

No part of the candidate's evidence in this exemplar material may be presented in an external assessment for the purpose of gaining an NZQA qualification or award.

SUPERVISOR'S USE ONLY

3

91553



Draw a cross through the box (☒) if you have NOT written in this booklet

+



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.

Excellence

TOTAL 22

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

police
douhsiyou
now apart kaettekitora ,open door adn computer ya
import tokei disapperad.
kage kaketedetahazudeta hazu
saifu to dwewn moteite

yoktaat kedo

owner itka?
tsuita ato isoide keisatsu nimo denwa shita.
amuchas poss alone shouldnt be
neighbour ni friend ga sundeiru kkar
tonari ni ittemo iika
kite miru

QUESTION ONE

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



Kaori should tell the police that when she returned home from being out, she found that her door was open, and that things like her computer and a special watch were - so her apartment had been broken into and she had been robbed - not that she had just neglected to lock the door or misplaced her things. She should tell them where she was at the time, that she was out, going to a kiosk to buy an umbrella because the weather report for the next day in Tokyo was rain, and that also she went out for lunch, so she wasn't at home during this time - so the robbery likely took place during the middle of the day. She should tell them that someone had forced there way in, because she said how she was sure taht she had locked the door when she left. She should also tell them that she had her wallet and phone with her, so they dont report those as stolen too; and that she lives alone, so that it's not possible that a flatmate etc borrowed her laptop and watch.

(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 I U | | |

Kaori's options for the future are to either move out from her apartment, or to keep living there. As for tonight, she's probably going to stay with her friends, as her dad tells her that as much as possible she should try not to be alone as much as possible, so she says it'd be good if she stayed with her friends that live in the neighbourhood to ensure that they know she is safe etc, and if the lock is broken this would also be a good idea.

She should also do this more in the future/ check in with them to ensure this doesn't happen again, and so that she doesn't have to call her father or the owner of the apartment if something like a robbery happens again and has other people to rely on.

Regarding her longer term future, her dad wants her to move out of the apartment. She's already going to graduate very soon, so her dad signals this might be the time for a change of accommodation (especially as this apartment no longer seems safe as it just got robbed). He says that after that she should move to a hostel (still only a short term solution) because it wouldn't be lonely and what's more, it's safe and she wouldn't have to do her own cooking. Though she likes cooking, her current kitchen isn't very spacious, so it's difficult to cook in there - so maybe she should move to a new place like her dad wants her to

However, even though the place she's living in now is very old, because the rent is cheap, and it's close to the station and it (therefore doesn't take much time to go to uni) she seems to want to keep living here even though her apartment was just broken into. Plus the owner seems helpful, as after he arrived, he hurried and called the police to help her out. And she says she's interested in cooking (even though she's often going out to eat, as she did today when she was robbed).

She doesn't seem sure about what to do in the future, saying she'll think about it, but because of the break in she'll likely have to get the locks fixed, if not move. Tonight she should also move all her valuables so more stuff doesn't get stolen.

ouban karashirab...ni kite kureta
mada
keisatsu ni iru soba ni ru yokkatta
kawai kedo soba

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

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





hoshi is star
hurusato is place where belong
rakiori

last year rokugatsu ni wiht maram went to rakiura
island is small and pop is few.
famous na hiroi kokuritsu kouen ya mezurashhi s hizen
mo taksun aru
yoru wa toku ni subrarshi machi no
denki sunaket kougai mo nai no de
hoshi

we maram no house ni tomotta.
kazoku wa zutto mae kara soko ni sunde
maram ima here shuto sdehigoto o shiteru
tokubetsu event no toki wa voku kaeteiru choudo

QUESTION TWO

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

B I U    

Rakiura Stewart Island is a good place for tourists because it gives them a less toursity and more nature focused New Zealand experience. The island is small and its population is few - so it would feel very different to the big cities that tourists often visit. There are also many famous and spacious national parks and lots of rare nature etc, so if you are a tourist that likes nature, Rakiura seems like a great place to visit, and to learn about/experience NZ's nature.

The evenings are especially great as the isn't much electricity/light in the town and there's also not much pollution (probably referring to light pollution), so from wherever you are you can see the beautiful stars - which would be a good experience for tourists, as it sounds very meditative and immersive and peaceful.





There are also more things to do than just look at nature. for example, there are things like museums and restaurants that serve fish dishes that are also popular with the tourists (experience the local cuisine).

You can also experience the customs and festivals of the local indigenous people. for example, iwhen Sachiko went in June, it was just the Maori new year (called Matariki), which is on the 24th. As part of this, the went to the beach in the morning (when it was still dark) and were able to see the pretty matariki stars. Everyone sang an old Maori song and ate traditional food - which would be a good culutrula experience for tourists to understand NZ's unigenous culture. They also did things like remember those who have passed away and thought about the futre - more of a good reflectice exercise in mindfulness and cultural immersion for tourists.

