

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, 2018

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

9.30 a.m. Thursday 29 November 2018
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 2–10 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.

Excellence

TOTAL

31

ASSESSOR'S USE ONLY

FIRST TEXT: かんきょう The environment

Read the text on page 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) Compare the ways Anna's mother in New Zealand and her host mother in Japan do the food shopping.

Mother in New Zealand

She only buys food about once a week so when she does, she buys a lot. Sometimes, ~~she~~ she buys too much and so her family cannot ~~not~~ finish all the food before it goes bad and unfortunately they throw it away.

Host mother in Japan

However, Anna's host mother goes shopping for food almost everyday and she buys food to eat for that day ~~one~~ only, hence they rarely throw out any food, compared to Anna's mother in NZ.

- (b) What did Anna think at first, and what did she find out from her research?

At first, she thought "Japan's way is better" but after doing some research, she found that for both Japan and New Zealand, supermarkets throw away food that isn't sold by the "Best Before" date. She found that the "Best Before" date ^{that the food} actually means it is at ~~it~~ its best taste until that date, ~~so~~ hence after that date, you can still ~~be~~ eat it, ~~super~~. Yet, regrettably ~~the~~ they are thrown away ~~as~~ after the "Best Before" date.

- (c) Explain how food shops can help the environment.

When Anna was thinking about ways to use precious resources, she remembered food shops. She says that a little bit after food like instant ramen ^{and} or candy etc has passed its "best before" date, they should be sold for ~~cheer~~ cheaper. She thinks that this is a good idea and helps the environment as this way the world's rubbish can reduce.

SECOND TEXT: フェイスブック Facebook

Read the text on page 4 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) Describe Anna's route.

First, she went to 福岡 in a Hokkaido area Honshū.

After that, from the port in 福岡, she took a ferry to Hokkaidō and then she arrived at Sōya Misaki.

- (b) What was Anna's problem, and what caused it?

Problem: On the way to 福岡, typhoon-like rain started happening which was very rare for the season^(summer). She didn't know what to do.

Cause(s): She didn't know what to do because she couldn't set up a camp and although she had to search for a place to stay, she couldn't find one.

- (c) Explain how the problem was solved.

She called her mum in NZ and since in the past, her mum was a Japanese teacher, her mum's Japanese was better than hers. So, through the internet, she found a hotel and made a booking for Anna.

- (d) List all the positive outcomes for Anna, once the problem was solved.

At the hotel, the person at the reception desk was kind, the fish meal was delicious, there was a spa, it was a wonderful location, and she made some good memories. Afterwards, the weather was always good, and when she took the photos once she got to Sōya Misaki, they were very beautiful.

THIRD TEXT: しょうらいのしごと Work in the future

Read the text on page 5 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

Will life in 2040 suit the three people who are profiled, or not? Explain your reasoning, with reference to information in the article and the profiles.

Yamada: Yamada's hobby is surfing and in the future, he's thinking of having cheap rent, and living in the countryside or close to the sea whilst also working in the city. As 2040 is said to have trains that can go faster than the bullet train, people can go long distances comfortably. This means that even people living in the countryside can work in big companies in big towns and cities. Hence 2040 will probably suit Yamada as he'd be able to live in the countryside and enjoy his hobby of surfing whilst still being able to get to work in the city easily.

Sato: Sato is currently working a job that is online. When she goes to work, the trains are crowded so she gets stressed. She also enjoys likes history and art. In 2040, it is said that many more things than today will be online so that people will only need to go to office buildings when they go to work. This would get rid of rush hour and the big office buildings in cities, as they would no longer be necessary, would be converted to things like museums and art galleries. This would definitely suit Sato as she can continue to work online and as rush hour would no longer exist and she doesn't even need to go to work at an office, she won't get stressed from crowded trains at rush hour anymore. Also she can enjoy art and history even more at the office buildings converted to museums and art galleries.

Okawa: Okawa currently works at a factory and hardly does any difficult jobs. 2040 will likely not suit him as it is predicted that robots will do any simple jobs, such as ^{the} factory work and assembly that Okawa currently does. Hence he will be out of that job.

FOURTH TEXT: 今とむかし Now and in the past

Read the text on pages 6 and 7 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) Explain what Anna learnt in the calligraphy club.

Anna learnt ~~from the~~ teacher the history of calligraphy from the teacher in the club. She learnt that in the year 538, after Buddhism made its way into Japan from China, in order to write Buddhist books, many people began to learn calligraphy.

(b) Explain the development of calligraphy in more recent Japanese culture.

Nowadays, people who practice Shinto, Christianity, and even primary school kids learn calligraphy. There are even now calligraphy performances done by senior high school students where teams, whilst listening to music, write the words of the song on a large piece of paper. These performances are very big events.

At first, apparently it started with a group of girls from a senior high school who did the performance as a small event during a festival in their region. That event was then made into a movie called "Calligraphy Girls" and since then, calligraphy performances have been gradually been becoming more popular. So now, calligraphy is no longer just something you do sitting down, there is a new way to do it.

ASSESSOR'S USE ONLY

2/6

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

QUESTION NUMBER

Handwriting practice lines for question numbers.

ASSESSOR'S USE ONLY

Excellence Exemplar 2018

Subject	Japanese		Standard	91556	Total score	31
Q	Grade score	Annotation				
1	E8	This response demonstrates thorough understanding of the implied meanings, selecting relevant information with appropriate supporting detail.				
2	E7	This response also communicates all relevant information to show thorough understanding of the text. It is not awarded an E8 grade because the candidate has not identified Anna's inadequate Japanese ability as a part of the problem.				
3	E8	This response clearly shows a thorough understanding of the text and succinctly draws links between the information and the profiles of each person to support a full and comprehensive answer.				
4	E8	This response delivers all relevant information with supporting detail in a clear and comprehensive manner. The progression of calligraphy as an art form is explained coherently and demonstrates a thorough understanding.				