

No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

2

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.

Achievement

TOTAL

10

ASSESSOR'S USE ONLY

A

10

2

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 mobile phones are really convenient and you can do things like send your friends a message and search for your favourite places on the internet. You can use the internet.

- Her favourite game is called 'Kahoot' and you are able to play 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。

- My friends do not obey the rules. For example, when the teacher is not looking, the thing teacher says he doesn't listen. My friend does things like send a message and play games.

- After that, another bad thing is during lunchtime my friends, we sit down together but, do not talk. Everyone looks at their own phones.

- (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^{けっしん}決心をしましたか。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。

And recently, the 18 year old Sayuri, understands the good and bad things about mobile phones and maybe you shouldn't use mobiles and she has decided to talk more with her friends.

Communication is important, but talking is the best explanation.

ASSESSOR'S
USE ONLY

3

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。
 Line is easy to use and you are able to send friends messages. ^{I think that when you} Use LINE and with one's best effort, the thing of writing Japanese is really good.

- (b) Using evidence from the text, list FOUR things that you can do on LINE.
 文からかんがえて、ラインのできることは何ですか。

(1) Make a group chat and do things like send everyone a message.

(2) Send cute and really convenient stickers.

(3) Make a photo album with friends

(4) Make lots of groups.

- (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、答えこたなさい。

- make a group chat and send a message to friends.
 - if you get an ID that you don't know, it is safe
 - ~~make it~~ from now on, with friends, she will make photo albums with them //

(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。

- From now on, they will be able to make photo albums, with friends
- ~~They~~ Use line to make a 3 people group

4

SE

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.

QU

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 から、カップヌードルの^{れきしねんびょう}歴史年表^{つく}を作りなさい。

Key year	Developments
1958	Andou Momofuku made 'Chicken Ramen' instant noodles called 'Chicken Ramen/No
1966	In order to sell 'chicken Ramen', he went to America. However, in America, 'chicken Ramen' is made in a bowl not eaten with chopsticks.
1977	Cup Noodles were done
Now	Today in 80 countries, lots of people eat cup noodles. But, various tas flavours of cup noodles exist.

(b)

(c)

(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。

- Because he thought Japanese people might want to eat them.

- However in America, you see lots of young people drink cola and eat hamburgers.

(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。

Because the price is cheap and done in 3 minutes and you are able to eat 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。

- And with one's best effort, new instant noodles are made

- But Ando ^{with one's best effort} thought considered a problem and said 'Ramen in a cup' must be done.'

Achievement exemplar for 91136 2015		Total score	10
Q	Grade score	Annotation	
1	3	<p>a) She thought that mobile phones are really convenient and you can do things like send your friends a message and at your favourite places you are able to use the internet. Her favourite game is called Kahoot and you are able to play with everyone in class.</p> <p>b) When the teacher is not looking <u>and the teacher doesn't listen</u> my friend does things like send a message and play games. During lunchtime we sit down together but do not talk, everyone looks at their own phones.</p> <p>c) She has decided to talk more with her friends. Communication is important but talking is the best explanation. ?</p>	
2	4	<p>a) Line is easy to use and you are able to send friends messages.</p> <p>b) Make a group chat and send messages; send cute and really convenient stickers; make a photo album with friends; make lots of groups?</p> <p>c) <u>If you get an ID that you don't know it is safe.</u></p> <p>d) Use line to make a 3 people group.</p>	
3	3	<p>a) 1966 in order to sell Chicken ramen he went to America. <u>However in America chicken ramen is made in a bowl and not eaten with chopsticks.</u> 1971 cup noodles were made. Now: today in 80 countries</p> <p>b) Because he thought Japanese people might want to eat them. In America you see lots of young people drink cola and eat hamburgers.</p> <p>c) Because the price is cheap and done in 3 minutes and you are able to eat them.</p> <p>d) No relevant information</p>	

(underlining represents misinformation)

91136



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

2

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.

Achievement

TOTAL

11

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 says that mobile phones are good because they are convenient, you can message your friends and use the internet in places you like. During class you can research various things. Also you can use your phone to play Kahoot which is Sayuri's favourite game to play with everyone in her 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。

Sayuri says that at New Zealand schools she understood that mobile phones were not good. She says her friends and classmates did not protect the rules. For example, when the teacher was not looking they would use their phones and the teacher could not tell them off as they didn't know. Her friends did such things as message and play games on their phones. During break time Sayuri would sit with her friends but they wouldn't talk to each other as they were all always looking at their own phone. This is why Sayuri thinks that the school rules on mobile phones are 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。

Sayuri has decided not to use her phone that often and to talk to her friends more as she understands that mobile phones are both good and bad. Sayuri thinks that communication between people is important and that talking is the most best way to communicate with others. As Sayuri has seen friends sit with each other during break time without talking she realised that talking and communicating face to face is important. She believes that by only using her phone when needed will ~~keep~~ be good as she can talk to her friends face to face.

