



JAPANESE: SECOND LANGUAGE

ATAR course examination 2016

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% (47 Marks)****Text 1: An announcement over a high school loudspeaker on sports day****Question 1****(5 marks)**

What is happening this afternoon? Complete the table below by filling in the spaces.

	Description	Marks
The time the program starts	1:30	1
The place the participants gather before the program starts	In front of the tent	1
	(where the) (school) principal is	1
Participating groups	the Basketball Club	1
Duration each club performs	10	1
	Total	5

Question 2**(1 mark)**

What is special about the Soccer Club's performance?

	Description	Marks
	Use a ball (while) dancing	1
	Total	1

Question 3**(3 marks)**

What advice is given to spectators?

	Description	Marks
	(They) can take photos	1
	(but they) should not/make an effort not to	1
	get too close to those dancing/the performers	1
	Total	3

Text 2: Travel account on a television show

Question 4 (1 mark)

How does the speaker describe where Kushimoto is located?

Description	Marks
The southernmost point of Honshu	1
Total	1

Question 5 (2 marks)

Consider the event which is to take place from around 5.30pm.

- (a) Who will perform?
- (b) What is special about this event?

Description	Marks
(a) High school students (in this town/local)	1
(b) Use water	1
Total	2

Question 6 (2 marks)

What does the speaker suggest regarding transport to the venue and why?

Description	Marks
(It may be better to) take a bus from the station	1
Because the car park and the roads look/are likely to be crowded/busy	1
Total	2

Text 3: Ken is talking to his driving instructor

Question 7

(2 marks)

Why is Ken nervous?

Description	Mark
(Because Ken is) driving in the snow	1
for the first time	1
Total	2

Question 8

(6 marks)

What does the instructor suggest for the following situations?

(a) driving in the snow

(2 marks)

Description	Marks
Should not/better not to hold	1
the steering wheel (too) tightly	1
Total	2

(b) driving on crowded roads with many cyclists

(2 marks)

Description	Marks
Drive slowly/carefully	1
so he/you can stop at any time/whenever	1
Total	2

(c) making turns

(2 marks)

Description	Marks
Slow down/go slowly	1
before turning	1
Total	2

Text 4: Lisa, a Year 12 student, is asking Kim about his work

Question 9**(2 marks)**

Explain what Lisa says about her future job plans.

Description	Marks
(She thinks) she wants to do/have/get a job using Japanese	1
but she does not know what (job) she wants to do (yet)	1
Total	2

Question 10**(2 marks)**

How does Kim use Japanese in his job? Give **two** examples.

Description	Marks
In meetings with his clients/customers from Japan	1
Writes emails/mail	1
Total	2

Question 11**(3 marks)**

What does Kim find difficult when dealing with Japanese clients? Write down in detail **both** of the situations he mentions.

Description	Marks
(When) the clients/they speak (Japanese) too fast	1
(When) he forgets their names (immediately/quickly/soon)	1
even if he hears the names	1
Total	3

Question 12**(1 mark)**

How has Kim felt recently when speaking Japanese?

- (a) nervous
- (b) proud
- (c) excited
- (d) not anxious

Description	Marks
(d) not anxious	1
Total	1

Text 5: A chat between Kitagawa and her friend Nakata

Question 13

(2 marks)

Why is Nakata's pay so good?

Description	Marks
(Because) he has been doing the same/this job	1
for more than/already 2 years	1
Total	2

Question 14

(2 marks)

What does Kitagawa's mother advise regarding part-time work?

Description	Marks
Does not want her to work (part-time)	1
Start work after entering university	1
Total	2

Question 15

(3 marks)

Why does Kitagawa want to work?

Description	Marks
She receives pocket money but	1
she cannot go out with her friends (after school)	1
and (she also) wants (money) to buy her own clothes	1
Total	3

Question 16

(2 marks)

What will Nakata do with the money he earns from working?

Description	Marks
He is thinking of studying abroad/going on exchange	1
after entering/when going to university	1
Total	2

Text 6: A Year 12 student is giving a speech at a Japanese community event

Question 17

(1 mark)

What was the **most** memorable event from the student's recent trip?

Description	Marks
The teacher took/brought her to a hair salon (in Osaka)	1
Total	1

Question 18

(3 marks)

What **three** services did people receive at the above event?

Description	Marks
a hair cut	1
a shampoo	1
(and) a head massage	1
Total	3

Question 19

(4 marks)

Describe the problem the student had with the vending machine.

Description	Marks
The student got confused/troubled as there were many varieties (of drinks)	1
(and) didn't know which button to push/press	1
The student wanted to have a cold drink	1
(but/though) a hot drink/one came out	1
Total	4

End of Section One

Section Two: Response: Viewing and reading

40% (45 Marks)

Text 7: An article

Question 20

(2 marks)

What were **two** reasons why the author used the free shuttle bus service?

