



ATAR course examination, 2017

Question/Answer booklet

JAPANESE: SECOND LANGUAGE

Please place your student identification label in this box

Student number: In figures

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In words

Time allowed for this paper

Reading time before commencing work: ten minutes

Working time: two and a half hours

Materials required/recommended for this paper

To be provided by the supervisor

This Question/Answer booklet

Sound recording

Number of additional
answer booklets used
(if applicable):

To be provided by the candidate

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

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

Note: Dictionaries must not contain any notes or other marks. No electronic dictionaries are allowed.

Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised material. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

Structure of the examination

The Japanese: Second Language ATAR course examination consists of a written component and a practical (oral) component.

Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of written examination
Section One Response: Listening	15	15	30	46	30
Section Two Response: Viewing and reading	15	15	60	62	40
Section Three Written communication					
Part A: Stimulus response	1	1	60	16	12
Part B: Extended response	2	1		25	18
					100

Instructions to candidates

1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2017*. Sitting this examination implies that you agree to abide by these rules.
2. Write your answers in Standard Australian English or in Japanese in this Question/Answer booklet.
3. You must be careful to confine your answers to the specific questions asked and to follow any instructions that are specific to a particular question. You may not use SMS-style abbreviations in any section of the paper.
4. Supplementary pages for the use of planning/continuing your answer to a question have been provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Listen to the short text that is printed below. This will help you to become accustomed to the speakers' voices. There are no questions or marks associated with this text.

女：来週、学校が休みでしょう。

男：うん。

女：天気がよかったら、みかさんといっしょに近くの海へ行こうよ。

男：うん、いいよ。でも、月曜日はアルバイトがあるんだ。

女：そう。じゃあ、火曜日は？

男：いいよ。どうやって行く？ぼくの車は、今、こわれているんだ。

女：だいじょうぶ。みかさんが車を持っているから。うんてんしてくれるか
どうか聞いてみるよ。

Turn over and begin Section One.

Section One: Response: Listening

30% (46 Marks)

This section contains **15** questions. Answer **all** questions in **English** in the spaces provided.

You will hear **five (5)** texts in Japanese. Each text will be played twice, with a short pause between the first and second readings. After the second reading, there will be time to answer the questions.

You may make notes at any time. Your notes will not be marked. You may come back to this section at any time during the working time for this paper.

Suggested working time: 30 minutes.

Text 1: A speech at a Travel Expo

Space for notes

Listen to this speech and answer Question 1.

Question 1

(8 marks)

Complete the table below on the basis of the information provided in the speech.

Overview	<ul style="list-style-type: none"> • Date of first run: _____ (1) • Line length: 148 km • Travel time: _____ (1)
Fare	<ul style="list-style-type: none"> • Four types • The most expensive ticket includes: _____ _____ and _____ (2)
Facilities onboard	<ul style="list-style-type: none"> • _____ and _____ (2)
Sales services	<ul style="list-style-type: none"> • 'Shinkansen Goods' are special because: _____ _____ (2)

Text 2: Mr Hayashi, a teacher, is making an announcement to a group of exchange students from Japan who are at an Australian high school

Space for notes

Listen to this announcement and answer Questions 2 to 5.

Question 2

(4 marks)

Indicate if each statement below is true (T) or false (F).

Statement	T or F
The teacher was surprised as some of the students have already hired their outfits.	
The formal will be held in three weeks' time.	
The teacher is of the view that the students must make an arrangement for their outfits as soon as possible.	
The students had previously planned to go to a hire shop on Saturday.	

Question 3

(3 marks)

Describe the teacher's warning and his reasoning behind it.

Question 4

(1 mark)

What is the teacher's plan for transport?

Question 5

(3 marks)

What experience does the teacher want his students to have at the formal and why?

Text 3: Lyn is interviewing Shin, a Japanese traveller

Space for notes

Listen to this interview and answer Questions 6 to 9.

Question 6

(2 marks)

Identify where Shin has travelled and how long he has spent in each place.

Question 7

(4 marks)

How has Shin been able to afford to travel for this period?

Question 8

(2 marks)

Describe Shin's favourite memory from his travels.

