





GENERAL COURSE

Externally set task Sample 2016 Note: This Externally set task sample is based on the following content from Unit 3 of the General Year 12 syllabus.

Learning contexts and topics

せいかつ

• The individual – My life 私の生活

Students reflect on their home life and explore homestay experiences; including exchanging information about their personal and family profile, hobbies and interests. They describe typical rules and routines of home and school life.

せいかつ

• The Japanese-speaking communities – Home life 学校と家での生 活

Students explore home-stay, typical rules, routines, family life, school activities, making contact with visitors and making arrangements to meet within Japanese-speaking communities.

Text types and textual conventions

blog posting, email

Linguistic resources

- vocabulary, phrases and expressions associated with the unit content.
- grammar Unit 3 and assumed learnt grammar

Intercultural understandings

In future years, this information will be provided late in Term 3 of the year prior to the conduct of the Externally set task. This will enable teachers to tailor their teaching and learning program to ensure that the content is delivered prior to the students undertaking the task in Term 2 of Year 12.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Japanese: Second Language

Externally set task

Working time for the task: 60 minutes

Total marks: 37 marks

Weighting: 15% of the school mark for Unit 3 and Unit 4 of this course

Materials required for this task:

Special items: print dictionaries

one combined print dictionary (Japanese/English and English/Japanese dictionary) or two separate print dictionaries (one English/Japanese dictionary and one Japanese/English

dictionary). No electronic dictionaries are allowed.

Note: Dictionaries must not contain any notes or other marks.

Part 1 – Response: Viewing and reading (5%)

Two Japanese students are planning to go to Perth as exchange students and are looking for a host family. Read the "two blog postings" written by the Japanese students below and answer the questions in English.

Text 1

はじめまして。私はまだ、がいこくに行ったことがありません。

えい語で読むことや、書くことはとくいですが、話すことが少しにがてです。

週まつは家で本を読んだり、えいがを見たりしてすごします。

しゅみは料理なので、色々な日本食をホストファミリーに作りたいと思っています。

そうじやせんたくもてつだいます。

まあや

Text 2

去年のなつ休みに三週間パースに行ったよ。たのしかった!

アメリカ人のともだちがいるから、えい語は話すのが一番とくい かな?

やきゅうやおよぐことが好きだけど、来年パースにいる間はクリケットを してみたい!

ホストファミリーはやさしいほうがいいね。 せんたくや、自分のへやの そうじをしなくてもいい?

ゆうま

Complete the following summary of the students' statements in the blog posting. 1. (6 marks) Yuuma Maaya **Experience** overseas (2 marks) (1 mark) **English ability** (1 mark) (2 marks) 2. Based on the information in the blog posting and their personal preferences, which Japanese student would the following Australian students choose to host? Use information from the text to justify your answer. (9 marks) (3 marks) Australian student 1: I like sports. Yuuma because: Maaya Australian student 2: Our family loves Japanese food. (3 marks) Yuuma because: Maaya or Australian student 3: My mother prefers someone who can help her. Maaya Yuuma because: (3 marks)

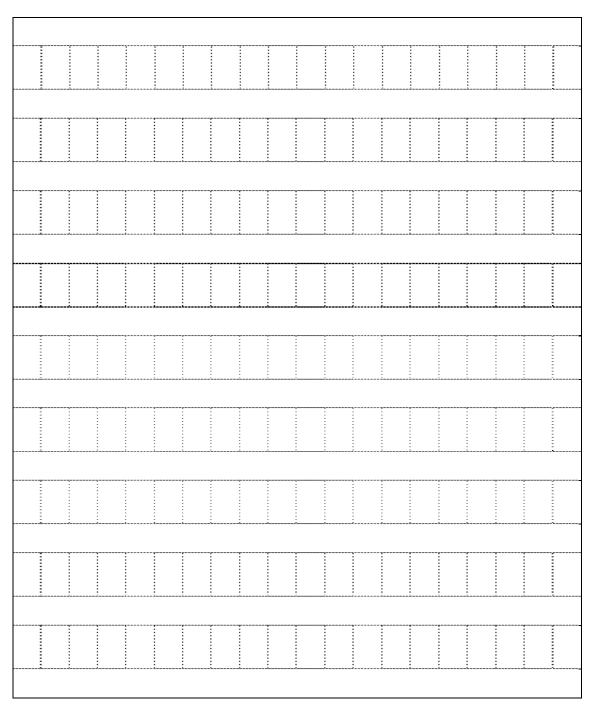
Compare the two I	olog postings and explain	in how their writir	ng styles are different.	(2

Part 2 – Written communication (10%)

Imagine you are going to host one of the Japanese students, either Maaya or Yuuma, as part of your school's exchange student program, next year. Choose one student and write an email.
Write approximately 250–300 ji using polite form. (20 marks)

In the email, you should:

- introduce yourself and your family
- describe your house rules
- explain your school information, including rules
- mention some of the activities your family can do together with a Japanese exchange student.



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