Description	Marks
It was 8pm/8 at night	1
and had a large suitcase(s)	1
Total	2

Question 21

(3 marks)

What does the author say about the staff?

Description	Marks
Easy to talk to	1
(and kindly) gave/taught/told/ the author directions/way to go	1
to nearby/close temples, shrines and parks	1
Total	3

Question 22

(1 mark)

Why did the author **not** include meals in their rating of the inn?

Description	Marks
(Because they) went to a (nearby) restaurant (instead of eating at the inn)	1
Total	1

Question 23

(4 marks)

Give **two** reasons why the author was disappointed with the room they stayed in.

Description	Marks
There was the (a little) smell of cigarettes	1
although it was a 'non-smoking' room	1
(and) they could not see outside	1
at all from the room	1
Total	4

Question 24

(1 mark)

What is a popular way for tourists to sightsee in this town?

Description	Marks
(Borrowing/renting/hiring) a bicycle	1
Total	1

Text 8: A weblog

Question 25

(1 mark)

Who can carry the *mikoshi* in the morning?

Description	Marks
Children/(up to) primary school students	1
Total	1

Question 26

(2 marks)

What should the participants do while carrying the *mikoshi*? Give **two** points the author mentions.

Description	Marks
walk forward little by little while saying 'wassho!'	1
be careful not to step on the foot of the people (in front of you)	1
Total	2

Question 27

(2 marks)

What were the **two** things the author did during the break?

Description	Marks
(He/she) had cold tea/green tea	1
(and) talked a little to others	1
Total	2

Question 28

(2 marks)

Give the **two** examples of the questions that the overseas students asked.

Description	Marks
What is inside the portable shrine/ <i>mikoshi</i> ?	1
(and) what is the meaning of 'wassho'?	1
Total	2

Question 29

(4 marks)

Describe the **two** reasons why the author recommends that young people participate in a festival.

Description	Marks
You can meet people you have never met before	1
You can understand your own country's traditional culture	1
Total	4

Text 9: An email

Question 30

(1 mark)

How many university entrance examinations has Naoto applied for in total?

Description	Marks
Three	1
Total	1

Question 31

(3 marks)

Why did Naoto decide **not** to go to university in Tokyo?

Description	Marks
(Because) his father wants him to go to a university to which he can commute from home	1
because it is expensive to live in an apartment	1
Total	3

Question 32

(2 marks)

Explain Sarah's plan regarding her university study.

Description	Marks
To take a break (from university) for one year	1
Total	2

Question 33

(2 marks)

What does Sarah's family say about her plan?

Description	Marks
(Her family says that) it would be good for her to have a variety of experiences in advance/beforehand (before going to university)	1
Total	2

Question 34

(4 marks)

Describe her plans after she has worked for about four months.

Description	Marks
She will travel/go to parts of northern Australia that she has not been to before	1
(and then) go to Southeast Asian countries and learn how to cook the food of the countries she has visited	1
Total	4

Text 10: An advertisement

Question 35

(1 mark)

What does this advertisement offer?

Description	Marks
Driving lessons/motorbike lessons	1
Total	1

Question 36

(4 marks)

Give **two** benefits of booking online.

Description	Marks
Gives two benefits, 1–2 marks each	1–4
Total	4
Example answers <ul style="list-style-type: none"> • You can book easily (1 mark) at any time (1 mark) • You can find out (1 mark) when lessons are available(1 mark) • You can book a one week plan (1 mark) carefully from home(1 mark) • You can confirm (1 mark) your own booking(1 mark) • You can book when you (suddenly/unexpectedly) get time (1 mark) 	

Question 37

(2 marks)

What does the advertisement say about acquiring safe driving skills?

Description	Marks
It is important to continue solid/strong/hard/proper practice	1
not practise sometimes	1
Total	2

Question 38

(2 marks)

What is the greatest feature of this school?

Description	Marks
access	1
from the station	1
Total	2

Question 39

(2 marks)

Who are increasingly interested in getting a motorbike licence?

Description	Marks
People who already have a car licence	1
and want to get a motorbike licence (after that)	1
Total	2

Section Three: Written Communication

30% (29 Marks)

Part A: Stimulus response

12% (12 marks)

Write your response to Question 40 on the squared paper following this section.

Question 40

(12 marks)

Read the notice below which your friend forwarded to you by email. Write an email to your friend suggesting things that you could do to help when you go to this event. Include ideas, experiences and skills relating to things you could do on the day.