Question 9

(1 mark)

How has Shin's outlook been changed based on his travel experience?
Select the most appropriate statement and answer below.

He learnt that

- (a) you could make friends with people from other countries.
- (b) travelling with foreign friends was rewarding.
- (c) you could get used to people from other countries.
- (d) making foreign friends was difficult but rewarding.

Answer: _____

Text 4: Luke and Haruka, a Japanese student, are catching up with each other

Space for notes

Listen to this conversation and answer Questions 10 to 12.

Question 10

(4 marks)

What does Luke say about his sister teaching him to drive?

Question 11

(2 marks)

Describe the part-time job Luke mentions and the hours worked.

Question 12

(3 marks)

How did Luke find out about the job he mentions?

Text 5: Ken, a Japanese student, is talking to Lisa

Space for notes

Listen to this conversation and answer Questions 13 to 15.

Question 13

(3 marks)

How does Lisa describe 'leavers'?

Question 14

(4 marks)

Explain why Lisa does not intend to go to 'leavers' and what she plans to do instead.

Question 15

(2 marks)

Outline Lisa's thoughts about working part-time while at university next year.

End of Section One

See next page

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See next page

Section Two: Response: Viewing and reading

40% (62 Marks)

This section contains **four (4)** texts and **15** questions. Answer **all** questions in **English** in the spaces provided.

Suggested working time: 60 minutes.

Text 6: An advertisement

Read this advertisement and answer Questions 16 to 19.

日本語がもっと上手になりたいみな様

大学の「オープン・デー」にもう行ってみた？ 来月 13 日は私たちの大学の番だ！
先生や学生から話を聞けるいい機会だから、ぜひ来てほしい。

私たちも入る前、大学生活の事が心配だった。でも、「オープン・デー」で、
しつもん^{しんぱい}にこたえてもらって安心できた。たとえば、どんな教え方か。それに、
どんな科目^{かもく}をとったらいいか、留学^{りゅうがく}するためにいくらかかるかなど、この日に
先生や学生にこたえてもらえるよ！

そして、私たち日本ぶんか部の部屋に来てほしい！ 場所は、図書館^{としょかん}の左がわに
ある建物^{たても の いっかい}の一階。日本語の「正しい勉強のし方」を教えてあげる！ それに、
紙で作った着物があるので、みなさんも着られるよ。何か日本料理を作るよとい
だから、そこでいっしょに食べよう。

メンバーには、英語を勉強している日本人の学生もいるし、大学で日本語をなら
っていない学生もいる。色々な活動をしているけど、一番人気なのは、毎週 1 回
木曜日の夕方にある日本語会話。話す事が^{にがて}苦手でも、休まないで来たら、話せる
ようになる。

もちろんイベントも多い。大学生活は勉強だけじゃない！ 待っているよ！

Question 16**(3 marks)**

List **three** examples of questions that will be answered on Open Day.

One: _____

Two: _____

Three: _____

Question 17**(6 marks)**

Describe **three** Japan-related experiences being arranged for Open Day.

One: _____

Two: _____

Three: _____

Question 18**(8 marks)**

Summarise information from the advertisement in the table below.

The members of the group	<p>_____</p> <p>_____</p> <p>_____ (2)</p>
Most popular activity	<p>What: _____ (1)</p> <p>When: _____ (1)</p> <p>How often: _____ (1)</p> <p>Benefit to participants: _____</p> <p>_____</p> <p>_____ (3)</p>

Question 19**(1 mark)**

Which group placed this advertisement?

Text 7: A weblog

Read this weblog and answer Questions 20 to 23.

