carried it in Furoshiki. Because her parents ~~have~~ never created Furoshiki and thought it was cool, they only use Furoshiki when there are presents.

N2

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 likes shopping, after that she likes baths. Emma likes ~~the~~ ^{being} cold, but because ^{she} doesn't like being hot, the southern region might be better. //

- (b) What kind of places does Mariko like?

Mariko thinks places where you are able to get to know about Japanese history and culture are good. He likes animals and nature. However, places with heaps of people in them he is not so sure about. //

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

Hokkaido is the best place for both Emma and Mariko. Looking at the 'Student travel rankings', we understand that in Hokkaido there is a mountain with a lake and a lot of nature which is what Mariko enjoys. It is also good because Hokkaido is Japan's most northern island, the rainy season isn't cold. Emma: Kyoto is the best place for both Emma and Mariko. Looking at the 'Student travel rankings', we understand that in Kyoto that the summer is hot and winter is cold, and compared to the day time, the temperature goes down in the evenings. In spring and autumn you would bring a sweater. This is ideal for Emma as they could travel to Kyoto in 3 out of the 4 seasons seeing that she hates being hot. However, Kyoto is also good for Mariko as despite the 'student travel ranking' saying they didn't do or see flower arranging and tea or view the Japanese traditions and cultures, with Kyoto being the old capital of Japan, it is full of rich history and museums which appeals to Mariko's tastes. //

- (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.

ASSESSOR'S
USE ONLY

Tokyo would have been very appealing to Emma with the cheap western clothes shopping in Harajuku and the weather in Minabara is okay, ^{however} Kyoto is a lot colder than Tokyo and Emma states clearly that she does not like the cold. In regards to Mariko, Tokyo would have been good with its ^{famous} Art galleries and also the embassy. He also said that he likes animals and we learn that there is a cute panda in Tokyo. However, Tokyo is a very crowded city, packed with people. Hokkaido would not suit Emma and Mariko because it is the ^{most} northern island of Japan and there is hardly a rainy season. This would be extremely hard for Emma as she hates the heat. Although she does enjoy baths and you can bathe in an onsen at the end of the day. There is a rich history of the Ainu people who use to live in Japan long ago in Hokkaido, and there is also a museum about them. However there are no animals according to the website. So although Kyoto might not fill all of Mariko's and Emma's likes, it doesn't have any of their dislikes which makes it the most suitable choice out of the three.

AV

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.

In Emma's town people are travelling to the city for work regretfully and very little people are staying in her town. There are people not living in homes, people not looking after the fields. She wants her town to be healthy. What should she do? || _____

- (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: ~~Rice~~ Fields. In my town there is no one to look after the fields and rice fields. We call it Farmland. City people don't have gardens so in the weekend they do me the favour of coming. They are able to sell rice at the market || _____

How does it help Emma? This gives her an idea of how to get people to look after the fields to make her town look healthy || _____

(ii) Yoshiko's response

Key idea: In my town they made ~~wifi~~ wifi free 3 years ago and . This made it is for company offices and office workers to stay at home. We didn't build new buildings ~~to make~~ and didn't make people live at home. Therefore the industries didn't think it was necessary, a lot of companies are able to use the internet for work and today it is still increasing //

How does it help Emma?

This is telling Emma that she should look into getting wifi for her town so that people can work from home. //

(iii) Hiroshi's response

Key idea: Hiroshi's town is close to a shopping center that you are able to get to by car and this influence made the town's shop's customers disappear. However, because it is close to a ^{new} university the customers returned. Now there are more jobs like cleaning around the station. //

How does it help Emma? Emma needs to find a way to create more jobs for people in her town so that they can make money and live in homes. //

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.

An example of the Daigo language would be the word Samurai. You take every second letter of the word S M R I to create a shortened word. //

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

~~Yes~~ ~~but~~ Yet ^{even} when you see DAIGO or hear Daigo you are not able to understand the difference between Japanese and English. //

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

The first time Daigo and his wife met was in January 2011, and ~~when~~ they met again in 2014 January 11th. ~~After that~~ Then, after when his wife had a child he ~~g~~ loved her and proposed. //

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

ASSESSOR'S
USE ONLY

N2

Achievement exemplar 2017

Subject:		Level 3 Japanese	Standard:	91556	Total score:	11
Q	Grade score	Annotation				
1	N2	This candidate was awarded an N2 because although some simple lexical items were recognised, their answer did not show sufficient understanding of the text in any part. This candidate tried really hard to link what they could understand in an effort to make sense, but failed to do so. They have not answered (a) in a way that shows how the use and meaning of furoshiki changed, nor did they make the comparison required in (c) between the textbook information, the results of Emma's research and the modern use of furoshiki.				
2	A4	This question was awarded an A4 because despite having mixed up the preferences of the two girls in the text, the candidate correctly identifies the factors that might influence their choice for travel. This candidate then can apply this to some of the information in the text and shows general understanding of the main points. It does not score an M5 or higher because there are several incorrect conclusions, key items of information have been omitted and this candidate has failed to identify the potential positive and negative weather patterns in the season that they wish to travel (summer).				
3	A3	This question was awarded an A3 because the candidate has shown some understanding of the text but has failed to link information that would provide a more definitive answer. In each part of section (b), the candidate has omitted information that was required for a higher grade.				
4	N2	This question was awarded an N2 because it fails to demonstrate an understanding of the text. A clearer explanation was required for each of the sections answered. The candidate did not attempt (d).				