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3

91553



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 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.**

**Excellence**

**TOTAL 24**

# Page 1

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

## 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: 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

### 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  
3m 7s Played

#### SECOND READING

Section 1  
Played

Section 2  
Played

Section 3  
59s Played

#### THIRD READING

Section 1  
50s

Section 2  
59s Played

Section 3  
59s Played

### LISTENING NOTES

it's dangerous --

I am a outdoor event company owner. I plan events in regards to climbing the World's popular highest mountain climb. sengetsu on network, read a news. In there, there was a popular outdoor company failed safety test --- article. Then, I found my company's name and was surprised. Of course, this was false -- falsified.

I always prepare diligently for the event's safety. Imma made I and my company have never failed the test. Who and why did they write this article? Before writing, they didnt even ask anything to me so they know nothing about company --- assumptions, and falsified info for attention, for popularity. But they had a lot of influence. People reading can;t tell whether it is true or not. Unless they look and search through other websites, minna no iken ha watashi mo business no koto mo waruku naru --- affecting reputation .

Even on network, there were a lot of bad comments. People coming to event reducing -- innakunatta --- taihen. People who know me well supported me through. But deleting falsified information took a long time. Lately, everyone anywhere anything freely write anything --- so please be careful.

purpose

## QUESTION ONE

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

B I U     

The speaker, who is the owner of an outdoor event company (ie. planning events like climbing the World's most popular, highest mountains), was impacted by falsified articles/news about their company. Last month, when he was reading the news --- "Popular outdoor event companies that have failed the universal safety test" --- he discovered his own company written on the article. According to him, this was a falsified piece of information as he and his company had never failed a safety test before and he always ensured to prepare diligently for the events' safety. This was clearly due to assumption and false information made for attention especially as the publishers did not approach him beforehand for any interviews (ie. they know nothing about the company). Though because the people reading could not tell its trustworthiness, the article had a lot of influence. Everyone's opinions arising had significantly and negatively impacted the speaker and his business as well, ruining their reputations and popularity as a top company. Because of this, there were a lot of bad comments online, and people attending his company's events were decreasing --- very troublesome for him and his company. It also seemed to have affected the speaker emotionally, where his tone seemed shocked, surprised, offended, and confused --- he did not know why somebody would write this absurd article. While the speaker was able to delete the falsified information (ie. took a long time), the impact on his company and the emotional scar that will leave on this speaker is substantial.

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

B I U     

The speaker's purpose in making this podcast is to not only warn fellow owners of popular companies about his incident and of the publishing industry and the audience to not trust online information so easily, but also inform the publishers of the emotional and financial impact that the single article have had on his company and himself. The publishers did not even ask or interview him about anything before writing this article, so they know nothing about the company; everything is made up, assumed for popularity and attention because the more popular and bigger company is, the bigger scandal and influence. As per the speaker, a lot of people trusted this piece of information (as people cannot tell whether it was true or not) -- that his company failed the safety test -- without further research, causing them to leave bad comments and the outdoor event attendees reducing suddenly. And thus, the reputation of the company rapidly dropped. However, if they had only looked in further into other websites, they would have figured out that this was absurd and completely false. Because in the current generation, the internet is fully accessible, everyone and anyone can freely write anything online. Not only would the information will stay for a long time for everyone to see (ie. difficult to delete falsified information) but no one can actually tell its trustworthiness. Therefore, his purpose in making this podcast is to warn everyone --- the other company owners, audiences --- of the dangers and the impact that falsified information can have, and the importance of secondary research before trusting a source. As someone who was affected, the speaker truly ponders the reason behind writing this article and why it had to be his company --- Who and why did they write this article? --- perhaps a rhetorical question to make us reflect and be aware of falsified information as well.

## Page 2

### SECOND PASSAGE: 見方<sup>みかた</sup>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

#### 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 24s Played

##### SECOND READING

 Section 1  
1m 14s Played

 Section 2  
49s Played

 Section 3  
1m 3s Played

##### THIRD READING

 Section 1  
1m 14s

 Section 2  
49s

 Section 3  
1m 3s

#### LISTENING NOTES

changing our perspectives -- view

Today's guest is sachiko from Japan. Kia ora --- why are you starting studying Maori too? Kia ora -- to come to study English, but homestay family spoke Maori too. While listening to the sound/tone/tune, there were many beautiful words --- so I thought I wanted to study. Everyone is really friendly. When I went to Marae and helped, I was exposed to the warm community. I'm in Kapa Haka too.

