



JAPANESE: SECOND LANGUAGE

ATAR course examination 2021

Marking key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Conventions

/ indicates 'or'

() indicates that the element inside the bracket may be present, but not required.

Section One**Response: Listening****30% (46 Marks)****Text 1:****Question 1****(4 marks)**

Describe Yuka's experience with camping.

Description	Marks
she has never been camping in Australia	1
(however) she has in Japan	1
every year, as a/with her family	1
she would go/went camping in the summer holidays	1
Total	4

Question 2**(3 marks)**Tick the **three** correct statements from the list below.

Description	Marks
Billy and Yuka invited Kim to go camping	0
they will leave at 6 am/six o'clock on Saturday	1
Yuka will buy food	1
Billy likes to eat a lot of meat	0
Yuka will prepare food at home	1
camping was hot last year, so they went swimming	0
Total	3

*No marks will be given if more than three statements have been ticked.

Text 2:

Question 3

(3 marks)

Describe **two** reasons why this high school allows its students to have part-time jobs.

Description	Marks
(so they) can meet people who are not high-school students	1
being able to/can learn something new	1
which is unable to be/cannot be learned in the classroom/during lessons	1
Total	3

Question 4

(4 marks)

Explain the **two** rules for students in this school who have part-time jobs.

Description	Marks
Rule one: (work) weekends only in order not to miss lessons	1
Rule two: (work) anytime/whenever, during the summer holidays but only two days a week	1
Total	4

Question 5

(2 marks)

What are the **two** reasons why Mr Hayashi thinks a part-time job would be good for exchange students?

Description	Marks
will (become able to) use more Japanese	1
can learn about Japanese culture	1
Total	2

Question 6

(1 mark)

Why should exchange students **not** work at night?

Description	Marks
(so that) they are able to eat dinner with their host family	1
Total	1

Text 3:

Question 7

(1 mark)

When did Luke receive his drivers licence?

Description	Marks
three months ago	1
Total	1

Question 8

(4 marks)

Consider how Luke felt when he started driving. Mention **two** points.

Description	Marks
was happy	1
as it seemed/felt like he had become an adult	1
(but) it was scary	1
(driving) on big roads	1
Total	4

Question 9

(3 marks)

List **two** reasons why Luke does **not** drive to school.

Description	Marks
does not have own car (yet)	1
it only takes 10 minutes/not more than 10 minutes	1
from his house to school by bus	1
Total	3

Question 10

(2 marks)

Why does Luke drive to work?

Description	Marks
finishes work at 11 pm/at night	1
(so) there's not many buses.	1
Total	2

Text 4:

Question 11

(2 marks)

What does Maya find most difficult about Japanese language study and why?

Description	Marks
conversation/speaking	1
can't practise by yourself/alone	1
Total	2

Question 12

(9 marks)

Summarise Maya's online activity in the table below.

	Description		Marks
Four months ago	With whom	her friend from (high) school	1
	With whom	a university student studying Japanese in Perth	1
	With whom	an Australian living in Tokyo	1
	Duration	45 minutes	1
	When	Once a week on Wednesday night/every Wednesday night	1
Since last month	Change	practicing with three, (not four) people	1
	Reason	one person/the person living in Tokyo became sick	1
	Outcome	the amount of time each person speaks	1
		has increased	1
Total			9

Text 5:

Question 13

(2 marks)

Describe the upcoming event.

	Description	Marks
Event	(school) cultural festival/high school (cultural) festival	1
Who will dance	everyone/people from the same class/(30) classmates	1
Total		2

Question 14

(2 marks)

What does Takashi say about the person who designed the dance they will do?

	Description	Marks
	someone in the class / classmate	1
	who has been dancing since they were 5 years old	1
Total		2

Question 15

(4 marks)

Explain how Takashi practises and why he finds it fun.

	Description	Marks
How	(get together) with six people	1
	who live close by	1
Why	become friends with people	1
	(whom) he had never spoken to before	1
Total		4

Section Two

Response: Viewing and reading

40% (68 Marks)

Text 6:

Question 16

(7 marks)

Describe the various volunteer jobs that are available.

Description	Marks
jobs using English (such as)	1
taking foreigners/visitors/customers from foreign countries	1
from the train station to the venue	1
helping so that they don't get lost (on the roads)	1
answering (visitors') questions at the venue	1
preparations and cleaning	1
selling souvenirs	1
Total	7

Question 17

(6 marks)

Summarise the benefits volunteers receive.

	Description	Marks
At the event venue	receive food and drink	1
	watch the sports match/game	1
	even without/if they don't have (buy) a ticket	1
By showing volunteer ID	cheaply stay at Kyoto hotels and inns,	1
	riding the train and bus has become cheaper	1
After the event	can use the card/ID for two weeks	1
Total		6

Question 18

(2 marks)

What does the advertisement say about orientations?

Description	Marks
(they have orientations) before departing for Japan	1
and after arriving in Kyoto	1
Total	2

Text 7:

Question 19

(7 marks)

Discuss the popularity of Kyushyu ramen.

