



JAPANESE: SECOND LANGUAGE

ATAR course examination 2022

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:****Question 1****(1 mark)**

How long did Haruka go on Leavers for?

Description	Marks
four days	1
Total	1

Question 2**(3 marks)**

What did Haruka enjoy on Leavers?

Description	Marks
able to chat with good friends	1
until midnight/late at night	1
without worrying about study	1
Total	3

Question 3**(3 marks)**

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

Description	Marks
was hoping/thinking/planning to go on Leavers, but	1
main reason got injured	1
contributing factor (even though he) had made preparations	1
Total	3

Question 4**(3 marks)**

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

Description	Marks
was very close to the beach	1
(offers) snorkelling tours and	1
classes where you can experience surfing	1
Total	3

Text 2:

Question 5

(3 marks)

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

Description	Marks
Mike is explaining what is convenient about an app, Aussie Camps.	1
Aussie Camps assists users to search where campsites are located.	1
Mike advises Yuri to drive carefully.	1
Total	3

Question 6

(3 marks)

What does Mike say about photos on Aussie Camps?

Description	Marks
(it has) many photos of campsites	1
taken by the people who went there before	1
so you know/understand what the place you are going to is like (now)	1
Total	3

Text 3:

Question 7

(3 marks)

Describe the problem Joe has at the moment.

Description		Marks
wants to quit his part-time work		1
but his father says that he won't give Joe pocket money even if Joe quits (work)		1
Total		3

Question 8

(4 marks)

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

Description		Marks
Previous	Joe received pocket money	1
Current	his father pays (only) his phone expense	1
Why	Joe started part-time work	1
When	two years ago	1
Total		4

Question 9

(2 marks)

What does Joe's father offer to Joe?

Description		Marks
to give Joe five dollars		1
if he makes dinner		1
Total		2

Text 4:

Question 10

(3 marks)

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

Description	Marks
(was able to) see/seeing festivals	1
(was able to) bathe/bathing in a hot spring	1
(was able to) ride on/riding on subway	1
Total	3

Question 11

(6 marks)

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

Description	Marks
the most dangerous temple in Japan	1
located in a high mountain	1
a hard to walk and dangerous road (to get there)	1
therefore it is famous	1
Total	4

(b) How can they get there and how long will it take?

(2 marks)

Description	Marks
(it's about) an hour by car	1
(and) walk for (about) two and a half hours	1
Total	2

Question 12

(2 marks)

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

Description	Marks
(planning to) go and buy souvenirs with friends	1
on the 20th	1
Total	2

Text 5:

Question 13

(3 marks)

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

Description	Marks
don't have to reserve a place to stay (beforehand)	1
don't have to/or buy a plane or train ticket (on my own/by yourself) (beforehand)	1
there is no worry about getting lost (while traveling)	1
Total	3

Question 14

(3 marks)

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

Description	Marks
(there are times when) she has to go to places	1
where her parents and younger brother(s) would like to go,	1
even if she doesn't want to go	1
Total	3

Question 15

(5 marks)

Explain why Isabel was disappointed during her trip to Japan.

Description	Marks
(they) went to the <i>Pokemon</i> Centre	1
because of/for his younger brother	1
(because of that) they did not have/ended up not having time to go to Harajuku	1
where she wanted to go	1
and buy/was thinking of buying cute clothes	1
Total	5

Section Two

Response: Viewing and reading

40% (62 Marks)

Text 6:

Question 16

(3 marks)

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

Description	Marks
people from overseas	1
Japanese students	1
people who live near/in the neighborhood of the university	1
Total	3

Question 17

(8 marks)

Complete the table below with relevant details.

Description		Marks
Self-introduction	form/in a group of five people	1
	talk about yourself and your country for one minute each/per person	1
The Kimono experience	be able to wear (a kimono) by yourself	1
To Iseyama	listen to a talk on	1
	when visiting a shrine (to worship), what you (should) do	1
	(and) what you are not allowed to/should not do	1
	(and) the history of the Iseyama shrine	1
On return	change (out of kimono) into your own clothes	1
Total		8

Text 7:

Question 18

(3 marks)

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

Description	Marks
hourly rate is not bad	1
doesn't have to pay for the room where she is staying	1
there is a place/places where you can use Wi-fi	1
Total	3

Question 19

(8 marks)

Complete the table below regarding Lisa's job.

