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SUPERVISOR'S USE ONLY

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91553



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

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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.

Merit

TOTAL 17

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

after returning home the door was open and my computer and precious watch weren't there but tomorrow tokyo is forcasted to rain wallet and phone still have have you told the apartment owner they quickly phoend the police he says that she shouldn't stay home by herself so she's going to check if she can stay at her friends house cheap, close to station so easy to access university she has an interest in cooking he says that her kitchen is too small so making meals is difficult

had a feeling she locked the door when she left wallet and phone

QUESTION ONE

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

B

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



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Kaori would tell the police that she's likely been robbed, because even though she had a feeling she had locked her door as she left her apartment, when she returned home she found the door to her apartment was open and her computer and precious watch were missing. Kaori says that because it was forcasted to rain in tokyo the next day, Kaori had gone out just in time to buy an umbrella from a convinience store and then had lunch at a restaurant that's why she wasn't home. Luckily, Kaori says she still has her wallet and phone.

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

(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 <i>I</i> <u>U</u>    
<p>Kaori's dad asks her if she told her apartment owner to which Kaori responds by saying that she did and then soon after that, called the police. Her dad advises Kaori to not stay home by herself at the moment, Kaori agrees and says that she's going to ask her friend if she can live with her for a while. Kaori is hesitant to leave her home however, because she says that the apartment is old, and so rent is cheap; It's also close to a train station which is convenient and allows Kaori to quickly get to her university by train. Kaori's dad says that soon she'll be graduating and that it would be good if she can become a doctor, as that's not strict, it's safe, and she won't have to make meals. Kaori says that she has an interest in cooking and that cooking meals she likes is fun. Her dad says that he heard Kaori's kitchen is small and difficult to cook meals in, that's why she eats out so often. Kaori says that the police will keep her safe.</p>

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

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

last year's June the island was tiny famous park night was especially amazing as there weren't any lights from towns and so the stars zoo and restaurant special event often returns home Matariki stars and pretty to look at everyone sang traditional Maori songs thought about the future she loves peaceful she won't ever forget that experience

QUESTION TWO

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

B I U    

Sachiko says that last year in June she went to Stewart Island with her friend, Marama. Despite the island being tiny, the nature in Stewart Island is amazing, especially at night time because there's not much light from towns and no pollution, you're able to see beautiful stars everywhere. Sachiko also says that the museum, and seafood restaurants are popular among tourists.

(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 and Marama stopped at Marama's house. Marama's family have always lived on Stewart Island; Marama however currently lives on the main land where she works at her job. During special events, Marama goes back to Stewart Island to be with her family. It was the 24th of June which is an important date for Marama's family as that day is Matariki (the Maori New Year); That's why in the morning while it was still dark, Sachiko, Marama and Marama's family, went out to the sea to look at the Matariki stars. Sachiko said they were very pretty. Everyone then sang old Maori songs and ate traditional food then they remembered those that had died, and thought about the future. They talked about Marama and her family when they were children sounded fun to Sachiko. Sachiko was very happy to get to meet Marama's grandparents. Marama loves the peaceful Island and considers it her 'tūrangawaewae' which Sachiko understands it to be as Marama's home and where she feels she belongs. Sachiko concludes by saying she'll never forget her experience.

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

jacket badge is a pretty colour sdg badge this 17 colour represent 17 goals looking at this world's sdg first time seeing it countries that have lots of money should help countries that don't that's why sdg many people will write sdg goals introducing on websites children are studing sdgs too newzeland school have farms and the vegetable they make they can eat not thrown away but sold for cheaper money, the money then goes to poor people

yes in japan newspaper, magazines, internet they put news of SDGs on these platforms interesting places to build appeal children are also studying SGD's and know how to deal with some problems better than their parents

QUESTION THREE

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

B I U

By using SDG badges. Sam comments on the badge Ms Suzuki has on her Jacket, saying that it's very pretty. Ms Suzuki says that it's a SDG badge, and the 17 different colours on the badge each represent a different goal. Ms Suzuki explains to Sam that the purpose of SDGs is to help the livelihood of the world she says that wealthier countries must help and support the poorer countries.

Ms Suzuki says that in Japan, SDGs are also promoted through newspaper articles, magazines, and on the internet this way thousands of people can see what SDGs are about. They've also got information in vending machines and on trains, this way people can make goals anywhere.

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

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

B I U

Ms Suzuki says that children are also studying SDGs and as a result many know how to use resources better than their parents. Sam says that In New Zealand students grow and eat the crops they grow on the farms. Ms Suzuki says that a group of highschool students in tokyo, sell bread throughout the day. Instead of throwing away the bread they're unable to sell, they lower the prices, and sell the bread for cheaper, then giving the money made, to people in difficult situations. Sam says that young people have an interest in dealing with societal issues

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

Merit

Subject: Japanese

Standard: 91553

Total score: 17

Q	Grade score	Marker commentary
One	M6	This response indicates a clear understanding of the text and selection of relevant supporting detail. The candidate has provided justification using some elements from the text, for example, what Kaori's father feels about her not living in the apartment alone following the burglary.
Two	M6	While there is evidence of clear understanding, some key information is missing in this response, for example, Rakiura has a big national park and there is a lot of rare nature. The response is generally a summary of what is in the text, i.e. a series of examples.
Three	M5	This response demonstrates that the candidate has a clear understanding of the content of the text. They have been able to articulate the details from the text, such as what the various colours on the SDG badge represent.