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^{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。
 Lisa says that line is easy to use and that she can message her friends which implies that she is able to keep in contact with them which is useful. She likes the stamps because they are cute and convenient. She has trouble writing Japanese^に sometimes she will just message a sticker stamp.

- (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 can make an album which many groups do.
- (2) In groups, everyone can do such things as message and chat.
- (3) line is free and you can also call your contacts.
- (4) line can help practice reading and writing Japanese. Also calling can help practice listening and speaking which is good.

- (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^{つか}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、答えなさい。 to others

The line ID's are not known also it will be hard for people to find you. This is a safety feature because the text implies that only the user owner of their own line ID can give it out to others to add them. This is a safety feature because the user can know and control who has their line ID.

(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 are going to use line to make a group to decide and plan an outing to Yokohama. They are going to create a group of 3 people to decide ~~on~~ on details as they want to go to Yokohama, especially Lisa as she has never been before.

ASSESS
USE ON

4

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 おんしょう
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	Ando Mr Ando created instant noodles called 'Chicken ramen.'
1966	In order for Mr Ando to sell 'chicken ramen,' he went to America. However in America they did not have chopsticks in order to eat the 'chicken ramen'. They also did not have bowls to make needed in order to make the 'chicken ramen'. But Mr Ando thought about this problem for a week and said to try putting the ramen into a cup to make it. A new instant ramen was created. Various things happened. The paper cup would become very hot when eating and so it was had a weird smell and would not taste nice. However, in America while drinking cola he saw many young people eating hamburgers. Mr Ando thought that Japanese people would also want to eat outside simply. He thought that cup ramen would definitely be popular. So for a week he continued to create a new instant ramen.
1971	Cup noodles were created. The price was cheap and it took 3 minutes to cook the noodles. And so it immediately became very popular with young people.
Now	In 80 countries many people eat cup ramen. Also there are many flavour of cup ramen available.

(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 realised that young people in America were mainly wanting to eat food that is simple and convenient. He then decided to sell his noodles in Japan as he thought that Japanese young Japanese people would also want to eat simple food so he thought that his noodles would definitely be popular in Japan also.

(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 noodles are cheap and extremely convenient as they only take 3 minutes to cook and you can stand while eating it. Young people everywhere want to eat food that is simple and easy to eat.

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 give up easily as we know that even after all his problems he encountered, he kept going didn't give up and continued to create his instant ramen. We see that he thought about the problems a lot and tried his best to counter them rather than give up.

Achievement exemplar for 91136 2015		Total score	11
Q	Grade score	Annotation	
1	5	<p>a) Sayuri says that mobile phones are good and convenient. Can message your friends and use the internet in places you like. During class you can research various things. You can use your phone to play Kahoot which is her favourite game to play with everyone in her class.</p> <p>b) When the teacher was not looking they would use their phones and <u>the teacher could not tell them off as they didn't know</u>. Her friends did such things as message and play games on their phones. During break time Sayuri would sit with her friends but they wouldn't talk to each other as they were always looking at their own phone.</p> <p>c) Sayuri has decided not to use her phone that often and to talk with her friends more as she understands that mobile phones are both good and bad. Thinks that communication between people is important and that talking is the best way to communicate with others.</p>	
2	4	<p>a) Lisa says that Line is easy to use; the stamps are cute and convenient; has trouble writing Japanese so sometimes will just message a stamp.</p> <p>b) On Line can make an album which many groups do; in groups can message and chat; is free; can help practice reading/ writing/ listening and speaking Japanese.</p> <p>c) Line IDs are not known to others so will be hard for people to find you.</p> <p>d) Lisa and Yuka are going to use line to make a group to decide and plan an outing to Yokohama; Lisa has never been before.</p>	
3	2	<p>The problem with this question is that the student does know the vocabulary and gist of the text but has simply translated it all in qA and has not transposed this information to match the information in parts b, c and d. The Standard is not just about translating but understanding the text and using this information to answer a variety of questions. This is both a lesson for students and teachers.</p> <p>a) 1966: in order to sell “ chicken ramen” Mr Ando went to America. However in America they did not have chopsticks in order to eat the chicken ramen; also did not have bowls needed to make the chicken ramen. 1971 cup noodles were created. Now: in 80 countries many people eat cup ramen.</p> <p>b) <u>He realised that young people in America were mainly wanting to eat food that is simple and convenient. He then decided to sell his noodles in Japan as he thought that young Japanese people would also want to eat simple food so he thought that his noodles would definitely be popular.</u></p> <p>c) Cup noodles are cheap and extremely convenient; only take 3 minutes to make; can stand while eating.</p> <p>d) <u>Mr Ando did not give up easily as we know that even after all his problems he encountered, he didn't give up and continued to create his instant ramen. We see that he thought about the problems a lot and tried his best to counter them rather than give up.</u></p>	

(underlining represents misinformation)