In Maori class, are you the only international student. No, there are other international students and friends from other countries. In that class, we learnt about *mae no kurashi*, *seikatsu*, *kangaekata*. When we talk about Maori culture, we can also think about our own cultures. I believe that studying foreign language is opening the door to new worlds/perspective.

Are you planning anything when you return to Japan. My dream is in order to protect Ainu's traditions, work at Hokkaido. Ainu language is very important --- current generation should learn to speak it. I will use my experience of learning language to help young people find their own identities. Passion.

## QUESTION TWO

(a) Why is Sachiko being interviewed?

B I U   ↶ ↷ ?

Sachiko is being interviewed because of her passion and participation to learn the Maori language in Aotearoa, despite coming from Japan to study English. She is in a Maori class, and perhaps the only Japanese international student there --- despite being international students from other countries as well. According to her, she came to New Zealand to study English, but because her homestay family spoke Maori too, and because she was fascinated by the sound/tune of many beautiful Maori words, she was inspired to study the language as well. Sachiko is extremely passionate about the Maori language and culture, as evident through her participation in the Maori class, community (to which she mentions 'warm community'), kapahaka, and even helping in the Marae.

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

B I U   ↶ ↷ ?

Sachiko's experience of being exposed to the Maori community, language, and culture had influenced her to find her own identity, as well induce passion and appreciation towards learning about different traditions and languages, as well as her Japanese culture -- particularly Ainu and its language (of Indigenous people of Northern Japan). Despite visiting to NZ for the sake of improving her English, she was rather amazed by how beautiful the Maori words sounded when listened, and loved the friendly, warm community she was exposed to particularly when she visited to help in the Marae. Now, she has taken part in the Kapahaka (Maori performing art group of Haka, Poi, traditional performances) and have joined the Maori class to study the language along with English. Here, she has made many friends, who are also international students from other countries, further widening her perspective of the world and the different cultural traditions that exists. As she learnt about the lifestyle, life, environment, and the way to think in the former times in the class, and discussed about the Maori culture, she was driven to think about her own cultures as well. According to her, this experience of learning foreign languages had 'opened the door to new worlds'; it had helped her find her identity and her place in which she belongs --- as per the Maori value, Turangawaewae, the place we stand. Now, when she returns to Japan, she is not only taking her improved English language home, but also her new passion to inspire people to discover new cultures, languages, communication, and hence, their identity. As she was inspired of her culture, she particularly dreams to protect the Ainu traditions through working at Hokkaido. She believes that Ainu language, which is not spoken a lot by the current generation, should be learnt to be spoken again. Sachiko will use her experiences in Aotearoa --- learning new foreign languages, discovering new cultures, exposed to warm and friendly communities, the importance of communication, curiosity, and the fact that there are still many many perspectives to learn about the world in which we live --- to help young people, like her, find their own identities --- open their doors to new perspectives/views.

## Page 3

### 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.

#### 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  
3m 23s Played

##### SECOND READING

 Section 1  
52s Played

 Section 2  
1m 2s Played

 Section 3  
1m 4s Played

##### THIRD READING

 Section 1  
52s

 Section 2  
1m 2s

 Section 3  
1m 4s Played

#### LISTENING NOTES

I want a robot

Isabella, at School trip, i stayed at a 'weird hotel'. Were you ok?haha, it wasnt weird at all. That was the name of the hotel --- there were robots that guided the tourist -- check in, carry baggages to our rooms, tell us room temperature. Name was Mari chan.

Wow, it had a human name. Cute. But it doesn't have a heart. It's made in a factory afterall. Ah, i wish there was a robot like humans. But someday, im sure kanarazu there will be a robot with omoiyari --- affection, kindness, generous. currently, look after elders and work at hospital -- in airport, check if bad people wont do dangerous things -- apparently.

they are doing importatn work so like us, I wish they had salari. Our society wakaranai kara -- we dont need wages for robots. But to safely cooperate with robots, we should slowly and clearly talk with them. Ah, I want a robot that could go to shcool instead of me. But you wont be able to meet your friends then. what happens if your friends like the robot more than you?Idont like that but I can rest so I'll be happy anyways.

