



ATAR course examination, 2024

Question/Answer booklet

JAPANESE: SECOND LANGUAGE

Please place your student identification label in this box

WA 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):	<input type="text"/>
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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	16	16	30	48	30
Section Two Response: Viewing and reading	16	16	60	64	40
Section Three Written communication					
Part A: Stimulus response	1	1	60	15	12
Part B: Extended response	2	1		25	18
Total					100

Instructions to candidates

1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2024: Part II Examinations*. 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 preferably using a blue/black pen. Do not use erasable or gel pens.
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.
4. Supplementary pages for planning/continuing your answers to questions are 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.

Section One
Response: Listening

30% (48 Marks)

This section contains **16** questions. Answer all questions in **English** in the spaces provided.

You will hear **five** 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.

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.

A : 先週の日曜日、どこかへ行った？

B : うん、あつかったから、近くのプールへおよぎに行ったよ。

A : いいなあ。私はレストランでアルバイト。

B : そう。アルバイトはどうだった？

A : いそがしかったよ。日曜日はいつもおきゃくさんが多いから。

B : 土曜日も仕事？

A : ううん、日曜日だけ。

B : じゃ、今度の土曜日に、いっしょにどこかへ行こう。

Turn over page and begin Section One

See next page

Text 1: Kelly is talking to Mr Nishida, her Japanese acquaintance

Space for notes

Listen to this conversation and answer Questions 1 to 3.

Question 1 (3 marks)

Summarise Kelly's experience of obtaining a driving licence.

Question 2 (1 mark)

State why Kelly is not commuting to school by car now.

Question 3 (4 marks)

Explain when Kelly plans to commute to school by car and suggest how this is possible.

When: _____

How this is possible: _____

Text 2: A train station attendant is making an announcement

Space for notes

Listen to this announcement and answer Questions 4 to 6.

Question 4**(3 marks)**

Outline what this announcement says about trains.

Question 5**(4 marks)**

Describe the instruction provided by the announcement with the reasons given.

Instruction: _____

Reasons: _____

Question 6**(2 marks)**Tick **two** correct statements from the list below.

Statements	Tick (✓)
The restaurants will close at 10 o'clock.	
The vending machines are located near the north exit on the third floor.	
You can purchase drinks and warm food from the vending machines.	
You cannot use smart phones to purchase goods from the vending machines.	
Customers feeling unwell should come to the ticket counter.	

Text 3: Alisa is making a speech in a Japanese class

Space for notes

Listen to this speech and answer Questions 7 to 9.

Question 7 (4 marks)

Describe the change in Alisa’s wages and the **two** reasons why this has happened.

Change: _____
 _____ (1 mark)

Reason one: _____
 _____ (1 mark)

Reason two: _____
 _____ (2 marks)

Question 8 (6 marks)

Outline Alisa’s duties at work in the table below.

	Detail
First year	_____ _____ (2 marks)
Current	_____ _____ _____ _____ (4 marks)

Question 9 (3 marks)

Explain in detail what happened last month at her work.

Text 4: Eva Miller is speaking to a hotel receptionist in Japan on the phone

Space for notes

Listen to this conversation and answer Questions 10 to 12.

Question 10

(2 marks)

Outline what Eva says about her travelling experience to Hokkaido.

Question 11

(3 marks)

Describe why the place the receptionist mentions is popular with visitors in summer.

Question 12

(3 marks)

Explain why visitors prefer renting a car to other transportation options when going to the place mentioned by the receptionist.

Text 5: John is travelling around the world and now live-casting his interview from Japan

Space for notes

Listen to this interview and answer Questions 13 to 16.

Question 13

(2 marks)

Outline how John describes the J-pop live venue.

Question 14

(1 mark)

State what the interviewee and her friend did in order to attend the live performance.

Question 15

(3 marks)

Outline how the interviewee and her friend now meet after graduation from high school, and state why.

Question 16

(4 marks)

Explain in detail how John developed an interest in J-pop.

End of Section One

See next page

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See next page

Section Two

Response: Viewing and reading

40% (64 Marks)

This section contains **four** texts and **16** questions. Answer all questions in **English** in the spaces provided.

Suggested working time: 60 minutes.

Text 6: A blog post

Read this blog post and answer Questions 17 to 20.

