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3

91553



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Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

## Level 3 Japanese 2023

### 91553 Demonstrate understanding of a variety of extended spoken Japanese texts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of extended spoken Japanese texts.	Demonstrate clear understanding of a variety of extended spoken Japanese texts.	Demonstrate thorough understanding of a variety of extended spoken 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.

**You should attempt ALL the questions in this booklet.**

Each of the questions in this assessment requires you to listen to a passage in Japanese. You will hear each passage three times:

- The first time, you will hear it as a whole.
- The second and third times, you will hear it in sections, with a pause after each.
- As you listen, you may make notes in the space provided.
- Before the passage begins, you will have 30 seconds to read the question.
- Once the passage has finished, you will have time to review your answers.

Answer 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 2–12 in the correct order and that none of these pages is blank.

Do not write in any cross-hatched area ( ). This area will be cut off when the booklet is marked.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

**Achievement**

**TOTAL 11**

## Page 1

Answer in your choice of English, te reo Māori, and / or Japanese.

Make sure the exam supervisor has supplied note-taking paper

### INSTRUCTIONS

You may listen to each passage three times using the audio player. The first reading is the entire passage, and the second and third readings split the passage into sections. **Complete your audio listening before continuing to the next page.**

### FIRST PASSAGE: どうしよう? (What shall I do?)

Kaori, a university student who lives in Tokyo, is in her apartment phoning her father, who lives in a different city in Japan. Listen to their conversation and refer to it in your answer to Question One.

#### AUDIO PLAYER: First Passage

Read the question before you begin listening to the passage.

**Each section can be played ONCE only, and cannot be paused or stopped.**

##### FIRST READING

Full passage

##### SECOND READING

Section 1

Section 2

Section 3

##### THIRD READING

Section 1  
1m 0s

Section 2

Section 3  
1m 3s

#### LISTENING NOTES

What should I do

Father, right now I just got home to my apartment and the door was left open and valuables computer and an important watch were gone she was sure she locked the door before leaving.

Tomorrow Tokyo weather is rainy so she went to buy an umbrella then she had lunch at a restaurant. thankfully she had her wallet and phone with her.

She has already told the apartment owner and phoned the police.

She shouldn't be by herself for a while. She is planning

### QUESTION ONE





- (a) Explain what Kaori would tell the police about what happened today. Justify your answer with reference to the passage.

B I U    

She just got home to her apartment and the door was left open and valubles such as her computur and her important watch were gone. Shes sure she locked the door before leaving. Because tomorrows Tokyo weather is rainy she went to buy an umbrella and then got lunch at a restaurant. All Kaori would need to tell the police is that she came back to a opened door with computour and important watch stolen after leaving the house to go buy an umbrella and having lunch at a restruant.

[\[Return to Audio Player\]](#)

(b) What are Kaori's options, for tonight and in the future, as a result of today's events? Give reasons based on the passage.

<b>B</b> <i>I</i> <u>U</u>    
<p>Her father believes she shouldn't be by herself for a while as it could be dangerous. Kaori has a friend that lives in the neighbourhood so she is planning to ask her if she can stay there.</p> <p>The apartment is very old and is on the first floor but cheap and close to the train station and it does take a long to get to uni but her father says she is almost going to graduate. After that, the company dorm is safe and won't be lonely. They also make food for you. However her hobby so she would want to cook her on own. But because her apartment kitchen is very small and difficult to use she often goes out to eat. so she will think about moving into the company dorm after graduating.</p>

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## Page 2

### SECOND PASSAGE: ふるさと (The place where you belong)

Listen to Sachiko's podcast about her journey to Rakiura Stewart Island with her Aotearoa New Zealand friend, Marama. Refer to the passage in your answer to Question Two.

#### Glossed vocabulary


ほし star

#### AUDIO PLAYER: Second Passage

Read the question before you begin listening to the passage.

