



Government of **Western Australia**  
School Curriculum and Standards Authority



# JAPANESE: SECOND LANGUAGE

GENERAL COURSE

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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

- **The individual – My life** せいかつ 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.
- **The Japanese-speaking communities – Home life** せいかつ 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.

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**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。

週末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と思っています。

そうじやせんたくもてっだいます。

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

1. Complete the following summary of the students' statements in the blog posting. (6 marks)

	Maaya	Yuuma
<b>Experience overseas</b>	<ul style="list-style-type: none"> <li>• _____</li> </ul> <p>(1 mark)</p>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> </ul> <p>(2 marks)</p>
<b>English ability</b>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> </ul> <p>(2 marks)</p>	<ul style="list-style-type: none"> <li>• _____</li> </ul> <p>(1 mark)</p>

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)

Australian student 1: I like sports. (3 marks)

Maaya or  Yuuma because:

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Australian student 2: Our family loves Japanese food. (3 marks)

Maaya or  Yuuma because:

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Australian student 3: My mother prefers someone who can help her.

Maaya or  Yuuma because: (3 marks)

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3. Compare the two blog postings and explain how their writing styles are different. **(2 marks)**

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