



ATAR course examination, 2022

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):

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	47	30
Section Two Response: Viewing and reading	13	13	60	62	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 2022: 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% (47 Marks)

This section contains **15** 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 : 来週、学校が休みだよね？

B : うん。

A : 天気がよかったら、みかさんといっしょに近くの海へ行かない？

B : うん、いいよ。でも、月曜日はアルバイトがあるんだ。

A : そう。じゃあ、火曜日は？

B : いいよ。どうやって行く？ぼくの車は、今、こわれているんだ。

A : 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 page and begin Section One

See next page

Text 1: Ken, an Australian university student is talking to Haruka, a Japanese exchange student

Space for notes

Listen to this conversation and answer Questions 1 to 4.

Question 1 (1 mark)

How long did Haruka go on Leavers for?

Question 2 (3 marks)

What did Haruka enjoy on Leavers?

Question 3 (3 marks)

State why Ken was disappointed. Include both the main reason and an additional contributing factor.

Question 4 (3 marks)

Describe the location of the accommodation Haruka stayed in, including what it offered.

Text 2: Mike is leaving a message on Yuri's phone

Listen to this message and answer Questions 5 and 6.

Useful word アプリ: app

Space for notes

Question 5**(3 marks)**

Tick the **three** correct statements from the list below.

Statements	Tick (✓)
Mike is explaining what is convenient about an app, Aussie Camps.	
Aussie Camps assists users to search where campsites are located.	
Aussie Camps contains information about toilets and showers at campsites.	
Maps on Aussie Camps are a little hard for navigation.	
Aussie Camps can be used offline in some parts of Australia.	
Mike advises Yuri to drive carefully.	

Question 6**(3 marks)**

What does Mike say about photos on Aussie Camps?

Text 3: Joe, an Australian high school student, is being interviewed online

Space for notes

Listen to this interview and answer Questions 7 to 9.

Question 7

(3 marks)

Describe the problem Joe has at the moment.

Question 8

(4 marks)

Outline the previous and current financial assistance given to Joe from his father, including why and when the change occurred.

Previous	
Current	
Why	
When	

Question 9

(2 marks)

What does Joe's father offer to Joe?

Text 4: Tan, an Australian homestay student, is talking with his host-mother

Space for notes

Listen to this conversation and answer Questions 10 to 12.

Question 10

(3 marks)

List **three** experiences Tan enjoyed in Japan.

One: _____

Two: _____

Three: _____

Question 11

(6 marks)

- (a) State what the host mother says about the place she has suggested they visit. **(4 marks)**

- (b) How can they get there and how long will it take? **(2 marks)**

Question 12

(2 marks)

Other than the outing with his host-mother, what prior engagement does Tan have?

Text 5: Isabel is giving a speech for her high school Japanese class

Space for notes

Listen to this speech and answer Questions 13 to 15.

Question 13

(3 marks)

List **three** advantages of travelling with family.

One: _____

Two: _____

Three: _____

Question 14

(3 marks)

Describe what aspect of travelling with family Isabel does not like.

Question 15

(5 marks)

Explain why Isabel was disappointed during her trip to Japan.

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** texts and **13** questions. Answer all questions in **English** in the spaces provided.

Suggested working time: 60 minutes.

Text 6: A brochure

Read this brochure and answer Questions 16 and 17.

Useful word: おまいりする: to (go) worship

こくさい
国際こうりゅうイベント

日本のでんとうぶんか、たいけん!

東大学では、毎月1回、海外から来ている人のために、こうりゅう会をしています。今月は、大学の着物クラブの学生がじゅんびしてくれました。日本人の学生のほかに、大学の近所に住んでいる人たちもさんかしてくれるよていです!

日時
7月10日(日)
午前9時半

部屋
403

場所
東大学
きょういく学部

プログラム

9時半 じこしょうかい	5人のグループになって、自分と自分の国について、一人一分間、話そう!
10時~10時45分 着物を着てみよう!	着物の先生が、着方をせつめいしてくれます。何年も教えている先生で、一人でも上手に着られるように、ていねいに教えてくれます。
11時 出発	
11時~1時 いせやま神社へ	着物を着て有名ないせやま神社に、大学のバスで行きます。バスの中で、神社に行っておまいりする時、どうしたらいいのか、どんな事をしてはいけないか、それから、いせやま神社のれきしなどについて話を聞きます。着物なので、神社でかいだんをのぼる時、気をつけて!
1時~3時 ランチ	和食レストランで、ゆっくり昼ごはん。むずかしい日本語がまだよくわからなくても、しんぱいしないで楽しんでください。
3時半 大学へ	大学に帰って、着物から自分のふくに着がえます。着物の着方を書いた紙がありますから、わすれないように持って帰ってください。

See next page

Question 16**(3 marks)**

Who are the expected participants in this event? Identify **three** groups.

