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91136



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
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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.**

**Excellence**

TOTAL

**24**

ASSESSOR'S USE ONLY

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

 ASSESSOR'S  
 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。

Sayuri thinks mobile phones are very convenient ~~and~~ as she can send messages to her friends and use the internet in places that she likes. She can also research various things during class with the mobile phone. Thus, she thinks mobile phones are good because she can play her favorite game Kahoot on her phone with everyone in class.

- (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 knew the negative things about the mobile phones in her New Zealand school, that her friends or people in the same year ~~also~~ break the rules of the school about the phones. They use their phone while the teacher is not looking and do not listen to what the teacher <sup>says</sup> ~~says~~. Students send messages to their friends, game while in class, etc. Sayuri also thought mobile phones are ~~not~~ bad at times because when she was sitting with her friend in lunch time, her friend does not talk to her as she is too busy ~~to~~ using her mobile phone. She thought that the school ~~is~~ should make a rule that no students are allowed to bring their 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<sup>けっしん</sup>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。

Sayuri has made a decision that she would not use her ~~phone~~ mobile phone often; instead, she will talk to her friends more. She made this decision as she knew mobile phones' positive and negative aspects. She also made this decision because she now thinks communication is very important between a person and another person. The simplest way of communication is to talk, which she thinks is the best way. She has possibly realised this by the experience she had with her friend in New Zealand, when her friend did not talk to her often by using her phone.

ASSESSOR  
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## 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<sup>きのう</sup>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。

Features such as stamp (small cartoons ~~are~~ used in Line) are useful for Lisa as it is quite hard and takes longer to write Japanese sentences. At times, <sup>sending</sup> only a stamp is convenient than writing Japanese. The Kanjis are difficult as well, so the stamps are useful to Lisa.

- (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) On line, you are able to practice reading Japanese by sending Japanese messages.
- (2) You can practice writing Japanese on Line by sending Japanese ~~the~~ messages.
- (3) You can practice <sup>your</sup> listening of Japanese on Line by calling people in Japanese.
- (4) You can practice your speaking of Japanese on Line by calling in Japanese.

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

Line have safety features such as finding people with their ID. If a ~~person~~ <sup>person</sup> does not know the other person's ID ~~of~~ their Line, it is very hard to find that person, which is safe for people's privacy.

- (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。

Lisa and Yuka will use Line to make a group of 3 people with Keiko as well, to talk about what they will plan to do in Yokohama. Yuka asked Lisa to go to Yokohama the upcoming Saturday. So they will discuss in the 3 people ~~group~~<sup>group</sup> (Lisa, Yuka, Keiko) what to do. ~~the~~

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

ASSESSOR'S  
USE ONLY

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	- Andou Momofuku makes the instant noodles called <Chicken Ramen>
1966	- In order to sell the (chicken ramen), Mr. Andou went to America. However, there were no bowls or chopsticks for the chicken ramen to be made and eaten
1971	- Mr. Ando thinks of making new instant noodles by putting them into a cup. Andou tried many things such as using paper cups, but they made weird smells and did not taste good. - Cup noodles were made; quite cheap, can be made in 3 minutes, can be eaten while standing up. Cup noodles soon gained popularity among young people. At some days, about 20,000 cup noodles were sold.
Now	- In 20 countries, many people are eating the cup noodles. Thus, many cup noodles of various flavors exist.

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

どうして安藤<sup>あんどう</sup>さんは日本でカップヌードルを売ることにしましたか。

Mr. Ando decided to sell his noodle in Japan ~~because~~ because he saw <sup>many</sup> young people in America ~~eat~~ <sup>eat</sup> hamburgers while drinking their coke. Mr Ando thought that Japanese people would also want to eat ~~eat~~ <sup>eat</sup> ~~while~~ <sup>easily/simply</sup> while they are outside. Mr Ando thought that noodles in cups will no doubt ~~will~~ gain popularity in Japan as well.

- (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。

The cup noodles were popular with Japanese young people and people from other countries as well because it is cheap, it can be made in 3 minutes, and people can be standing up while eating their noodles. Therefore, the cup noodles became popular.

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

なぜ安藤<sup>あんどう</sup>さんは、簡単<sup>かんたん</sup>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。

An evidence ~~is~~ <sup>in the</sup> passage that Mr Ando did not give up easily is that he tried ~~various~~ <sup>varieties of</sup> materials to make the cup for the cup noodles. He used paper cups, however they were not suitable as it gets very hot while eating, thus it made weird smells <sup>in</sup> which ~~the~~ the noodles tasted very bad. The passage also shows that Mr Ando diligently thought of solving the problems he faced each time, and how diligently he continued making the instant noodles. These hard works of Mr Ando in the passage tells that Mr Ando did not give up easily of making the instant noodles.

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

QUESTION  
NUMBER

Question 3 (a).

1966 (continued)

- Ando thought cup noodles will become very popular in Japan as Japanese people want to eat simply outdoors, so he continues to make the instant noodles.

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Excellence exemplar for 91136 2015		Total score	24
Q	Grade score	Annotation	
1	E8	<p>a) Writes in the third person (Level 2 is about Others); thinks mobile phones are very convenient; can send messages to friends; can use the internet in places that she likes (better answer would be: anywhere she likes); can do research on her phone during class; can play the game Kahoot on her phone with the rest of the class.</p> <p>b) Not good things are: school / class mates break the school rules regarding phones; use phones when the teacher is not looking; send messages to friends, play games in class; do not listen to the teacher; sits with her friends at lunchtimes but no one talks as everyone is too busy using their phones.</p> <p>c) The writer has made the decision that she will not use her phone as much but will talk to friends more. Thinks that communication is very important between one person and another. She thinks the best and simplest communication is to talk.</p>	
2	E8	<p>a) Features such as stamps are useful as it is quite hard and takes longer to write Japanese sentences (kanji is also difficult) and so just sending stamps is sometimes more convenient.</p> <p>b) On Line you can practice READING/ WRITING/ LISTENING/ SPEAKING Japanese.</p> <p>c) Line has the safety feature such as only able to find people if you know their ID. If a person does not know the other person's ID then it is very hard to find them (a person's privacy is protected).</p> <p>d) Lisa and Yuka will use Line to make a group of 3 people (including Keiko) about what they plan to do in Yokohama. Yuka has asked Lisa to go to Yokohama the upcoming Saturday and so the three of them will discuss what to do.</p>	
3	E8	<p>a) 1966 Mr Ando went to America to try and sell his Chicken Ramen noodles. However, there were no bowls and chopsticks there so they couldn't be sold. 1971 Ando made "cup noodles"; quite cheap, could be made in 3 minutes. Now: eaten in 80 countries, some days about 20,000 cup noodles are sold.</p> <p>b) Decided to sell his noodles in Japan because he saw many young people in America eating hamburgers while drinking coke. Thought that Japanese people would also want to eat easily / simply while they are outside. Thought that noodles in cups would no doubt be popular in Japan as well.</p> <p>c) Cup noodles were popular with Japanese young people and people from other countries because they are cheap; can be made in 3 minutes; can be eaten while standing up.</p> <p>d) Did not give up easily: tried a variety of materials to make the cup; used paper cups, however, were not suitable as they got very hot while eating; made a strange smell and the noodles did not taste good. Mr Ando did not give up easily in the making of instant noodles.</p>	