

93002Q



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

## Scholarship 2005 Japanese

2.00 pm Friday 9 December 2005  
Time allowed: Three hours  
Total marks: 16

### QUESTION BOOKLET

This booklet contains resource material, questions and spaces in which you should make your notes on the listening and reading material. You will use the resources and your notes to complete the written and oral parts of the examination.

You should complete BOTH sections. Each section is worth 8 marks.

The time allowed to complete the examination is three hours. For Section One, you are advised to spend one hour and 30 minutes completing the tasks. For Section Two, you are advised to spend 60 minutes in preparation for your speaking task.

Thirty minutes before the examination is due to finish, the Supervisor will begin calling candidates for the speaking task. Once you have completed the speaking task, and if there is time remaining, you may choose to return to the examination room to continue your writing task.

Use Answer Booklet 93002A for your writing task.

Check that this booklet has pages 2–12 in the correct order.

**YOU MAY KEEP THIS BOOKLET AT THE END OF THE EXAMINATION.**

To complete this examination, you should have the following resources:

- Question Booklet 93002Q in which the spaces are provided for your notes. You may keep the Question Booklet at the end of the examination.
- Answer Booklet 93002A for your writing task. You must hand this booklet in at the end of the examination.

In this examination, there are two sections, each with two tasks.

**Section One: Listening and Writing**

This includes a listening passage for which a written response is required.

**Section Two: Reading and Speaking**

This includes a reading text for which a recorded oral response is required.

## Section One: Listening and Writing (8 marks)

You are advised to spend **one hour and 30 minutes** completing this section.

### TASK ONE: LISTENING

You will listen to a conversation between Lisa and Mr Morikawa. Mr Morikawa is a new Japanese teacher at Lisa's school.

You will hear the conversation three times. The first time, you will hear it as a whole. Then you will hear it twice more, in sections, with a pause between each section.

During the listening task, you should make notes in the spaces provided on pages 4 and 5 of the Question Booklet. These notes will form the basis for the writing task that you will complete as a response to the listening passage. **Your notes will not be assessed.**

## LISTENING NOTES

Take notes in English or Japanese under the headings given below, and on page 5. The notes will not be assessed.

**Glossary:**

オーケストラ

orchestra

バイオリン

violin

The reason why Lisa was born in Japan:

Although Lisa passed the exam last year, she is still trying to improve her Japanese because:

What is “かがく” like? Mr. Morikawa’s point of view:

**LISTENING NOTES continued**

What is “かがく” like? Lisa's point of view:

Lisa chose this particular university because:

To enter this university, Lisa needs to:

## TASK TWO: WRITING

Use Answer Booklet 93002A for your writing task.

You are advised to spend **60 minutes** on your writing task.

You must write at least **500–600** Japanese kana using hiragana, katakana and kanji as appropriate.

Use the notes you made during the listening task, and your own knowledge and/or experience, to complete the following writing task.

Write an essay in which you answer the following questions:

1. リサさんはどうして日本の大学に行くつもりなんですか。
2. 「ががく」とはどんな音楽かせつめいして下さい。
3. あなたが日本の大学に入れたら、どんなことを勉強したいと思いますか。

In your writing task, you must:

- develop the ideas from the listening passage
- include your personal viewpoint.

Use the げんこうようし (squared paper) provided on pages 3, 4 and 5 of the Answer Booklet.

If you need to restart your writing task, use the extra pages 6, 7 and 8 of the Answer Booklet. Draw a diagonal line through pages 3, 4 and 5 to show that these should not be assessed.

Note: Once you have completed the speaking task, and if there is time remaining, you may choose to return to the examination room to continue your writing task.

## **Section Two: Reading and Speaking** (8 marks)

You are advised to spend **60 minutes** preparing for the speaking task.

### **TASK ONE: READING**

You are advised to spend **30 minutes** reading the text on page 8 and making notes from it under the headings provided on pages 9 and 10. **Your notes will not be assessed.**

You are then advised to spend **30 minutes** preparing your responses to the questions for the speaking task.

Thirty minutes before the examination is due to finish, the Supervisor will begin calling candidates for the speaking task. You will be called according to the order noted on the front of your Answer Booklet.

## READING TEXT

Read the article below about Ken Akiyama. This is one of a series of articles published each Sunday by the Japanese newspaper 「毎朝新聞」 (Maiasa) about 「日けい二せい」 (Nikkei Nisei), the second generation of Japanese families living around the world. Ken Akiyama lives in New Zealand.