One: _____

Two: _____

Three: _____

Question 17**(8 marks)**

Complete the table below with relevant details.

	Details
9:30 Self-introduction	You will: _____ _____ _____ <div style="text-align: right;">(2 marks)</div>
10:00–10:45 The Kimono experience	By the end of the session, you will: _____ _____ <div style="text-align: right;">(1 mark)</div>
11:00–1:00 To Iseyama	On the bus, you will: _____ _____ _____ _____ _____ <div style="text-align: right;">(4 marks)</div>
1:00–3:00	Lunch
3:30 On return	You will: _____ _____ <div style="text-align: right;">(1 mark)</div>

Text 7: A weblog

Read this weblog and answer Questions 18 to 21.

Useful word キンバリー: Kimberley

リサのアルバイト！

みんな、元気？ まだ大学の勉強が始まっていないのに、私はとてもつかれている！

今、キンバリーのファームで働いているんだ。大学に入るためのしけんが終わった後、すぐここに来た。じきゅうはわるくないし、泊まっている部屋のお金をはらわなくてもいい。それに、Wi-fiが使える場所もある！

仕事は、うまに乗るけいけんができるツアーのツアーガイドだ。正しいうまの乗り方を教えて、おきゃく様を近くの川までつれて行く。道でうまがびっくりしないように、「大きい音おとはだめです」とおねがいしている。色々な国の人がいるから、私は、みんなに分かるように、あまりはやく英語を話さないで、はっきりはつおんするようにしている。

ツアーは1時間しかかからない。でも、ほかの仕事が多すぎる！ 朝5時におきて、ツアーの前に、うまの体をきれいにあらっておく。ツアーの後はおきゃく様が使った部屋のそうじや昼ごはんを作るのを手つだう。雨でツアーがなくても、うまだけじゃなくて、ほかの動物のせわもしなければならぬので、休めない。

もんだいがもう一つ！ 同じ部屋を四人で使っているんだけど、その人たちが毎晩おそくまでおきていてこまる。きのうは、夜12時ごろまでおさけを飲みながらゲームをしていた。はやくねようと思っていたのに、うるさくてねられなかった。

あ～、お金をかせぐのはたいへんだ。

つぎは楽しい（！）大学生活について書くよてい！！ 待っていて！

Question 18

(3 marks)

Outline the benefits of her part-time job that Lisa mentions.

See next page

Question 19**(8 marks)**

Complete the table below regarding Lisa's job.

State the main task Lisa performs.	_____ _____ (1 mark)
State what Lisa teaches.	_____ _____ (1 mark)
State what request Lisa makes to guests and the reason why.	Request: _____ Reason: _____ (2 marks)
State the effort Lisa makes with guests and the reason why.	Effort: _____ _____ Reason: _____ _____ (4 marks)

Question 20**(4 marks)**

Describe the duties, other than her main task, that Lisa performs.

Question 21**(5 marks)**

What happened yesterday and how did it affect Lisa's plan?

See next page

Text 8: An interview

Read this interview and answer Questions 22 to 24.

「2022年、一番の思い出」はどんな事でしたか？



ゆうた

「いしがき島」でせいじんしきに出た事です。ふつう、せいじんしきは1月15日ごろですが、この島では1月4日にあります。お正月なので、勉強や仕事のために、島の外で生活しているわかものが、帰って来ているからです。ぼくもこの島のしゅっしんで、今、東京に住んでいます。じつは、中学校のそつぎょうしきで、いっしょにクラブ活動をしていた友人とけんかしてしまって、5年間話していなかったんです。でも、この時に会って、また話をするようになりまして。ぼくは来年りゅうがくするよていで、島に帰るかどうかわからないし、せいじんしきがあってよかったです。



