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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.

Merit

TOTAL 16

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 Played

Section 2
59s Played

Section 3
59s Played

LISTENING NOTES

He is the owner for an outdoor event business, he was reading the news last month and read that a popular outdoor business failed safety test. He was surprised to see that it was his business name, but of course it was false news. Planning to climb the world's famous mountain.

Always for the event's safety, always preparing. never failed a test. he doesn't know who and why they wrote it. they didn't ask him before writing so they don't know about the business. people who read it don't know if it's real or fake. have to find other websites to find other people's opinions otherwise other people's and his opinions will turn bad.

lots of bad comments on the internet. less people came to the event. people that knew him well supported him. but deleting the false info took ages. these days anyone can write anything freely on anywhere. please everyone be careful

QUESTION ONE

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

B I U     

He is the owner for an Outdoor event Buisness. He is planning an event to climb the world's most famous mountain. Last month he was reading the news about an outdoor buisness even failing the safety event and he was surprised to see his buisness name there. But it is of course false news. He is always preparing for events safety and has never failed the saftey test. He doesn't know who and why they wrote. they also never asked him before writing so they wouldn't know much about the Buisness. People who read this news wouldn't know if it is fake or real. the people would have to find other websites to find other peoples opinion.

There was lots of bad comments on the internet. Because of that many people didnt go to his event. Luckily people who knew him well, supported him. Deleting the false information took ages.

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

B I U     

These days people can write anything on anywhere freely. The purpose of this podcast was to make people aware that not everything on the internet is true so dont believe in things you read on the internet easily. this can affect people in different ways.

Page 2

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

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 Played

 Section 2
49s Played

 Section 3
1m 3s Played

LISTENING NOTES

She originally came to nz to Study english but her homestay family also speake maori and when she heard the language, she thought there was plenty of beautiful words and decided that she wanted to learn Maori as well. everyone is very friendly. when she went to the marai to help, she felt the warm community. she is also in the kapa haka club.

She isn't the only internatinal student in the maori class. there are also other internation students. in Moari class they learn about, their history, their living and their ways of thinking. When they talk about Maori culture, you can also think about your own culture. learning other languages, she thinks is way to new experiences.

her Plan and dream is after going back to Japan is to work in hokkaido to protect the Ainu people and traditon. Ainu language is important, needs to learn to speak to the new generation about Ainu. she wants to use the experience of learning new lanugaes to help kids find their identity from languages.

QUESTION TWO

(a) Why is Sachiko being interviewed?

B *I* U ☰ ▾ ☷ ▾ ↶ ↷ ⓘ

Sachiko is being interviewed on why she started studying Maori. She started studying Maori because her host family speaks Maori and when hearing she heard plenty of beautiful words and decided she wanted to start studying Maori. Everyone is very friendly. When she helped out in the Marae she could feel the warm community. She had also joined the Kapa Haka club. In Maori class, she explains how she isn't the only international student learning Maori. She said that there are also other international students in the Maori class. In Maori class they learn about their history, their living and their ways of thinking. When they are talking about Maori culture, they can also think about their own culture.

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

B *I* U ☰ ▾ ☷ ▾ ↶ ↷ ⓘ

She thinks that learning new languages is a way to new experiences. After gaining these experiences she decided that after moving back to Japan, her dream is to work in Hokkaido to protect the Ainu people and their tradition. Because Ainu language is important, she needs to learn to speak to the new generation about the Ainu people. She also wants to help kids find their own identity in their languages by using the experience she had in NZ.

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
Played

 Section 2
1m 2s Played

 Section 3
Played

THIRD READING

 Section 1
52s Played

 Section 2
1m 2s Played

 Section 3
1m 4s Played

LISTENING NOTES

he stayed at a weird hotel during his school trip. the name of the hotel was weird not the actual hotel. lots of robots that showed tourist around the hotel. robots helps guests take their bag to their room, check in, and let them know the temperature of the room. One of the robots name was mari.

Has human names. cute but no feelings. is made in a factory. she wishes their are robots that are the same as humans. lots of robots now support elderlys, work in hospitals. even at the airport they can check people so they dont do bad stuff.

isabellas thinks hey are doing important jobs so they should get money for it like humans
but he thinks they dont need money because they dont know the humans society. but to work with robots safely we should speak slowly and clearly.
she wants a robot that can go to school for her. but is she doesnt go to school, she wont be able to see her friends at school and her friends may come to like the robot more. she doesnt want that to happen but she will be able to take rests so she'll be happy.

QUESTION THREE

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

B I ☰ ∨ ☰ ∨ ↶ ↷ ?

When he said he stayed at weird hotel so Isabella got worried but it was just the hotel name that was weird. lots of robots that showed tourist around the hotel. robots helps guests take their bag to their room, check in, and let them know the temperature of the room. One of the robots name was mari.

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

B I ☰ ∨ ☰ ∨ ↶ ↷ ?

These days, there a lots of robots do jobs such such as support elderlys and work in hospitals. There are even robots who work in airports check people to make sure they don't do anything bad.

isabellas thinks that they are doing important jobs so they should get money for it like humans. But Masa thinks they dont need money because they dont know how the humans society works. But to be able to work with robots safely he thinks people should speak slowly and clearly.

Isabella wants a Robot that can go to school for her. Masa thinks that if she relied on a robot to go to school for her that she wont be able to see her friends anymore, and her friends may end up liking the robot more than her. Isabella doesnt want that but she would be able to get rest some which would make her happy.

Merit

Subject: Japanese

Standard: 91553

Total score: 16

Q	Grade score	Marker commentary
One	M6	This response demonstrates clear understanding and unambiguously communicates all key information in the text but would benefit from further information about the connection between what happened and the effect it had on the speaker. The purpose of the podcast could have been further developed and supported by examples from the speaker's experience.
Two	M5	This response demonstrates clear understanding and unambiguously communicates some of the meaning of the text. Information in (a) would have been better placed in (b) where it is more pertinent to the question. There is a good link between the title and the answer to (b) but information about Sachiko's purpose in coming to Aotearoa and learning from other international students in the Māori class would give the response more depth, as would a clear connection between details of all her experiences and her future plans.
Three	M5	This response demonstrates clear understanding and outlines the main points of the difference between Isabella's and Masa's thoughts on robots by selecting and using relevant supporting detail from the text. It does not elaborate, however, on the overriding difference that Isabella would like robots to have feelings, but Masa thinks about them as tools made in a factory to help people.