

91136



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

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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.

TOTAL

ASSESSOR'S USE ONLY

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

- (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。

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。

- (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) _____

(2) _____

(3) _____

(4) _____

- (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、答えこたなさい。

- (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。



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

Key year	Developments
1958	
Now	

(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しましたか。

(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。

(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。