Sachiko says its an experience she will never forget.

Lots to do for tourists and different type of NZ experience.

- (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    

Sachiko learnt about Maori customs through Maram's connection to Rakiura. She understood that although maram works in the capital city (wellington), she often returns for events, (specifically likely traditional Maori events, as Matariki is later specifically mentioned as one such event Maram took Sachiko to), which shows that although she has to make a living and is part of a big city, modern world, she still has connection to the place where her family lives, Rakiura. Sachiko stayed in her house, and met her family, including her grandparents, who have all been living there fore a long time - which shows Marama's connection to the land, because her family has always been there.

her connection seems to show both connection to the land and connection to family, also shown through the tradition of matariki, where you remember those who have passed away; and the customs involving nature/caring for/resspecting the land.

She seems to have lots of memories from when she was a kid there, as she was telling sachiko about, and they seemed fun, which shows her connection to Rakiura. Marama loves this peaceful island (which is her turangawaewae in Maori - which Sachiko says is probably similar to "furusato", a place where you belong).

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

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.



SDGs のバッジ

Glossed vocabulary

バッジ badge

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

baji is badge

teach jacket baji kirei colour
is sdg badge

juunan no coloru is 17 goal nadesu.
kore o miruto seikai no sdg keikaku nitsuite various
hanasemasu
first time seen.

dont forget so many cgoal.

.mazu..minna no . seikatsu o motto yokusuru tameni
mokane ga aru kuni wa .kommateiru kuni support must.
ooku no hita tsutaetai ne

cniiærn mo sag suuying so taiter oyayori snigene no
tsukaikata ya kikou no mondai yoko wakkateimasu you

sou

nz no scholniwa vege garden and seitowa tsukkuta

QUESTION THREE

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

B I U

Listen to this conversation about SDGs (Sustainable Development Goals) between Sam, an international student in Japan, and his teacher Ms Suzuki.

SDGs are promoted in Japan using colourful badges. The 17 colours on the badge represent the 17 different goals of the SDG groups. It seems to work, as when you see it, you can talk about the various worldwide SDG goals to people, as is evidenced by the fact that Sam asked about it. The various colours attract peoples eyes (as sam commented on the pretty colours of the badge), and so they ask about it and then you can explain about the many goals of SDG. They want to tell many people about their messages, the first of whihc is that in order to improve everyone's lives, wealthy countries (countries with money) must support overpopulated countries (countries that are crowded)..

Theyre also putting out ads in things like newspapers and online magazines, as these have a large influence (on peopl). Also, because many peole see things like vedning machines and trains, they're alos wriitng their goals there, so that many people will see them. Plus, they're not just putting ads in mainstream media and in public, but alos religioius websites (that shows their dedication) - ea. they also introduced SDGs to a buddhist temple website.

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

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

B I U [List icons] [Undo/Redo icons]

Young people are doing things like studying SDGs in school, probably some are also doing the advertising, and they're taking initiatives to not waste, and to care for those less fortunate than themselves..

Fore xample, in NZ, although "SDGs" as a concept may not be so known or even exist (as sam didn't know what SDG meant), young people are still helping to achieve these goals, for example in NZ schools, there are vege gardens and the students can eat lunch made of the vegetables they grew, which promotes sustainabilty. Similarly, in Tokyo , there are groups of high school students that in the evenings give away bread from bakeries that didnt sell that day - which promotes not only reducing wastage, but also caring for one another, and making other peoples lives easier, which is similar to the goal that Ms Suzuki talked about. They sell it cheaply (or for free) without throwing it away, for people with tough lives and little money - teaching compassion which plays a big role in sustaibalitlyt.

Young people have an interest in the worlds problems, and generally better understand the woorld;s climate and resource use problems better than their parents (because the'r studying it in school and many are putting it into practise)

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

Image source: https://item.rakuten.co.jp/taihei-hyakkaten/202206220154284582558100815/?scid=s_kwa_pla_unpaid_566456

Excellence

Subject: Japanese

Standard: 91553

Total score: 22

Q	Grade score	Marker commentary
One	E7	This response shows excellent comprehension of the intent of the question. Despite the lack of the word 'not' after 'special watch were ...' (which demonstrates the need for careful checking) there is clear evidence of imagining what it would be like to be in Kaori's shoes and all the information that would be useful to the police has been included. The response addresses each element required in a clear and logical manner. Inaccuracies and some unnecessary general comments do not detract from the grade score.
Two	E8	This response shows thorough understanding, is clear and includes all relevant information from the text. It explains the concepts and gives examples from the text of what Sachiko observed Marama did and felt to show her connection to Rakiura as her tūrangawaewae. There is also mention of the connection with ふるさと which is a clue given in the title of the text.
Three	E7	This response shows thorough understanding of the text, information is skilfully used to make observations not overtly stated and it is clear and insightful. For example, the badge promotes conversations and helps inform people like Sam who did not know about SDGs.