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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.

Low Merit

TOTAL

16

ASSESSOR'S USE ONLY

QUESTION ONE

M 16

- (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。

Mobile phones are very convenient and she can message her friends. and she thought ^{she} ~~you~~ can use the internet in places she likes. She can research various things inside class. Also, everyone in the class can play a game she really likes called Kahoot. ~~There is a benefit to~~ ^{taking convenient} ~~take~~ a mobile phone makes her very happy. At most schools ~~let~~ ^{you can} bring a mobile phone. She goes to a school like that.

- (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。

Of course, you can't use it (your phone) during class. She understands why phones can be a bad thing at NZ schools. Her friends and classmates don't follow the rules. For example, at times when the teacher isn't looking, they use their phones and can't hear the teacher calling. Her friends send messages, play games and stuff. In other bad things ^{is} her friends ~~is~~ during lunch breaks, they sit together but don't talk. Everyone looks at their own cellphone all the time. Therefore, ^{she thinks} ~~the~~ not being able to take your mobile phone to school rule is good.

- (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。

Recently her 18yo old self understood mobile phones are good things and bad things and
She has decided to not really use her phone
and talk more to her friends. (Earlier she said her friends
sit together during lunch breaks but don't talk). Times with
a person and a person, and communication is important
and ~~the~~ she thinks the thing of talking is the
simplest thing to do.

ASSES
USE 1

10

SECOND TEXT: ライン/LINE

ASSESSOR'S
USE ONLY

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。

Line is simple and easy to use. It's simple to send messages to friends. スタンプ (Stamps) are also cute and very convenient. Japanese writing is terrible therefore, sometimes she only sends stamps. Writing is terrible and reading takes time. Kanji are also difficult. It is free.

- (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 messages to your friends

(2) Send stamps, instead of writing

(3) Use Line from your mobile phone

(4) Create group chats and photo albums

- (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、どんな機能がっていますか。
このチャットの内容から、答えなさい。

Line doesn't know your ID and it is hard to search for people, so it is safe. You can also create groups, where you can send messages, chat and stuff.

- (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。

ASSESSOR'S
USE ONLY

They will use line, create a group with
Keiko and 3 other people, and then let's
decide on the thing.

6

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 ぶんしょう じょうきねんびょう つく
上記の文章 から、カップヌードルの歴史年表を作りなさい。

Key year	Developments
1958	Mr Momofuku Ando made his instant ramen called chicken ramen.
1966	For the sake of selling his chicken ramen, he went to America. However, America used bowls for making ramen and couldn't use chopsticks to eat.
1971	He could start his Japanese company. He also could make his cup noodles.
Now	Now, in 80 countries many people are eating cup noodles. Also, there are now many flavors of cup noodles.

- (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。

Americans couldn't use chopsticks and hamburgers and drink cola. He ~~was~~ thinking Japanese people ~~also~~ ~~the~~ ~~to~~ wanted simple food. They became popular without fail.

- (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 cheap take 3 minutes to make and you can ~~eat~~ while you eat. Therefore they became immediately popular with young people.

- (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。

America made noodles in a bowl and could not use chopsticks, however, he tried his best and thought about it. He tried many things but it was very difficult. The cup became hot while eating, there was a weird smell and it didn't taste great.

ASSESSOR'S
USE ONLY

4
LY

Low Merit exemplar for 91136 2015			Total score	16
Q	Grade score	Annotation		
1	6	<p>a) Mobile phones are very convenient and can message her friends. Can use the internet in places she likes. She can research various thing inside class. Also everyone in the class can play a game she really likes called Kahoot.</p> <p>b) Her friends and classmates do not follow the rules. At times when the teacher is not looking they use their phones <u>and can't hear the teacher calling</u>. Her friends send messages, play games and stuff. During lunch breaks they sit together but don't talk. Everyone looks at their cellphone all the time.</p> <p>c) Recently ... she has decided to not really use her phone and talk more to her friends. Times with a person and a person and communication is important and she thinks the thing of talking is the simplest, good thing to do. (Rather garbled but message is communicated.)</p>		
2	6	<p>a) Line is simple and easy to use. Simple to send messages to friends. Stamps are also cute and convenient. <u>Japanese writing is terrible</u>, sometimes she only sends stamps ... <u>Reading</u> takes time ... kanji are also difficult. It is free.</p> <p>b) Send messages to your friend; send stamps instead of writing; use Line from your mobile phone; create group chats and photo albums (information rather basic, does not have the Excellence information).</p> <p>c) Line doesn't know your id. It is hard to search for people so it is safe. Can create groups, can send messages and stuff.</p> <p>d) They will use Line, create a group with Keiko and 3 other people and then <u>let's decide on the thing</u>.</p>		
3	4	<p>a) 1966 for the sake of selling chicken ramen he went to America. However <u>America used bowls for making ramen and couldn't use chopsticks to eat</u>. 1971 he could start his Japanese company. He could also make his cup noodles. Now: in 80 countries many people are eating cup noodles.</p> <p>b) <u>Americans couldn't use chopsticks and hamburgers and drink cola</u>. <u>He was thinking Japanese people also wanted simple food</u>. They became popular without fail.</p> <p>c) They are cheap, take 3 minutes to make and <u>you can tachi while you eat</u>.</p> <p>d) He tried many things but it was very difficult. The cup became hot while eating, there was a weird smell and it didn't taste good.</p>		

(underlining represents misinformation)

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Merit

TOTAL

18

ASSESSOR'S USE ONLY

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

ASSESSOR
USE ONLY

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 thinks the ^{mobile} phone is very convenient and she can do things such as send messages to her friends and a point she likes is that she can use the internet. During lessons you can look up various things. And, she can play a game she loves called 'Kahoot' together with everyone in her class. She was very glad when she received a convenient mobile phone.