Description	Marks
able to be eaten anywhere/everywhere	1
there are many people who want to come to Kyushyu and taste it/try it	1
there are many culinary schools/cooking classes (classroom)	1
where you can learn the way of making/how to make ramen (in Kyushyu)	1
and they are popular with young people	1
Japanese food is popular even in Australia	1
many young people want to try making ramen	1
Total	7

Question 20

(2 marks)

What is a historical feature of Beppu hot springs?

Description	Marks
(long ago) samurai used	1
(in order) to cure their illness/sickness and injuries	1
Total	2

Question 21

(2 marks)

Why do students go to Dazaifu? Give one example of a popular time to visit.

Description	Marks
they go to pray to God/request a favour of God at this shrine to be able to study well	1
they go before the university entrance exams	1
Total	2

Question 22

(4 marks)

What advantages can Tenjin offer for shoppers?

	Description	Marks
Access	it is (directly) next to the bullet train station	1
	only 11 minutes by train from the airport	1
Shopping	not only can everything be bought cheaply	1
	there are also interesting shops that can only be found there (here)	1
Total		4

Text 8:

Question 23

(3 marks)

Explain the career aspiration of the author's father and why he could not accomplish it.

Description	Marks
although/even though/despite wanting to become a doctor	1
he had to help with the family work/job	1
it seems he was unable to go to university	1
Total	3

Question 24

(4 marks)

Describe how the author's time at high school has influenced his career aspirations.

Description	Marks
he joined the anime club	1
and met people	1
who shared the same interest	1
(and) feeling of becoming a (computer graphic/CG) animator became stronger	1
Total	4

Question 25

(5 marks)

Explain what led to the author leaving a note on the table at home.

Description	Marks
in his last/previous exam his results/grades were not good	1
his mum said "you should quit your club activities	1
so that you are able to use more time for study".	1
(at the time) he was surprised	1
and unable to say anything/tell them what he wants to do in the future (his dream)	1
Total	5

Question 26

(6 marks)

What did the author's parents say about his current career plan?

	Description	Marks
Father	even if you like anime	1
	you don't know whether or not	1
	you can get a job as a (computer graphic/CG) animator	1
	if you don't have a job	1
	you cannot live	1
Mother	jobs like an animator are no good	1
Total		6

Text 9:

Question 27

(3 marks)

Summarise Bill's part-time job.

Description		Marks
Reason he started	because he (only) received a small amount of pocket money	1
Job he does	selling ice cream from a van/car	1
Locations	various places such as parks and near the beach	1
Total		3

Question 28

(3 marks)

List **three** reasons why Bill is unable to earn much money.

Description		Marks
	only works on Saturday and Sunday	1
	no work when the weather is bad	1
	(he makes sure that/tries not to) he does not work at exam time	1
Total		3

Question 29

(4 marks)

Describe Bill's plan for a part-time job in the future.

Description		Marks
	in the next long holiday	1
	he is thinking about doing a different job	1
	does not know what he will do yet	1
	but he wants to work about 20 hours per week	1
Total		4

Question 30

(6 marks)

Provide details of the part-time job Kana did.

Description		Marks
Kind of factory	that makes obento/Japanese box	1
Why she chose this job	hourly rate is good	1
	she is not very good at speaking to people	1
What she thought about her work and working environment	it was simple/easy	1
	but she had to do it really quickly	1
	the room where she worked was cold	1
Total		6

Question 31

(4 marks)

Describe the plan Kana had and why it could not happen.

Description	Marks
had planned to go out and have fun	1
with the money from the part-time job	1
(but) she got a cold (from work)	1
was unable to go anywhere	1
Total	4

Section Three

Written Communication

30% (40 Marks)

Part A: Stimulus response

12% (15 Marks)

Write your response to Question 32 on the squared paper following this section.

Question 32

(15 marks)

You see the following blog posting by a Japanese high school student. Write a **blog posting** in reply. Write approximately **250–300 ji** using **plain form**, on the squared paper following the stimulus.

