

93002Q



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

New Zealand Scholarship Japanese, 2004

2.00 pm Friday 26 November 2004

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.

Use Answer Booklet 93002A for your writing task.

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

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

Outcome Description

The Scholarship student in Japanese will respond in speech and writing in Japanese, to complex written and spoken stimulus material in Japanese.

Scholarship Criteria

The student will:

- extract information from given material and use this to express and develop ideas in a coherent manner
- communicate accurately and fluently, using a wide variety of complex structures and vocabulary.

Scholarship with Outstanding Performance Criteria

In addition to meeting the criteria for Scholarship, the student will:

- sustain a high quality of language throughout
- use language with flexibility
- communicate in a convincing manner.

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

- Question Booklet 93002Q in which the questions and spaces are provided for all your notes for the writing and speaking tasks. 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.
- Thirty minutes before your recording time, the Supervisor will hand you 93002C with the questions to respond to for the speaking task. You must hand this card back to the Supervisor when you have completed your speaking task.

There are two sections, each with two tasks, in this examination.

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

You have **one hour and 30 minutes** in which to complete this section.

TASK ONE: LISTENING

You will hear a conversation between Miyuki and Kim. Miyuki is an exchange student from Japan who has just arrived in New Zealand. Her host brother, Kim, is a fluent Japanese speaker. Kim wants to take Miyuki to a rugby match in the weekend.

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, you should make notes in the spaces provided on pages 4 and 5. 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

These notes will not be assessed.

Glossary:

オールブラックス	the All Blacks	ワラビーズ	the Wallabies
だいひょう	representative	タイガース	the Tigers
ワールドカップ	the World Cup	たいかい	tournament
(たいかい) にでる	to go into (the tournament)		

Evidence that Miyuki likes sports:

The game they are going to watch is between:

Similarities between the Tigers and the All Blacks

Tigers:

All Blacks:

LISTENING NOTES

Kim thinks Miyuki should play netball because ...

Miyuki agrees because ...

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 a minimum of **300–350 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:

- (a) どうして みゆきさんと キムさんは 今日ぜひオールブラックスに かってほしいと思っているのでしょうか。タイガースとオールブラックスの にているところについても せつ明して下さい。
- (b) スポーツをしていたら、海外に行った時に どんないいことがあると思いますか。

Glossary:

オールブラックス	the All Blacks
ワラビーズ	the Wallabies
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(たいかい) にでる	to go into (the tournament)

Use pages 3 and 4 of the Answer Booklet.

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

Section Two: Reading and Speaking

You have **one hour and 10 minutes** in which to complete this section.

TASK ONE: READING

You will have **30 minutes** to read the text on page 8 and to make notes from it under the headings provided on pages 9 and 10.

Thirty minutes prior to your oral recording, the Supervisor will hand you 93002C with the questions. You will then have **30 minutes** in which to prepare your responses to those questions. Use the spaces provided on pages 11 and 12 of this booklet for your preparation.

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 answers 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 answers on what you have read. 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.

READING TEXT

Glossary:

ワーキングホリデー	working holiday	せいど	scheme
ジェレミー	Jeremy	スケートボード	skateboard
インタビュー	interview		

ワーホリ

みなさんは「ワーホリ」と言うことばを聞いたことがありますか。これは「ワーキングホリデー」の みじかい言い方で、毎年多くのわかい日本人がこの「ワーホリ」のためにニュージーランドに来ています。

ワーキングホリデーと言うのは、わかい人たちがお金があまりなくても、外国で生活したり旅行したりすることができる せいどのことです。ワーキングホリデービザを持っていると、その国に一年間いることができ、少しはたらくこともできるのです。

日本とニュージーランドの間では、1985年にこのせいどがはじまりました。今、ニュージーランドにワーホリで来ている日本人の多くは、英語の学校に行って勉強したり、アルバイトをしたり、りょ行したりして、一年間いた後で日本に帰ります。でもニュージーランドが大好きになって、またニュージーランドへりょ行しに来たり、この国に住むことにする人もいます。

ニュージーランドからも、毎年多くの人たちがワーキングホリデービザをつかって日本に行きます。英語を教えたり、レストランやスキー場ではたらいたりして お金をためながら、日本のいろいろな所をりょ行するのが ふつうだそうです。

このせいどをつかって日本に行ったことのある人にインタビューしてみました。オークランドに住んでいるジェレミーさんは二十一才で、プロのスケートボードのせん手です。ジェレミーさんは「ワーキングホリデーは すばらしいせいどだと思います。りょこうしたり、はたらいたりするだけでなく、ちがう文化の中で生活する けいけんも持てました。そして自分について たくさん知ることができました。」と言いました。

ワーキングホリデービザは、十八才から三十才までの人なら とることができるそうです。もし日本にワーホリで行ったら、あなたはどんなことをしたいと思いますか。

READING NOTES

Make notes 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.

You will then prepare and speak for three to four minutes **in Japanese** about 'working holidays', using the questions as a guide. You may use your notes for the speaking task. **The notes will not be assessed.**

「ワーホリ」 is ...

Japanese people who come to NZ for 「ワーホリ」 normally do ...

New Zealand people who go to Japan for 「ワーホリ」 normally do ...

The benefit 「ワーホリ」 gave to Jeremy ...

SPEAKING PREPARATION

Use the space below and on page 12 to prepare your answers to the questions in the speaking task.

(continue your notes on page 12)

Use this space to prepare your answers to the questions in the speaking task.