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3

91556



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
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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.**

**Achievement**

**TOTAL**

**17**

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

Mother in New Zealand only goes shopping (buying grocery) once a week so she buys a lot. Sometimes, she ~~buy~~ buys too much that before they can finish eating, they throw the food away. //

Host mother in Japan

Host mother in Japan for most of the time she buys grocery everyday. She only buys food that will be eaten for that day so not much food was thrown away. //

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

She thought that at first Japan is better. However, after she compared, Japan and New Zealand's supermarkets throw the food that haven't bought when they reach the "Best-before" date. Even though, the food after "Best-Before" date can also be eaten but they still throw them away.

When she was thinking about the use of important resources, she remembers about Japan's food that are sold in New Zealand's stores. In these stores, after the best-before date for a few days, for instance, instant noodles and sweet are sold with cheaper prices. She thinks it's a good idea because the trash ~~less~~ in the world is reduced. //

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

According to Anna, the food shops can sell food, such as instant noodle and sweet that whose date is after the best before date with cheaper price in order to help the environment. //



## 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.

in the train, she made a plan  
While she was camping, ~~she used train~~ to get to the most northern place in Japan which is called 宗谷岬. And in summer vacation, she went there. //

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

Problem: She couldn't do camping so she must find a place to stay however, she couldn't find any place. //

Cause(s): In the season, there was a rare storm that causes rain. //

(c) Explain how the problem was solved.

She then called her host mother, who is a New Zealander and used to be a Japanese teacher. Because her host mother's Japanese is good, unlike her, she went on the internet and reserved a flat room in a hotel for Anna. //

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

The receptionist was friendly, the fish cooking was delicious, the hotel also has onsen so she had great memory there. After that, the weather became good. From 青森's harbour, it's free to get to Hokkaido. During the trip at 宗谷岬, when this photo was taken, she was extremely happy. //

### 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: I think he will fit with the life in 2024 because in the future, thanks to Shinkansen, people can easily travel to many places. So even if you're living in the country side, you can also ~~be~~ work in big city. This fits with Yamada, who wants to live near the beach because he has an interest in ~~surf~~ surfing while wanting to work in big city //

Sato: I think Sato also fits with the future life. According to the ~~text~~ text, it states that due to working in online work and job, it's not necessary to go to work <sup>place</sup> anymore and therefore, workplaces in big cities are not needed and so they will become museum and art ~~new~~ museums. This fits with Sato because ~~now~~ he will no longer have any stress for getting on crowded train to go to work and he can satisfy his interest in history and art //

Okawa: ~~He~~ I believe the ~~the~~ future robot technology will cause troubles for ~~the~~ Okawa because they will replace him doing easy job in the factory //



# 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 learned in the calligraphy club.

In the calligraphy club today, she learnt about her teacher ~~taught~~ explained about the history of calligraphy. In the year 538, the Chinese history got into Japan, and in order to write the books, lots of people started doing calligraphy.

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

In the ~~more~~ modern time, Buddhist, <sup>and</sup> Christian, ~~etc~~, everyone is definitely taught ~~to~~ calligraphy in their Junior high ~~ss~~ school. It can be seen that calligraphy plays a role in the modern Japanese culture as there are performances of high school students participating in writing words on a big paper.

ASSESSOR'S  
USE ONLY

A3

Extra space if required.

Write the question number(s) if applicable.

QUESTION  
NUMBER

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## Achievement Exemplar 2018

Subject	Japanese		Standard	91556	Total score	17
Q	Grade score	Annotation				
1	M6	This response shows a clear understanding of the text and the candidate is able to communicate most of the meaning. It was not awarded an E grade because it fails to explain what the “Best Before” date was and the explanation about a shop in New Zealand that sells Japanese food is not expressed clearly.				
2	A3	The candidate is able to demonstrate some understanding of the text but is not awarded an M grade because the response shows a misunderstanding of the kanji for ‘bicycle’, the route is not explained at all and the help from the parent in New Zealand is incorrectly identified as a ‘host’ mother. This response also ignores many key ideas and information that would communicate more of the meaning and enable a higher grade to be awarded.				
3	M5	This response demonstrates a clear understanding of each of the profiles provided in the text and communicates some of the meaning. It is not awarded an E grade because it does not identify that there will be trains faster than the bullet train, ignores the fact that Yamada is also seeking cheap rent and does not link the fact that the availability of online work for Sato will increase.				
4	A3	This response indicates a basic understanding of the text but fails to address key pieces of information and ideas that would show a better understanding of the development of calligraphy from its adoption into Japan to its current modern revival as a popular art form.				