

90893



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NEW ZEALAND QUALIFICATIONS AUTHORITY
 MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
 KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

SUPERVISOR'S USE ONLY

Level 1 Japanese, 2018

90893 Demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance

9.30 a.m. Wednesday 21 November 2018

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance.	Demonstrate clear understanding of a variety of spoken Japanese texts on areas of most immediate relevance.	Demonstrate thorough understanding of a variety of spoken Japanese texts on areas of most immediate relevance.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

Listen to THREE passages. You will hear EACH passage THREE times:

- The first time, you will hear the passage as a whole.
- The second and third times, you will hear the passage in sections, with a pause after each.
- As you listen, you may make notes in the LISTENING NOTES boxes provided.
- Before each passage begins, you will have 30 seconds per question to preview the questions.
- At the end of each passage, you will have time to review your answers.

You should attempt ALL the questions in this booklet.

Answer each question 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 2–8 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

TOTAL

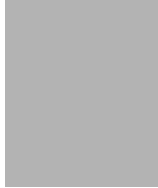
ASSESSOR'S USE ONLY

FIRST PASSAGE: じこしょうかい Self introductionsASSESSOR'S
USE ONLY

Yamato, from Japan, is coming to New Zealand to stay with Talia and her family. Listen to Talia and Yamato introduce themselves. Question One is based on this passage. Use the information you hear to answer the question in your choice of English, te reo Māori, and/or Japanese. You now have 30 seconds to read the question.

Glossed vocabulary

バンド	band
オーケストラ	orchestra

LISTENING NOTES**Information about Talia****Information about Yamato**

(a) Describe Talia's and Yamato's families in detail, by completing the table below.

	Talia	Yamato
Family members		
Parents' jobs		
Pets		

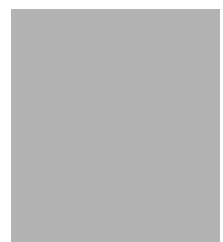
- (b) Compare Talia's and Yamato's interests to show why Talia will be a good match as a host sister for Yamato.

SECOND PASSAGE: スカ이프の かいわ Skype conversationASSESSOR'S
USE ONLY

Yamato and Talia are talking on Skype for the first time. Talia is helping Yamato with information about his upcoming visit to New Zealand. Question Two is based on this passage. Listen to their conversation, and use the information you hear to answer the question in your choice of English, te reo Māori, and/or Japanese. You now have 30 seconds to read the question.

Glossed vocabulary

バンド band

LISTENING NOTES**Monday plans****School subjects****Transport to and from school**

QUESTION TWOASSESSOR'S
USE ONLY

(a) What is happening on Monday?

(b) Why is Yamato pleased about the subjects he will study in New Zealand? Provide evidence from the conversation.

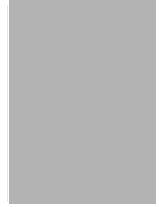
(c) (i) How does Yamato get to school in Japan?

(ii) How will he travel to and from school in New Zealand?

(iii) Which method do you think he prefers, and why?

THIRD PASSAGE: スカ이프の かいわ Skype conversation (continued)ASSESSOR'S
USE ONLY

Talia and Yamato continue their Skype conversation about Yamato's exchange to New Zealand. Question Three is based on this passage. Listen to their conversation, and use the information you hear to answer the question in your choice of English, te reo Māori, and/or Japanese. You now have 30 seconds to read the question.

LISTENING NOTES**Uniform****Eating at school**

QUESTION THREEASSESSOR'S
USE ONLY

- (a) What differences in Japanese and New Zealand school uniforms are discussed?

- (b) What does Yamato plan to wear to school in New Zealand?

- (c) Compare the school lunch options that Talia and Yamato discuss, by completing the table.

Home-made lunch	Bought lunch

- (d) Where will they eat lunch? What does Yamato think about this?

Extra space if required.
Write the question number(s) if applicable.

ASSESSOR'S
USE ONLY

QUESTION
NUMBER

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