Criteria	Marks
Content and relevance of response to the stimulus text	3
Writes an email message that provides detailed content relating to the information in the stimulus text which includes your own relevant experience and skills in: <ul style="list-style-type: none"> playing with children; speaking English and Japanese; and Japanese traditional play 	3
Writes an email message that includes most of the content above. Generally relevant and briefly covers most of the aspects in the stimulus text with some superficial treatment.	2
Writes an email message, which includes some of the content above but superficially addresses only part of the information.	1
Little or no content, or heavy reliance on content that has no relevance to the stimulus text.	0
Grammar (range and sentence complexity) and vocabulary (range)	3
Employs a wide range of grammar, complex sentence structure and vocabulary/expression.	3
Employs an appropriate range of grammar, sentence structures, and vocabulary/expression.	2
Repetitively uses limited and basic grammar and vocabulary.	1
No evidence of Japanese sentence structure.	0
Accuracy (grammar, vocabulary and kanji/kana)	4
Uses grammar and vocabulary with a high level of accuracy. Minor errors do not affect meaning or flow. Writes kanji and kana appropriately.	4
Uses grammar and vocabulary fairly accurately. Errors may affect flow. Mostly accurate use of kanji and kana.	3
Errors in sentence structure and word choice affect the meaning. Inaccurate use of kanji and kana.	2
Major errors in sentence structure and word choice. Difficult to comprehend meaning. Uses few or inappropriate kanji.	1
No application of rules. There may be evidence of literal translations.	0
Convention of text type (length and register)	2
Observes all conventions of email text including engagement, logical sequence of ideas, casual greeting and sign-off. Appropriate length and consistent use of plain form.	2
Observes most conventions of email text including engagement, logical sequence of ideas, casual greeting and sign-off. Inappropriate length and possibly inconsistent use of plain form.	1
Does not observe the conventions of the text type.	0
Total	12

Part B: Extended response**18% (17 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 41**(17 marks)**

Write an article for a Japanese high school magazine about a trip you have been on in recent years.

Include the following information:

- the major events you observed or experienced
- difficulties you encountered
- what you learnt from your experience
- tips for other travellers.

or

Question 42**(17 marks)**

Write an article for a Japanese high school magazine about some of the events held at your school this year.

Include the following information:

- the major events you participated in at your high school this year
- the best aspect and the most challenging aspect of the events
- what you learnt from your experience
- tips for next year's Year 12 students.

Criteria	Marks
Content and relevance	5
Provides detailed information in the article and elaborates on the following information: <ul style="list-style-type: none"> • the major events you observed or experienced • difficulties you encountered • what you learnt from your experience • tips for other travellers. or Provides detailed information in the article and elaborates on the following information: <ul style="list-style-type: none"> • the major events you participated in at your high school this year • the best aspect and the most challenging aspect of the events • what you learnt from your experience • tips for next year's Year 12 students. 	5
Includes most of the information above. Uses examples to elaborate at times but may be superficial with treatment of some information.	4
Above content is generally relevant and covers some of the aspects with occasional elaboration.	3
Above content is somewhat relevant and attempts to clarify some of the information.	2
Includes some information that is irrelevant to the question and highly repetitive.	1
Heavy reliance on content that has no relevance to the question.	0
Grammar (range and sentence complexity) and vocabulary (range)	4
Employs a wide range of grammar, complex sentence structure and vocabulary/expression.	4
Employs an appropriate range of grammar, sentence structures, and vocabulary/expression.	3
Employs limited and basic grammar and vocabulary.	2

Repetitively uses limited and basic grammar and vocabulary.	1
No evidence of Japanese sentence structure.	0
Accuracy (grammar, vocabulary and kanji/kana)	4
Uses grammar and vocabulary with a high level of accuracy. Minor errors do not affect meaning or flow. Writes kanji and kana appropriately.	4
Uses grammar and vocabulary fairly accurately. Errors may affect flow. Mostly accurate use of kanji and kana.	3
Errors in sentence structure and word choice affect the meaning. Inaccurate use of kanji and kana.	2
Major errors in sentence structure and word choice. Difficult to comprehend meaning. Uses few or inappropriate kanji.	1
No application of rules. There may be evidence of literal translations.	0
Organisation	2
Sequences information coherently and cohesively. Uses appropriate paragraphing, connectives and conjunctions.	2
Some sequencing and paragraphing is evident. Connections are simple and straight-forward.	1
No evidence of sequencing or paragraphing. The connection between the ideas is unclear.	0
Convention of text type (length and register)	2
Observes all conventions of article text including title, authorship, opening, engagement and statement of conclusion. Appropriate length and consistent use of polite form.	2
Observes most conventions of article text including title, authorship, opening, engagement and statement of conclusion. Inappropriate length and possibly inconsistent use of polite form.	1
Does not observe the conventions of the text type.	0
Total	17

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-NonCommercial 3.0 Australia licence.

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