 オーストラリア日本語チャット

みなこ

西オーストラリアの高校で日本語を勉強した人に、今の仕事について聞きたいです。

みなこ

高校の時、日本語があまり好きじゃなかった私が、今日本語を教えています。パースから400キロ南にある町の小学校です。大学が終わった後、日本の中学校で英語を教えて、教える事にきょうみを持つようになりました。今、働いている学校で、日本語を教えているのは私だけです。外国語がきれいな子どもの気持ちがよく分かるので、ゲーム使って、クラスがおもしろくなるようにしています。

リー



リー

子どもの時から、^{しょうらい}将来 おきなわの島に住みたいと思っていたのに、まだ行ったことがありません! 大学では日本語をとらないで、コンピュータ・サイエンスを勉強しました。高校にいる間にならったかんじがまだ少し読めます。今は、Webデザインをする小さい会社の社長です。自分にしかできない事は何か、いつもかんがえています。

ナオミ



ナオミ

3年前まで東京の旅行会社で働いていた。日本語が使ってよかったけど、家に帰れるのが午前12時ごろ。つかれて、病気になってしまった。その時、友だちがとうふを持って来てくれたんだ。とてもおいしくて、こんな食べ物を作ってみたいと思った。去年その友だちとけっこんして、今、とうふ屋で働いている。古い店だけど、近所の旅館、お寺や神社がたくさん買ってきて、そんな所へ行けるのもうれしい。

タン



タン

Question 20**(2 marks)**

Why did Lee become interested in her current job?

Question 21**(3 marks)**

How does Lee create interest with others and why?

Question 22**(4 marks)**

Indicate if each statement below is true (T) or false (F).

Statement	T or F
Naomi loves living in Okinawa.	
Naomi did not learn Japanese at university.	
Naomi is still able to read a few of the kanji she learnt while in high school.	
Naomi's dream is to be the boss of a web design company.	

Question 23**(7 marks)**

Summarise Tan's weblog posting in the table below.

Previous job	_____ (1)
Advantage and disadvantage of previous job	_____ _____ _____ (2)
Current job	_____ (1)
Good points of current job	_____ _____ _____ (3)

See next page

Text 8: A diary entry

Read this diary entry and answer Questions 24 to 28.

バイク旅行 15 日目

きのう朝 5 時に出発。

このきせつには雨がふらないと聞いたのに、とちゅうでふりはじめてびっくりした。昼ごはんを食べないで、ダーウィンのキャンプ場に着いたのは 2 時ごろ。よていよりおそくなった。雨でうんてんしにくかったし、事故^{じこ}に会わないようにゆっくりはしったから。それに、道をちょっとまちがえてしまった。

海の近くの公園で、色々な国の食べ物を売っていた。洋食だけじゃなくて和食もあった！ すしを食べてみたら、がっかりした。すしみただけど、これは日本のすしじゃない！ 食べながら、少しあるいた。

今朝、弟にメールして、その後で「Military Museum」へ行った。

1942年2月19日、日本がダーウィンをこうげきしたそうさ。ここに来るまで、オーストラリアと日本の間に、こんなれきしがあったのをぜんぜんしらなかったし、茶色になった古い日本語の新聞や手紙、お金を見て、びっくりした。ぼくにできる事はあまりないかもしれないが、ここに行った後で、へい和のために何かしたいと思った。

明日は、ボートに乗ろうと思っている。川でワニが水中から高くジャンプして、えさをとるのが見られるそうさ。夜は外でえいが。火曜日までおまつりで、ただで見られるそうさ。どっちも楽しみ。

そして、あさって、ホテルに泊まるよていだ。もっとうれしい！

Question 24**(5 marks)**

Explain why the writer arrived late at the Darwin campsite.

Question 25**(3 marks)**

Give the reasons for the writer's disappointment.

Question 26**(3 marks)**

What surprised the writer when visiting the Military Museum?

Question 27**(1 mark)**

What is the writer motivated to do after visiting the museum?

Question 28**(5 marks)**

What things are the writer looking forward to tomorrow?

Text 9: An article

Read this article and answer Questions 29 and 30.