Description	Marks
State the main task Lisa performs.	a tour guide for horse-riding tours/tours where you can experience riding a horse 1
State what Lisa teaches.	the correct way to ride a horse 1
State what request Lisa makes to guests and the reason why.	Request: not to make loud noises 1
	Reason: so that not to surprise/scare the horses on the road 1
State the effort Lisa makes with guests and the reason why.	Effort: try not to speak English too fast/quickly 1
	and pronounce clearly 1
	Reason: so that everyone/guests can understand 1
	as they are from various countries 1
Total	8

Question 20

(4 marks)

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

Description	Marks
cleans horses (body) before the tour (in advance)	1
after the tour, helps cleaning the rooms which the guests have used	1
(helps) cook/make lunch	1
must (also) take care of other animals, not only horses	1
Total	4

Question 21

(5 marks)

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

Description	Marks
people who are sharing/staying/using the same room	1
were playing games while drinking alcohol	1
until around 12 o'clock at night/midnight/12 am	1
although Lisa wanted/thought/ to go to bed early	1
she could not sleep because of the noise	1
Total	5

Text 8:

Question 22

(3 marks)

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

Description	Marks
(as) it is the New Year	1
young people living outside the island/Yuta's hometown	1
for study and work return to the island	1
Total	3

Question 23

(6 marks)

Explain why Yuta was glad that he attended the ceremony.

Description	Marks
he had a fight with a friend who was doing club activities with him	1
at the junior high school graduation ceremony	1
and had not talked to for five years	1
but this time, when they met, they started talking again	1
next year he plans to study abroad	1
he does not know if he will return to the island	1
Total	6

Question 24

(9 marks)

Summarise the Halloween event Eri participated in.

Description		Marks
Preparation for the event	Eri: cut her grandma's old kimono	1
	and made five skirts	1
	Friends: made cookies	1
	in various shapes with/using pumpkins	1
On the day	sold things they made	1
Purpose of their activities	for those children not able to buy items used at school	1
	such as a computer and school uniform	1
	with the money raised/collected	1
	presents are given/sent to these children	1
Total		9

Text 9:**Question 25****(6 marks)**

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

Description	Marks
Lee liked trees (but)	1
even though his house had a big garden	1
it had no trees or flowers	1
he wanted his parents to plant some trees/something	1
but it did not work/was not allowed	1
because/as it uses too much water	1
Total	6

Question 26**(2 marks)**

Describe the development of Lee's interests while travelling.

Description	Marks
became interested in gardens of ordinary/typical houses	1
rather than the gardens in famous temples, (Japanese-style) inns, (and so on)	1
Total	2

Question 27**(3 marks)**

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

Description	Marks
(difficult to) remember the names of various trees and medicines	1
hard to prevent trees from getting/becoming sick	1
(trying to) have a conversation with/talk to trees while/when working	1
Total	3

Question 28**(2 marks)**

What does Lee say about his future aspirations?

Description	Marks
going to various countries and be/become able to understand	1
the 'feelings of trees' all over the world/feelings of all the trees in the world	1
Total	2

Section Three
Written Communication

30% (40 Marks)

Part A: Stimulus response

12% (15 Marks)

Write your response to Question 29 on the squared paper following this section.

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**.

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"> describes the study of Year 12 Japanese, including any challenges refers to the sender's study of English provides advice on how the student may improve their English. 	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
Does not meet any of the above performance levels for this criterion.	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
Does not meet any of the above performance levels for this criterion.	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
Does not meet any of the above performance levels for this criterion.	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
Does not meet any of the above performance levels for this criterion.	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
Does not meet any of the above performance levels for this criterion.	0
Subtotal	2
Conventions of the text type	
Uses the conventions of a reply email and the required plain form register consistently: <ul style="list-style-type: none"> acknowledgment of reply appropriate greeting appropriate author and recipient casual sign off. 	2
Uses some of the conventions of an email. Inconsistent use of the plain form register.	1
Does not meet any of the above performance levels for this criterion.	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 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 on 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.

Criteria		Marks
Content and relevance		
Engages the audience effectively with well-developed ideas and information by writing:		
Q30 • an article to a Japanese high school newsletter	Q31 • an article to a Japanese high school newsletter	
Provides highly relevant and elaborated content, addressing the following points:		
Q30 • discusses the transport options for commuting to school in Australia, including own experience • explains the positive and negative points of commuting to school by driving a car • states opinion on Japanese schools not allowing students to drive to school.	Q31 • describes how one has spent earnings or allowance as a high school student • compares own experience of spending money with other young people in Australia • states opinion about whether high school students should save money for the future and why.	6
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
Does not meet any of the above performance levels for this criterion.		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
Does not meet any of the above performance levels for this criterion.	0
Subtotal	4
Range of vocabulary and <i>kanji</i>	
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
Does not meet any of the above performance levels for this criterion.	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
Does not meet any of the above performance levels for this criterion.	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
Does not meet any of the above performance levels for this criterion.	0
Subtotal	4
Conventions of text type	
Uses the conventions of an article. Uses the required polite form register consistently and includes: <ul style="list-style-type: none"> • a title • authorship • appropriate opening • statement of conclusion/advice. 	2
Uses some of the conventions of an article. Inconsistent use of the polite form register.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	2
Total	25

Copyright

© School Curriculum and Standards Authority, 2022

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 (the 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 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*