Useful vocabulary ^{こうばん} 交番 : police box



サリーの「また会おう」

みな様、ようこそ。

日本に来て4か月！ はじめは日本語を使うのがはずかしかったけど、今は、だれとでも日本語で話せるようになった。しんかんせんに乗ったし、広島でおこのみやきを食べたし、京都で神社に行って、旅館に泊まった。東京に着いて、あきはばらでゲームもした！

そして、今日たいへんな事があった！

朝9時ごろホームステイをしている家を出て、近所の寺に行った。その後、パスポートをコピーしておこうと思って^{としよかん}図書館に行った。そこで少し英語のざっしを読んだ。それから、公園でコーヒーを飲んで、デパートに入った。人が多かった。くつ売り場に行って、1時ごろ家に帰った。その時、かばんがないことに気がついた！ パスポートはポケットにあった…。

だから、^{こうばん}交番に行った！ そこはとても小さい所だった。部屋にいた田中さんというけいさつかんに、どんなかばんか、どんな場所へ行ったかを話した。

田中さんは「知っているかどうか分からないけど、東京では、さいふやかばんをおとしても、70%もどってくる。ニューヨークでは6%だけだよ。」と言った。田中さんによると、日本には^{こうばん}交番がたくさんあるから、おとし物をとどけやすいそうだ。「時々、小学生が道でさいふを見つけて、持って来るよ。でも、もちろん、これからは、おとし物をしないようにしてください。」と言った。

私のかばんも見つかるかもしれない！

Question 17**(2 marks)**

Compare Sally's attitude toward using the Japanese language four months ago and now.

Question 18**(5 marks)**

List **five** activities that Sally, after arriving in Japan, did up until yesterday. Include the locations where applicable.

One: _____

Two: _____

Three: _____

Four: _____

Five: _____

Question 19**(6 marks)**

Summarise where Sally went and what she did today before going home around 1 pm.

Question 20**(4 marks)**

Describe the comparison Mr Tanaka makes, including the reason he mentions.

Text 7: An account

Read this account and answer Questions 21 to 25.

「そつぎょうしきの思い出」

前川さえ

料理学校のそつぎょうしきは、いい思い出です。りょうしんはレストランを持っていて、仕事でいつもいそがしかったから、小学校や中学校のそつぎょうしきに来てほしかったのに、二人とも来られなかったんです。高校1年生の時、父が病気になってしまって、母と姉だけで店をつづけなければならなくなりました。その時、高校の後は大学に行かないで、料理学校に行こうときめました。夜、その店で働きながら、昼間、料理学校で勉強するのはたいへんでしたが、和食や洋食の作り方をがんばってならいました。

だから、そつぎょうできたのがうれしかったし、りょうしんが店を休みにして、そつぎょうしきに来てくれたので、とてもいい思い出です。

本田けんた

高校2年生の時、私はそつぎょうしきでピアノをひくよていでした。むずかしくないきよくでしたが、まちがえないように、1か月前から毎日れんしゅうしていました。でも、前の日にかぜをひいてしまって、学校を休まなければなりませんでした。そして、今年、自分がそつぎょうする時も、そつぎょうしきに出られなかったんです。大学の入学しけんの日と同じ日だったからです。しけんが終わった後、夕方、高校の教室に行きました。そこで、友人が私を待っていてくれて、先生からの手紙をくれました。

高校生活はとても楽しかったのですが、がっかりしたのがそつぎょうしきの日の思い出です。

Question 21**(4 marks)**

Outline Sae's parents' work and describe how this affected her experience of graduation ceremonies when she was a child.

See next page

Question 22**(2 marks)**

State what happened when Sae was in her first year at high school and include how this affected her family.

Question 23**(3 marks)**

Recount how Sae describes her days at cooking school.

Question 24**(7 marks)**

Complete the table below with Kenta's recollections regarding graduation ceremonies at his high school.

	Detail
Second year	His plan was: _____ (1 mark)
	To achieve his goal: _____ _____ (1 mark)
	What happened: _____ _____ _____ (2 marks)
This year	What happened: _____ (1 mark)
	Why: _____ _____ (2 marks)

Question 25**(2 marks)**

Identify what Kenta received from his friends and where he received it.

See next page

Text 8: A speech script

Read this speech script and answer Questions 26 to 29.

Useful vocabulary うちゅう: space さんこうにする: use as an example

はじめまして。マイク・スミスです。

みなさん、しょうらいどんな仕事をしたいと思っていますか。今日は私の話を聞いて、仕事をきめる時に、さんこうにしてください。

私は西オーストラリアで生まれました。パースから300キロ南にある所で、とても広くて、人があまり住んでいない場所です。子どもの時から、毎晩、ほしを見るのが大好きでした。それを見ながら、うちゅう人に会えるのを待っていたんです。

高校に入って、日本語を勉強し始めました。でも、とくいなのは、^{すうがく}数学でした。パースの大学でうちゅう^{かがく}科学を勉強して、それから、うちゅうセンターに入りました。新しい事を発見するための仕事は、とてもおもしろかったです。それに、1か月に2、3回外国に行って、せかい中の^{かがくしゃ}科学者と話せたのもよかったです。日本や中国にも何回も行きました。

