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91553



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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 3 Japanese 2025

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 the margins (//////). 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

FIRST PASSAGE: あぶない! (It's dangerous!)

Listen to this podcast. Refer to the passage in your answer to Question One.

Glossed vocabulary

デリート delete

LISTENING NOTES

I am outdoor event Kaisha ^{director?} ^{company?} owner
 World famous tall mountain event imeso
 net news read ninki outdoor kaisha
 anzen testo ni ojita ^{naka popular} company

so shite ^{saw} name = shocked

of course radashiky arimasen famous event owner
 saw name bad ^{owner} web
 itsumo event no anzen hi
 kane ni

Preperations

testing

couldnt hear at all company

eikyau big influence

dont know why?

website in anyone's opinion = bad stress ful.
 lots of bad comments

Support
 Joho delete
 long time
 take care online?

recently
 live dekimasu
 take care

QUESTION ONE

- (a) What happened, and how did it affect the speaker?

He is an event owner and one day read his name in the online news about outdoor event owners. He was shocked. This influenced lots of people to leave bad comments as in their opinion he was bad, and was very stressful.

- (b) What is the speaker's purpose in making this podcast?

To support people that have experienced similar and bring awareness. He asks his listeners to be careful and take care online

There is more space for this answer over the page ►

SECOND PASSAGE: ^{みかた}見方をかえる (Changing the way we see things)

Listen to this interview. Refer to the passage in your answer to Question Two.

Glossed vocabulary

- kapa haka a Māori performing arts group
- アイヌ Indigenous people of northern Japan

LISTENING NOTES

today's guest is Sachiko
 why Maorigo no bonyou hajimashite my word
 english study kimashita wakai identity
 partiy homestay is Maorigo speak
 words so sk wants to study
 very friendly ga takusan
 marae is warm community
 Kapa haka club haite imasu
 Maorigo dears exchange not just Sachiko friend imasu
 lots of friends at Kapa haka
 Maori culture ni tsuite nanashitoki old stories study
 nangawau
 atarashi sekai no doa opewe
 aimu musou tameri kaita inasuka
 hakkaido
 aimu go wataiwatse deshouka
 identity

QUESTION TWO

(a) Why is Sachiko being interviewed?

Because she is an exchange student from Japan studying both English and Maori because her host family speaks a lot of Maori and she thinks there is a lot of pretty words.

(b) Explain how Sachiko's experiences have had an influence on her.

Her ~~an~~ experience with her host family and at the Marae have influenced her as she was introduced to Maori culture through them, and the Marae has a warm and inviting community. She also learns about old stories and talks about Maori culture with her classmate from her Maori class, where there is another exchange student.

There is more space for this answer over the page ►

THIRD PASSAGE: ロボットがほしい! (I want a robot!)

Listen to this conversation between Isabella, an international student in Japan, and her classmate Masa. Refer to the passage in your answer to Question Three.

LISTENING NOTES

shuuyaku ryokan ^{hon} hotel

can't meet school friends

its okay?

zanzen ken not name of it is ken

like

Korean robot takusan

holiday

check in - robot

happy

heya de -

friend like robot like her more than

heya no kion

Ken has a human name

no heart made

san robot ii na

robot otashi ^{carrying} support

hospital

Koko had people check for danger

amen ni

robot to take to school instead of us

QUESTION THREE

- (a) What confused Isabella at the beginning of the conversation?

Masa said he was going to a "hen hotel" and it worried Isabella.

However, it was ~~at~~ just the actual hotel name.

for a school trip.

- (b) Compare the differences between Masa's and Isabella's thoughts about robots.

Masa thinks robots are helpful for things like support, helping in hospitals or checking for danger or bad people in airports. Isabella thinks it would be nice if a robot could replace her at school so she could have a big holiday. Masa says this might make her ^{school} friends ^{like} ~~prefer~~ the robot more than her as they won't meet often if Isabella does not attend school.

Achievement

Subject: Japanese

Standard: 91553

Total score: 11

Q	Grade score	Marker commentary
One	A3	This response shows some understanding and communicates some of the general meaning of the text. It does not explicitly say why the speaker was shocked but there is sufficient evidence to show comprehension of some relevant information.
Two	A4	While this response does not include information about Sachiko's plans on returning to Japan, there is sufficient evidence to show an understanding of the general meaning (gist) of the text.
Three	A4	As a whole, this response demonstrates understanding and communicates the general meaning (gist) of the text.