**Glossary:** シリーズ series すし sushi おにぎり rice ball

### シリーズ「日けい二せい」 No.6 「ニュージーランド」

秋山かずおさんとそのおくさんのみち子さんは、今から二十年前にはじめてニュージーランドに来ました。オークランドのすし屋で三年間はたらいた後、北島にあるこの小さい町で、日本りょうりのレストランをはじめました。

この町は、日本人のかんこうきやくの乗ったバスが、近くのみずうみを見るために通ります。秋山さんのレストランでは、その人たちに昼食を作ってあげるのです。おいしいりょうりが安く食べられるので、今ではこの町の人たちやニュージーランド人のかんこうきやくにもたいへん人気があります。

むすこのけんくんは、ちょうど秋山さんがここに住みはじめた年に生まれました。今はバスで四十分ぐらいの所にある高校で勉強しています。十七才なので日本では高校三年生ですが、ニュージーランドの学校では十三年生と言います。

けんくんにいくつかしつもんをしました。

「生活の中で、自分が日本人であることをかんじる時がありますか。」

「ぼくの高校はあまりアジア人の生徒がいません。だから、高校に行きはじめた時、同きゅう生がぼくに、どこから来たのか聞きました。この町で生まれたと言っても、はじめは信じてくれませんでした。今はたくさん友だちがいて、自分が日本人だと思ふことはあまりないです。でもおべんとうにおにぎりを持って行くと、友だちはそれが何か聞きます。まだ米を昼ごはんに食べる人が少ないですから、めずらしいんです。友だちに一つあげたら、とてもおいしいと言って食べました。」

「日本に住みたいと思ったことはありますか。」

「今まで三かい、そふやそばやいここに会うために日本に行ったことがあります。日本はけいざいが発ってんしているし、すごいたてもものや色々な電気せいひんもありますが、ぼくはこの町のしずかな生活の方が好きなので、日本で住むつもりはありません。」

「高校をそつぎょうしてから、何をするつもりですか。」

「大学でのうぎょうを勉強するつもりです。今友だちののう場を手つだうアルバイトをしているんですが、牛のせわをするのはとても楽しいです。大学を出たら、おいしい牛にゅうを作る会社ではたらきたいと思っています。そしていつか、日本と牛にゅうせいひんのぼうえきをする会社を作りたいです。ぼくは日本語が話せますし、ニュージーランドのアイスクリームが大好きですから。」

ニュージーランドには今一万人ぐらいの日本人が住んでいるそうです。そして四年前に国がしらべたけっかでは、その中の千五百人がニュージーランドで生まれたことが分かりました。これからニュージーランドで生まれた日本人がどんな生き方をするか、楽しみです。



**READING NOTES**

Make notes on the text under the headings given below, and on page 10. These headings are to guide you into both an interpretation of, and response to, the text. The notes will not be assessed.

Ken's parents came to live in this town because:

Ken is aware of his Japanese background when:

**READING NOTES continued**

When comparing life in Japan to New Zealand life, Ken prefers his life in this town because:

Ken intends to go to university because:

In the future Ken wants to:

## TASK TWO: SPEAKING

The speaking task will take place in another room. You will be escorted there by a Supervisor.

Once the tape has been started, your spoken responses to the questions will be recorded. You are required to read each question aloud onto the tape. Your response, in **Japanese**, should immediately follow the question.

Base your responses on what you have read in the reading text. You should, as far as possible, use your own words. Do not simply read large sections from the text onto the tape. You may use your notes while you are speaking.

The tape will not be paused once you have started speaking. You should aim to talk for about three to four minutes in **Japanese**. The tape will be stopped after seven minutes.

The questions and spaces for preparing your responses are provided below, and on page 12. The notes will not be assessed.

### SPEAKING PREPARATION

READ EACH QUESTION ALOUD ONTO THE TAPE BEFORE YOU GIVE YOUR RESPONSE.

Question (1): けんくんのごりょう親は どうしてこの小さい町に住んでいるんですか。

(continue with the questions and your preparation on page 12)

**SPEAKING PREPARATION continued**

Question (2): ニュージーランドの生活の中で、けんくんは、どんなところが好きだと思いますか。

Question (3): 自分の親が日本人だったら、どんないいことがあると思いますか。