でも、「自分のかんがえ方が一番正しい」と思っている人が多くて、ミーティングにとっても時間がかかってこまってしまいました。たとえば、1時間で終わるよていだったのに、2日間かかったミーティングがありました。

20年間働いて、去年、仕事をやめました。前、いっしょに仕事をした日本人の^{かがくしゃ}科学者が「日本に来て、大学生にうちゅうセンターの仕事の事を話してほしい」と言ってくれたので、先月から日本にいます。

みなさんはどんな事にきょうみがあって、どんな仕事をしたいと思っていますか。私はうちゅうからの「コンタクト」をまだ待っています。

Question 26**(4 marks)**

Outline the speaker's childhood details:

Location of his birthplace in Western Australia:

_____ (1 mark)

What his birthplace was like:

_____ (1 mark)

What he liked to do:

_____ (1 mark)

What he hoped to do:

_____ (1 mark)

Question 27**(3 marks)**

Outline **three** positive aspects of the work the speaker mentions during his employment.

Question 28**(5 marks)**

State what the speaker found difficult at work, include the reason and the example he mentioned.

What was difficult: _____ (1 mark)

Reason: _____

_____ (2 marks)

Example: _____

_____ (2 marks)

Question 29**(3 marks)**

Describe why the speaker is in Japan at the moment.

See next page

Text 9: An advertisement

Read this advertisement and answer Questions 30 to 32.



ユースホステルに泊まって、 だれかのために「旅のおくり物」をしよう！

ユースホステルは「人々の生活をもっとよくするために、私たちに何ができるか」をかんがえて、10年前から「ほかのだれかが旅行できるように、ユースホステルに泊まる」イベントをしています。

ユースホステルとみなさんが、いっしょに、旅行をしたくてもできなかった人たちに、「旅のおくり物」をするんです。

ユースホステルは、一人1泊3千円ですが、そこから250円をこのイベントのために、きふします。みなさんは、9月20日から10月21日までの間に、ユースホステルに泊まるだけです！

今年は、今まで旅をしたことがない子どもたちに、色々な事がたいけんできる旅行をプレゼントします。

たとえば、こんなおくり物：

- 🎁 スキーをしたことがない子どもたちのために、スキー旅行とスキーレッスン。
- 🎁 ふじさんにのぼったことがない子どもたちのために、ふじさんでハイキングする旅行。
- 🎁 家に自分の部屋がない子どもたちが、大きな部屋に泊まれる旅行。

去年は、一人でくらしていて、あしがわるいおじいさんやおばあさんに、おんせんに行く旅行をプレゼントしました。

もっと多くの方が旅行できるように、
あなたもユースホステルへ泊まりに来てください！

Question 30**(4 marks)**

Describe who this advertised event is intended to help, what you need to do and how it works, in the table below.

	Detail
For whom	_____ (1 mark)
What you need to do	_____ _____ (1 mark)
How it works	_____ _____ _____ (2 marks)

Question 31**(7 marks)**

State the intended beneficiaries for this year, including **three** examples of gifts for them.

Beneficiaries: _____ (1 mark)

One: _____

_____ (2 marks)

Two: _____

_____ (2 marks)

Three: _____

_____ (2 marks)

Question 32**(3 marks)**

Describe who the last year's recipients were and state the activity offered to them.

End of Section Two

See next page

Section Three**Written communication****30% (40 Marks)**

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

Part A: Stimulus response

There is **one** stimulus text and **one** 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** questions. Answer **one** question in **Japanese**.

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

Supplementary pages for planning/continuing your answers to questions are 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% (15 Marks)**

Write your response to Question 33 on the squared paper following this section. Write approximately **250–300 *ji*** using **plain form**.

Question 33**(15 marks)**

You have come across the following blog posting by a Japanese high school student and have decided to contribute. Write a response to the **blog post**.

しょうらい、あなたは海外で働きたいと思いますか。

海外じゃなくて、今住んでいる所やオーストラリアのほかの場所で働こうと思いますか。どうしてそう思いますか。

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See next page

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

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

Question 34**(25 marks)**

Your Japanese sister school has invited you to write an **article** for its newsletter on the topic of school life this year. You decide to talk about a significant event at your high school. Write an **article** in which you:

- discuss briefly your high school life this year in general
- describe a significant event that happened at your high school
- state the importance of this event for your school life.

or

Question 35**(25 marks)**

You have travelled during a gap year and your Japanese sister school has invited you to write an **article** for its newsletter on the topic of travelling during a gap year. Write an **article** in which you:

- describe your gap year travel experience
- explain popular travel destinations and activities for a gap year among high school students in Australia
- discuss whether or not students should try travelling in a gap year and why.

Useful vocabulary gap year: ギャップ・イヤー

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