### QUESTION THREE

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

B I U     

The conversation was about Masa and the place he visited for his school trip. At the beginning of the conversation, Masa said that he stayed at a 'Strange Hotel', to which Isabella was initially worried --- worried about what 'weird' things Masa experienced. However, according to Masa, he laughed it off, saying that the hotel was not strange at all. This had confused Isabella at first, because then, what was so 'strange' about it? As stated by Masa, the 'Strange Hotel' was the name of the hotel he stayed at during his trip, therefore, the hotel itself was not strange at all --- but there were robots that guided the tourists --- carried baggages, helped with check ins, informing room temperature --- which is quite unusual. Especially when comparing other tourist spots and hotels, having robots as actual staffs/customer service with responsibility can be 'strange', hence, potentially that is where the name of the hotel came from.

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

B I U     

It seems that according to their conversation, Masa thinks of robots as mere machines who does not have a heart, while Isabella see robots as a potential human being with conscience and a heart in the future.

According to Masa and his experience at his school trip, the robot, named Mari-chan, was essentially a 'worker' at the hotel, who guided the tourists, helped them check into the hotel, carried baggages to their rooms, and told them the room temperatures. He fully differentiates robots from humans, mentioning that robots does not and will not have a heart because they are made in a factory. Like current times, where they mainly look after elders in the community centre, work at hospitals, and check if the bad people are not committing dangerous actions at airports, he believes that despite them doing these important jobs, salaries are not required for robots as he does not know about the usage of robots in his area/society. They are simply machineries used by humans for automation. However, he does believe that to safely collaborative with robots in the future, the society/humans should talk slowly, patiently, and clearly with them if they ever get conscious. With his question, "But you wont be able to meet your friends then. What happens if your friends like the robot more than you?" at the end of the conversation when Isabella shares her desire to make the robot go to school instead of her, we understand that perhaps, Masa is more cautious of our usage of robots, where he believes that it will be dangerous if robots replace us, humans -- ie. job displacement, human vs robots. Therefore, they should not be given the same treatment as us, nor a heart. This further links to our current world with the issues regarding AI and how they are slowly, but most definitely replacing jobs.

Compared to Masa, Isabella seems to love the idea of robots having hearts and human emotions, treating them as a potential friend. This is apparent when she found the idea of robots having human-inspired names (like Mari chan) very cute, and she seemed discouraged when she realised that robots does not have a heart. Unlike Masa, she genuinely wishes there were robots like humans, and believes that someday, there will definitely be a day where a robot with conscience -- love, affection, kindness, and generosity --- is invented. She likewise believes that because robots are doing important jobs for us, like humans, they should be given salaries via paid. She wishes robots could develop to the point where they could go to school instead of her. Again, compared to Masa, Isabella does not seem to be scared of being replaced by robots --- ie. being a student instead of her. This is similarly manifested when she lacks care and rather show happiness when Masa warns her --- that potentially, her friends will like the robot more than Isabella.

Therefore, it is evident that the difference between Masa's and Isabella's thoughts about robots is: Masa seems to think of robots as useful tools for humans to use and shows caution towards the replacement of humans and labour, while Isabella seems to think of robots as potential humans, who can not only be friends, but can also do our hard labour for us.

## Excellence

**Subject:** Japanese

**Standard:** 91553

**Total score:** 24

| Q     | Grade score | Marker commentary   |
|-------|-------------|---|
| One   | E8          | This response demonstrates a thorough understanding of the events described, making clear connections between what occurred, the impact on the speaker, and the underlying reasons. It shows an appreciation of nuance by commenting on the tone of the speaker, particularly with reference to the speaker questioning the motives behind the writing of the false article. It is a comprehensive interpretation of the text's context, content, and tone and draws implications from an external perspective. |
| Two   | E8          | This response clearly and thoroughly uses information from the whole text linking a range of Sachiko's experiences to the influence they had on her, taking a hint from the title to develop the connection between language learning, culture, identity, and indigenous people. It analyses the text from an outsider's point of view and demonstrates depth of understanding.   |
| Three | E8          | From the very clear explanation about what confused Sachiko to the detailed analysis of the different thoughts about robots, this response shows comprehensive understanding and clarity of thought. It sets out a premise and then justifies it by providing evidence from the text. Implied meanings, for example, Masa not being keen on robots replacing jobs, are based solely on the text.  |