Criteria	Marks
Content and Relevance of the Response to the Stimulus Text	
Provides relevant and elaborated content relating to the information in the stimulus text, addressing all of the following information: <ul style="list-style-type: none"> reference to a mobile phone provide advice or an opinion about working part-time mention your final year of school. 	3
Provides generally relevant and elaborated content relating to the stimulus text, addressing the information above.	2
Addresses some of the information above with minimal detail.	1
Content has no relevance, nor elaboration relating to the stimulus text.	0
Subtotal	3
Range of Grammar	
Effectively uses a wide range of grammar and sentence structures.	3
Uses a range of grammar and sentence structures.	2
Relies predominantly on a limited range of sentence structures.	1
No evidence of appropriate grammar and sentence structure.	0
Subtotal	3
Range of Vocabulary and Kanji	
Uses a wide range of vocabulary, including productive <i>kanji</i> .	2
Uses a range of vocabulary, including some productive <i>kanji</i> .	1
Relies on the repetitive use of basic vocabulary and insufficient command of <i>kanji</i> .	0
Subtotal	2
Accuracy	
Consistently uses language with a high level of accuracy. Inaccuracies do not affect meaning, nor flow. Uses <i>kanji/kana</i> appropriately.	3
Uses language with a good level of accuracy. Word order is fairly accurate. Words including <i>kanji/kana</i> are occasionally written inaccurately or inappropriately chosen. Inaccuracies sometimes affect meaning or flow.	2
Major errors evident in word order, word choice and <i>kanji/kana</i> use. Difficult to comprehend meaning.	1
No application of rules.	0
Subtotal	3
Organisation	
Writes a structured response. Ideas are connected clearly in an appropriate length.	2
Structure impedes some flow and understanding. Connections are simple and straightforward.	1
No evidence of sequencing ideas.	0
Subtotal	2
Conventions of the Text Type	
Uses the conventions of a blog posting and the required plain form register consistently: <ul style="list-style-type: none"> salutation authorship 	2
Uses some of the conventions of a blog posting. Uses the plain form register inconsistently.	1
Does not observe the conventions of a blog posting.	0
Subtotal	2
Total	15

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 33

(25 marks)

It has been ten years since you finished high school. Write an email to your high school Japanese teacher in which you:

- reflect on your learning of Japanese at high school
- describe the highlights and challenges in your study of Japanese since high school
- explain how learning Japanese has had a positive impact on your career.

or

Question 34

(25 marks)

It has been ten years since you first visited Japan. Write an email to the host family you stayed with in which you:

- reflect on your experience of homestay in Japan
- describe the highlights and challenges in travel experiences since your trip to Japan
- explain how your trip to Japan influenced your view of travel.

Criteria		Marks
Content and Relevance		
Engages the audience effectively with well-developed ideas and information by writing:		6
Q33 • an email to your high school Japanese teacher	Q34 • an email to the host family you stayed with	
Provides highly relevant and elaborated content, addressing the following points:		
Q33 • reflect on your learning of Japanese at high school • describe the highlights and challenges in your study of Japanese since high school • explain how learning Japanese has had a positive impact on your career.	Q34 • reflect on your experience of homestay in Japan • describe the highlights and challenges in travel experiences since your trip to Japan • explain how your trip to Japan influenced your view of travel.	
Provides relevant content, mostly with elaboration.		5
Provides generally relevant content and covers a range of aspects, with some elaboration.		4
Provides generally relevant but superficial content. Some repetitive information.		3
Includes some relevant and basic content.		2
Response has limited relevance to the topic with minimal detail.		1
Heavy reliance on content that has no relevance to the question.		0
Subtotal		6

Range of Grammar	
Effective use of a wide range of grammar and complex sentence structures.	4
Uses a range of grammar and sentence structures.	3
Uses some grammar and sentence structures.	2
Relies on a limited range of sentence structures.	1
No evidence of appropriate grammar and sentence structure.	0
Subtotal	4
Range of Vocabulary and Kanji	
Uses a wide range of vocabulary, including most productive <i>kanji</i>	4
Uses a range of vocabulary, including some productive <i>kanji</i> .	3
Uses a limited range of vocabulary and productive <i>kanji</i> .	2
Relies predominantly on the repetitive use of basic vocabulary and limited productive <i>kanji</i> .	1
Uses insufficient range of basic vocabulary and <i>kanji</i> .	0
Subtotal	4
Accuracy	
Consistently uses language with a high level of accuracy. Orders words correctly, chooses vocabulary appropriate to context, and use <i>kanji/kana</i> appropriately. Inaccuracies do not affect meaning or flow.	5
Uses language with a good level of accuracy. Word order is fairly accurate. Words including <i>kanji/kana</i> are occasionally written inaccurately or inappropriately chosen. Inaccuracies sometimes affect meaning or flow.	4
Uses language with some accuracy, sometimes omitting words. Words and <i>kanji/kana</i> are often written inaccurately or inappropriately chosen. Inaccuracies affect meaning or flow.	3
Some major errors evident in word order, word choice and <i>kanji/kana</i> use. Sometimes difficult to comprehend meaning.	2
Many major errors evident in word order, word choice and <i>kanji/kana</i> use. Often difficult to comprehend meaning.	1
No application of rules.	0
Subtotal	5
Organisation	
Sequences information coherently and cohesively. Appropriate length.	4
Sequences most information coherently and cohesively. Appropriate length.	3
Some sequencing and paragraphing is evident. Connections are simple and straightforward.	2
Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
No evidence of sequencing ideas.	0
Subtotal	4
Conventions of Text Type	
Uses all the key conventions of an email. Uses the required polite form register consistently: <ul style="list-style-type: none"> • salutation • greeting • authorship and recipient • sign off. 	2
Uses some of the conventions of an email. Inconsistent use of the polite form register.	1
Does not observe the conventions of an email.	0
Subtotal	2
Total	25

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

An *Acknowledgements variation* document is available on the Authority website.

*Published by the School Curriculum and Standards Authority of Western Australia
303 Sevenoaks Street
CANNINGTON WA 6107*