- (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。

New Zealand schools are less strict than Japanese schools. Almost all schools allow mobile phones to be taken to school. The school Sayuri goes to is the same. Of course during lessons you must not use them. At New Zealand schools they understand the mobile phones had things. Sayuri's friends and classmate's do not follow the rules. For example, when the teacher isn't looking they use their mobile phones and the teacher doesn't know. Her friends do things such as send messages and play games. And other bad things are that during the summer holidays, they sit down together but do not talk. Everyone always looks at their own mobile phone. Therefore she thinks that a good rule would be that you are not allowed to take mobile phones to school.

- (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。

Recently, the 18-year-old ~~she~~ Sayuri understands the good things and bad things ~~but~~ but she doesn't use mobile phones that much and would rather talk more with her friends in person. She thinks that between two people, communication is important and that talking is the ~~and~~ best ~~and~~ and easiest.

ASSESSOR
USE ONLY

SECOND TEXT: ライン/LINE

ASSESSOR'S
USE ONLY

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^{きのう}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。
LINE is simple and cheap to use. She can easily send messages to her friends. The small cartoons are ^{also} cute and very convenient. Writing Japanese is difficult therefore sometimes she sends only small cartoons. Writing is difficult and take a long time. Kanji is also difficult!

- (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) You can call for free

(2) ^{at the back} When you forget your ID, there are people who will help so you don't worry.

(3) LINE is ^{very} good for ~~difficultly~~ writing Japanese.

~~You can make a group where everyone~~

(4) You can practice writing and reading Japanese messages.

- (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^{あんぜん}に使うために、どんな機能^{きのう}がついていますか。
このチャットの内容^{ないよう}から、答え^{こた}えなさい。

When you forget your ID, there are people who will help you so don't worry.

- (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。

On Sunday they are going to Yokohama. They will use LINE to make a 3-person group so when they are there, they will use it to contact each other.

ASSESSOR'S
USE ONLY

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 ぶししょう 上記の文章 から、カップヌードルの歴史年表を作りなさい。

Key year	Developments
1958	Andou Momote made an instant noodle called chicken ramen
1966	In order to sell chicken ramen they went to America. However, America didn't have the bowls for making chicken ramen and they didn't have the chopsticks for eating ramen. But ^{Mr} Ando thought diligently about that problem and said "Let's try making noodles in a cup". He tried various things but it was very difficult. When eating with paper cups they became very hot. And then , they smelled weird was not delicious.
1971	Cup noodles were made. The price was cheap, it can be made in 3 minutes and you can walk while eating them. Therefore, cup noodles immediately became popular with young people at the time. One day there were also 20 thousand cup noodles sold.
Now	In 90 countries lots of people eat cup noodles. And various there are various flavors of cup noodles.

- (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。

Mr Ando saw lots of young people in America drinking cola ~~while~~ while eating hamburgers. Mr Ando thought "I think Japanese people also, like ⁱⁿ America, want to eat easily. Ramen in a cup should also become popular in Japan." Therefore, he continued to work diligently to make a new instant noodle.

- (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。

Cup ~~and~~ noodles are cheap, can be prepared in three minutes and you can walk while eating them.

- (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。

Mr Ando did not quit selling chicken ramen in America when there were no bowls for making chicken ramen or the chopsticks for eating it. Instead, he thought diligently about this problem and came up with a solution. He said "let's try making ramen in a cup". He also never gave up on the cup noodle idea even after several failed attempts.

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

QUESTION
NUMBER

- (22) 4) 2) And, you can practice speaking and listening
with calls therefore it's very good.
- 3) You can make a group where everyone can do
things such as send messages and chat.

91136

Merit exemplar for 91136 2015		Total score	18
Q	Grade score	Annotation	
1	6	<p>a) Writes in the third person (she); thinks that mobile phones are convenient; can send messages to friends; can use the internet; during lessons can look up things; can play a game called Kahoot together with everyone in her class.</p> <p>b) Sayuri's friends and classmates do not follow the rules; when the teacher isn't looking they use their mobile phones and the teacher doesn't know. Her friends do things such as send messages and play games. Other bad things are that during the <u>summer holidays</u> they sit down together but do not talk. Everyone always looks at their own mobile phones.</p> <p>c) Recently Sayuri doesn't use mobile phones that much and would rather talk more with friends in person. She thinks that between two people communication is important and that talking is the best and easiest.</p>	
2	6	<p>a) Line is simple and cheap to use. Can easily send messages to friends. Small cartoons are also cute and very convenient. Writing Japanese is difficult and takes a long time. Kanji is also difficult.</p> <p>b) You can call for free. You can practice writing and reading Japanese, speaking and listening.</p> <p>c) <u>When you forget your ID there are people who will help you so don't worry.</u></p> <p>d) <u>On Sunday</u> they are going to Yokohama. They will use Line to make a 3 person group so <u>when they are there they will use it to contact each other.</u></p>	
3	6	<p>a) 1966 In order to sell chicken ramen <u>they</u> went to America. However, America didn't have the bowls for making chicken ramen and they didn't have the chopsticks for eating ramen. 1971 cup noodles was made. Now: in 80 countries lots of people eat cup noodles. One day there was also 20,000 cup noodles sold.</p> <p>b) Mr Ando saw lots of young people in America drinking cola while eating hamburgers. Thought "I think Japanese people also <u>like in overseas</u> want to eat easily. Ramen in a cup should also become popular in Japan."</p> <p>c) Cup noodles are cheap, can be prepared in 3 minutes and you can walk while eating them.</p> <p>d) Never gave up on the cup noodle idea even after several failed attempts.</p> <p>Additional relevant information = paper cups became very hot, smelled weird and were not delicious.</p>	

(underlining represents misinformation)