オーストラリアでアルバイトをする高校生はおおぜいいるでしょう。

日本でもふえています。

2014年のちょうさによると、高校生がアルバイトでもらうお金は、へいきん1ヶ月に5万円。一番多かったのは「1万から3万円」で、35%の人がこうこたえました。けいたい電話やしゅみのために、かせいだお金を使ったそうです。

いがい
お金以外で、いいてんは？

「新しい人と出会った事」とこたえた人が24%いました。学校の友だちは、自分とだいたい同じとしですが、仕事ではもっと色々なとしの人に会えます。たとえば、Aさん。前は大学に行かないつもりだったんですが、「働いていたレストランで大学生と友だちになって、大学で科学^{かがく}を勉強してみよう」と思うようになったそうです。

しっばいは？

みんなけいけんがあります。新聞はいたつをしているBさんは、まちがえて、きのうの新聞をはいたつしてしまったそうです。ファーストフード店で働くCさんは、ハンバーガーを20こ買った人に、自分で食べるかどうか聞いてしまったそうです。

バイトを始める高校生へ、アドバイスは？

「勉強時間がなくなってしまうように気をつけよう」とこたえた人が多かったです。Dさんは、店長が「もう少し長い時間、働いてほしい」と言っても、「はっきりできないと言おう」と教えてくれました。自分の意見^{いけん}が言えるように、家でれんしゅうしたそうです。

日本の高校生のバイト、どう思いますか？

Question 29**(3 marks)**

List the **three** pieces of information given about money earned from part-time jobs in the 2014 survey.

One: _____

Two: _____

Three: _____

Question 30**(8 marks)**

Summarise information from the article in the table below.

	Detail/Specific example	
Good points of part-time jobs, other than money	_____ (1)	
	_____ (1)	
	Person A: had no intention of going to university, but after making friends with university students has decided to go to university.	
Mistakes made at part-time jobs	Person B: _____ _____ (1)	
	Person C: _____ _____ _____ (2)	
	Advice for students starting a job	Most common advice: _____ _____ (1)
		Person D's advice: _____ _____ _____ (2)

End of Section Two

See next page

Section Three: Written communication**30% (41 Marks)**

This section contains **two** parts and **three** questions. Answer **two** questions in **Japanese**.

Part A: Stimulus response

There is **one (1)** stimulus text and **one (1)** question. Answer the question in **Japanese**.

Write approximately **250–300 *ji*** using **plain form**, on the squared paper following the question.

Part B: Extended response

There are **two (2)** questions. Answer **one (1)** question in **Japanese**.

Write approximately **350–400 *ji*** using **polite form**, on the squared paper following the questions.

Supplementary pages for the use of planning/continuing your answer to a question have been provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 60 minutes.

Part A: Stimulus response**12% (16 Marks)**

Write your response to Question **31** on the squared paper following this section. Write approximately **250–300 *ji*** using **plain form**.

Question 31**(16 marks)**

You receive the following message via social media. Write a reply message in approximately **250–300 *ji***.

Include all necessary details in response to the information specified in the stimulus message. Use **plain form**.

ジョー

元気？ さいきん、日本に行ったそうだね。

でも、東京でちょっどこまった事があったとお兄さんから聞いたよ。

どうしたの？ だいじょうぶだったか教えてね。

よしお

Part B: Extended response**18% (25 Marks)**

Answer **one** of the following questions in **Japanese**. Write approximately **350–400 *ji*** using **polite form** endings on the squared paper following this section.

Question 32**(25 marks)**

You have attended a Youth Pathways Forum this year and as a result you have decided to enter a Japanese-language speech contest. Write the **script** for your speech in which you:

- reflect on what you observed about the future plans of other high school students
- give an example of the difficulties some students experience in deciding their future plans
- make a comparison between the future plans of other students and your own plans.

or

Question 33**(25 marks)**

You have returned from Japan where you spent six months this year and, as a result, you have decided to enter the Japanese-language speech contest. Write the **script** for your speech in which you:

- reflect on a popular activity for young people that you observed
- give an example of an activity you participated in, including something you found surprising
- make a comparison between an important activity for young people in Japan and Australia.

End of questions

ACKNOWLEDGEMENTS

- Text 8** Information from: Tourism Australia. (2017) *Dāwin de sugosu saikō no mikkakan* [Three great days in Darwin]. Retrieved June, 2017, from <http://www.australia.com/ja-jp/itineraries/nt-3days-darwin.html>
- Text 9** Information from: DIP Corporation (n.d.). *Kōkōsei baito tokushū* (Feature article: Part-time jobs for high school students). Retrieved June, 2017, from <http://www.baitoru.com/lp/student/>

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