えり

ハロウィン！ 私の住んでいる町では、20年前からハロウィンをするようになった。西洋のとはちがって、「日本のハロウィン」はおまつりみたいなイベントだけど、この町では、それだけじゃない。先生によると、学校で使うコンピュータやせいふくが買えなくてこまっている子どもがふえているそう。それで、ハロウィンの時、その子どもたちのために、自分たちで作った物売って、あつめたお金でプレゼントをおくるんだ。私はおばあちゃんが持っていた古い着物をきって、スカートを5まい作った。友だちは、かぼちゃを使った色々なかたちのクッキーを作った。だれかのために、何を作るかかんがえて、自分の好きな物を作るのは、とてもよかった！

Question 22

(3 marks)

Why is the Coming-of-Age ceremony held on a different date in Yuta's hometown?

See next page

Question 23**(6 marks)**

Explain why Yuta was glad that he attended the ceremony.

Question 24**(9 marks)**

Summarise the Halloween event Eri participated in.

Preparation for the event	What Eri did: <hr/> <hr/> What her friends did: <hr/> <hr/> <div style="text-align: right;">(4 marks)</div>
On the day	What Eri and friends did: <hr/> <div style="text-align: right;">(1 mark)</div>
Purpose of their activities	<hr/> <hr/> <hr/> <hr/> <hr/> <div style="text-align: right;">(4 marks)</div>

Text 9: An article

Read this article and answer Questions 25 to 28.

Useful word うえる: to plant

しょうらい、どんな仕事をするか？

オーストラリアから来ているリーさんは「じゅもくい」。「木のいしゃ」だ。

リーさんは子どものころから、木が好きだったそうだ。でも、リーさんの家には、大きいにわがあったのに、木や花が何もなかった。「何かうえてほしい」とりょうしんにたのんでも、「水を使いすぎる」と言って、だめだった。だから、よく近くの公園に行つてあそんだそうだ。

リーさんは高校生になって、日本語をならい始めた。じゅぎょうで、先生が日本のにわのしゃしんを見せてくれて、「和風のにわはいいなあ」と思ったそうだ。大学生の時、京都を旅行した。ゆうめいなお寺や旅館などにあるにわより、ふつうの家のにわに、もときょうみを持つようになった。でも、まだその時、しょうらい、どんな仕事をしたらいいか分からなかったそうだ。

大学でかんきょう学を勉強している時、「じゅもくい」という仕事があることをはじめてした。それで、そつぎょうした後、せんもんの学校に行つて、5年間働いて、「じゅもくい」になった。今、公園などで仕事をしている。色々な木や薬の名前をおぼえるのがたいへんだし、木が病気にならないようにするのもむずかしいが、「木と会話」しながら、仕事をしているそうだ。

リーさんは先月から日本に来て、同じ仕事をしている人たちと働いている。これからも、色々な国に行つて、せかい中の「木の気持ち」が分かるようになりたいと言っている。

Question 25**(6 marks)**

Explain the disappointment Lee had when he was a child. Include any reasons given by his parents.

Question 26**(2 marks)**

Describe the development of Lee's interests while travelling.

Question 27**(3 marks)**

Describe what Lee finds difficult with his job and what he is trying to do.

Question 28**(2 marks)**

What does Lee say about his future aspirations?

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

Question 29**(15 marks)**

You have received the following email from a Japanese person. Respond to the sender's comments and questions by writing a reply **email**.

アナさん

元気？ 12年生の日本語の勉強はどう？ たいへん？

ぼくは英語がぜんぜん上手にならなくてこまってる。

この前、テストで40てんしかとれなかったんだ。どうしたらいいと思う？

けんた

Start your answer to Question 29 here.

300 *ji* sheet

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 the questions.

Question 30**(25 marks)**

You have been asked to contribute an article to a Japanese high school newsletter on driving to school, which is not commonly allowed by high schools in Japan. Write an article in which you:

- discuss the transport options for commuting to school in Australia, including your own experience
- explain the positive and negative points of commuting to school by driving a car
- state your opinion about Japanese schools not allowing students to drive to school.

or

Question 31**(25 marks)**

You have been asked to contribute an article to a Japanese high school newsletter on money and young people in Australia. Write an article in which you:

- describe how you have spent your earnings or allowance as a high school student
- compare your experience of spending money with other young people in Australia
- state your opinion about whether high school students should save money for the future and why.

End of questions

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