**Each section can be played ONCE only, and cannot be paused or stopped.**

##### FIRST READING

 Full passage  
3m 22s

##### SECOND READING

 Section 1

 Section 2

 Section 3  
48s

##### THIRD READING

 Section 1  
1m 5s

 Section 2  
1m 20s

 Section 3  
48s





#### LISTENING NOTES

Last year June went to Rakiura Stewart Island with Marama. The island is small and has a low population and has a famous large national park and a lot of rare nature. Nighttime is especially amazing with not many lights you can see the beautiful stars from anywhere. Museums and good fish restaurants are also popular with travellers.

They stayed at Marama's house where her family has been living there for ages. Marama works in the capital. But special events often return. 24th is Matariki the Maori New Year. In the morning when it was still dark, they went to the beach. They saw the beautiful Matariki stars. Everyone sang the old Maori songs and traditional food.

### QUESTION TWO





(a) What makes Rakiura Stewart Island a good place for tourists?

**B I U**    

Last year June went to Rakiura Stewart Island with Marama. The island is small and has a low population and has a famous large national park and a lot of rare nature. Nighttime is especially amazing with not many lights you can see the beautiful stars from anywhere. Museums and good fish restaurants are also popular with travellers.

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(b) Explain what Sachiko understood about Marama's connection to Rakiura Stewart Island as her 'tūrangawaewae'. Give examples from the passage to support your answer.

**B I U**    

They stayed at Marama's house where her family has been living there for ages. Marama works in the capital. But special events often return. 24th is Matariki the Maori New Year. In the morning when it was still dark, they went to the beach. They saw the beautiful Matariki stars. Everyone sang the old Maori songs and traditional food. They remember the lost ones and think about the future. Marama talked about the childhood memories and looked like they had fun. Also looked happy to see her grandmother and grandfather. Marama loves this safe island. She feels as it is similar to the Japanese home town.

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## Page 3

### THIRD PASSAGE: SDGs – Sustainable Development Goals

Listen to this conversation about SDGs (Sustainable Development Goals) between Sam, an international student in Japan, and his teacher Ms Suzuki. Refer to the passage in your answer to Question Three.

#### Glossed vocabulary

バッジ badge

SDGsのバッジ

#### AUDIO PLAYER: Third Passage

Read the question before you begin listening to the passage.

**Each section can be played ONCE only, and cannot be paused or stopped.**

##### FIRST READING

Full passage

##### SECOND READING

Section 1 Section 2 Section 3

##### THIRD READING

Section 1 Section 2 1m 11s Section 3 54s

#### LISTENING NOTES

The badge colour is beautiful. 17 different colours represent the 17 different goals. when seeing the badge you can discuss

To make everyone's lives better Countries with money need to support the countries that are struggling.

In Japan

New Zealand schools let students grow their food to eat at lunch sometimes.

In Tokyo, a group of high school kids receive leftover bread for free at the end of the day and they sell those bread for cheap prices and donate the money to people in need.

Young people have an interest in society's problems.

### QUESTION THREE

(a) How are SDGs promoted in Japan? Give examples from the passage to explain your answer.

B I U

Newspapers, magazines and online are a large influence so they have ads up on there. They also have goals on places people see a lot including trains and vending machines. Buddhism's website also promotes it. Kids also study SDG so they often know better about it than their parents.

(b) What are young people doing to help achieve SDGs? Give examples from the passage to support your answer.

B I U

New Zealand schools let students grow their food to eat at lunch sometimes.  
In Tokyo, a group of high school kids receive leftover bread for free at the end of the day and they sell those bread for cheap prices and donate the money to people in need.  
This is because young people have an interest in society's problems.

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## Achievement

**Subject:** Japanese

**Standard:** 91553

**Total score:** 11

Q	Grade score	Marker commentary
One	M5	This response demonstrates clear understanding and unambiguously communicates some of the meaning by selecting and using some relevant supporting detail from the text, for example, Kaori's father asks her to consider living in a dorm since it's safe and provides food.
Two	A3	This response demonstrates some understanding and communicates some of the general meaning of the text. It is a summary of basic facts translated directly from the text.
Three	A3	Basic information is supplied, demonstrating some understanding and communicating some of the general meaning of the text. The inclusion of important relevant information, for example, about the badge and what it means, and how what young people do relates to SDGs, would have gained a higher score.