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91136



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 2 Japanese, 2015

91136 Demonstrate understanding of a variety of written and/or visual Japanese text(s) on familiar matters

9.30 a.m. Wednesday 25 November 2015

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of written and/or visual Japanese text(s) on familiar matters.	Demonstrate clear understanding of a variety of written and/or visual Japanese text(s) on familiar matters.	Demonstrate thorough understanding of a variety of written and/or visual Japanese text(s) on familiar matters.

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

Pull out Resource Booklet 91136R from the centre of this booklet.

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.

**Not
Achieved**

TOTAL

05

ASSESSOR'S USE ONLY

FIRST TEXT: ~~けいたい電話のつかいかた~~ / The use of mobile phones

Read the text on page 3 of the resource booklet. Use it to answer Question One. Answer the question in your choice of English, te reo Māori, and/or Japanese.

QUESTION ONE

- (a) Using evidence from the text, identify what Sayuri thinks is good about mobile phones.
文からかんがえて、さゆりさんはけいたい電話のいいところが何だと思っていますか。

She thought they were convenient 'benri' and she can do things like message her friends and ^{use} ~~access~~ the internet. (友だちにはメッセージをおく、
たり), (インターネットを^{つか}たり)。good for using in class to look things up, and use a learning game called 'kahoot' (kahootという私たちが使ったゲーム。)

- (b) What did she think was not good about mobile phones?
さゆりさんはけいたい電話のわるいところが何だと思っていますか。

she ^{understands} believes there is bad communication (bullying) happening. teachers don't listen. (lines 10-12)
When her friend was being bullied, she said nothing. (line 14-15)
Students can use them in class, and not always study with them.

- (c) What decision has Sayuri made, and why do you think she made it? Justify your answer with evidence from the text.

さゆりさんはどういう決心けっしんをしましたか。どうしてそうきめたと思いますか。
文からかんがえて下さい。

it would be a good idea to have
she thinks that there should be
more rules around cell phones. 'たぶん、
学校に携帯電話をもつことはいいけど、
はいい思いました。'

~~she~~

she believes that the most important
thing is that people should have
nice communication between each other,
and that everybody is responsible
for their own cellphone use.

SECOND TEXT: ライン/LINE

Read the text on pages 4 and 5 of the resource booklet. Use it to answer Question Two. Answer the question in your choice of English, te reo Māori, and/or Japanese.

QUESTION TWO

- (a) What particular features are useful for Lisa, and how?

どの機能がリサさんがにとってべんりですか。そして、どのようにやくにたちますか。

She likes that she can message her friends. she also likes using the cartoons, they are ^{very} convenient as kanji are hand!

- (b) Using evidence from the text, list FOUR things that you can do on LINE.

文からかんがえて、ラインでできることは何ですか。

(1) send cartoons "スタンプ" + "けおくることが出来る"

(2) Make calls "... 電話もかかることもできるからね。"

(3) Message friends "... 友だちにメッセージをおくることもできる"

(4) Message in a group (where you can message everybody) "グループをつくって、みんなにメッセージをおくる"

- (c) What safety features does LINE have? Use evidence from the text to support your answer.

LINEには、このアプリを安全に使うために、どんな機能がついていますか。
このチャットの内容から、答えなさい。

ID. you need id so that people know who you are.

"LINEはIDを知らないと、人をさがすのにはくわいかな、おぼろげ"

(d) What are Lisa and Yuka going to use LINE for?

リサさんとゆかさんはラインを何につかいますか。

for a group chat with freinds.
with 3 others. ~~to~~ to organise
a meeting ~~at~~ ^{with} friends. ~~house~~

ASSESSOR'S
USE ONLY

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THIRD TEXT: カップラーメンのれきし/The history of cup noodles

Read the text on page 6 of the resource booklet. Use it to answer Question Three. Answer the question in your choice of English, te reo Māori, and/or Japanese.

QUESTION THREE

- (a) Create a timeline of developments of 「カップラーメン」 including key years mentioned in the passage. Use only information from the passage.

じょうき ふんしやう
上記の文章 から、カップヌードルの歴史年表をつくりなさい。

Key year	Developments
1958	Mr. Ando made (chicken ramen) instant noodles called →
1966	The chicken noodles pioneered into America, they did not thrive. Mr. Ando thought about the problem, and made cup noodles.
1972	Cup noodles came in three flavors, became popular, with young people in Japan, as they were delicious delicious.
Now	Exports to 80 different countries, with various flavors.

- (b) Why did Mr Ando decide to sell his noodles in Japan?

どうして安藤^{あんどう}さんは日本でカップヌードルを売ることになりましたか。

he thought they would be popular, as he thought the Japanese people would want to eat them. Japan's life style is rushed, and so it's a quick meal for Japanese people to eat on the run.

- (c) Why are cup noodles popular with Japanese young people and with people from other countries?

どうしてカップヌードルは日本のわかものにも外国のわかものにも人気がありますか。

they are ~~quick~~ yummy and are a quick meal. also, like hamburges ~~and~~ they are a 'fast food'. they are original and new.

- (d) What evidence is there that Mr Ando did not give up easily?

なぜ安藤^{あんどう}さんは、簡単^{かんたん}にカップラーメンを作ることをあきらめませんでしたか。

In 1966, he exported to America, which must have cost money. When his investment in America failed, he would have lost a lot of money. but he did not give up.

Not Achieved exemplar for 91136 2015		Total score	05
Q	Grade score	Annotation	
1	N1	(a) She thought they were convenient and she can message her friends and use the internet. Good for using in class to look things up, and use a learning game called Kahoot. (b) No relevant information. (c) No relevant information.	
2	N2	(a) Likes using the cartoons, they are convenient as kanji are hard. (b) Send cartoons; make calls; message friends; message in a group. (c) You need ID so that people know who you are. (d) To organise a meeting with (3) friends.	
3	N2	(a) 1966 no relevant information; 1971 no relevant information; Now: exports to 80 different countries. (b) No relevant information. (c) Are a quick meal. (d) No relevant information.	