



JAPANESE: SECOND LANGUAGE

ATAR course examination 2017

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% (46 Marks)****Text 1: A speech at a Travel Expo****Question 1****(8 marks)**

Complete the table below on the basis of the information provided in the speech.

	Description	Marks
Date of first run	26 March/03 (2016)	1
Travel time	1 hour (and) 1 minute	1
The most expensive ticket includes	lunch box/bento (box)/packed lunch (with Hokkaido's famous/specialty food)	1
	(a) drink of your choice/drink you like	1
Facilities onboard	large toilet/restroom	1
	baby's bed/baby cot	1
Sales services	Things/items that can't be bought anywhere	1
	except onboard Shinkansen	1
	Total	8

Note for **Sales services**: 'Things that are only able to be bought on the Shinkansen' is acceptable and receives 2 marks.

Text 2: Mr Hayashi, a teacher, is making an announcement to a group of exchange students from Japan who are at an Australian high school

Question 2**(4 marks)**

Indicate if each statement below is true (T) or false (F).

Statement	Description	Marks
The teacher was surprised as some of the students have already hired their outfits.	F	1
The formal will be held in three weeks' time.	T	1
The teacher is of the view that the students must make an arrangement for their outfits as soon as possible.	T	1
The students had previously planned to go to a hire shop on Saturday.	F	1
Total		4

Question 3**(3 marks)**

Describe the teacher's warning and his reasoning behind it.

Description	Marks
it is a/the school rule	1
(absolutely) do not drink alcohol	1
even if you are 18 (years old)	1
Total	3

Question 4**(1 mark)**

What is the teacher's plan for transport?

Description	Marks
(they) will go in two taxis	1
Total	1

Question 5**(3 marks)**

What experience does the teacher want his students to have at the formal and why?

Description	Marks
good experience they can't have at a Japanese high school	1
(such as) dance/dancing (and)	1
speaking (in) English (a lot)	1
Total	3

Text 3: Lyn is interviewing Shin, a Japanese traveller**Question 6****(2 marks)**

Identify where Shin has travelled and how long he has spent in each place.

Description	Marks
Europe and Australia	1
3 years in Europe and 6 months/half year in Australia	1
Total	2

Question 7**(4 marks)**

How has Shin been able to afford to travel for this period?

Description	Mark
plays his/playing guitar while singing/busking	1
for a little money/and receives little money	1
cooks his own meals (and)	1
does not stay in hotels	1
Total	4

Question 8**(2 marks)**

Describe Shin's favourite memory from his travels.

Description	Mark
the person he met for the first time in Germany	1
invited him for dinner at this person's place/house/home or had dinner at his/this person's place/house/home	1
Total	2

Question 9**(1 mark)**

How has Shin's outlook been changed based on his travel experience? Select the most appropriate statement and answer below.

Statement	Marks
(a) you could make friends with people from other countries. Answer: A	1
Total	1

Text 4: Luke and Haruka, a Japanese student, are catching up with each other

Question 10**(4 marks)**

What does Luke say about his sister teaching him to drive?

Description	Marks
(even though) he does his best not to make mistakes	1
his sister/she gets angry	1
when he makes mistakes (even a little)	1
so he finds it difficult/difficult to do	1
Total	4

Question 11**(2 marks)**

Describe the part-time job Luke mentions and the hours worked.

Description	Marks
washed/washing cars/car wash	1
for four hours per day	1
Total	2

Question 12**(3 marks)**

How did Luke find out about the job he mentions?

Description	Marks
his friend, who worked there	1
when s/he quit/stopped working there	1
told him (about it)	1
Total	3

Text 5: Ken, a Japanese student, is talking to Lisa

Question 13

(3 marks)

How does Lisa describe 'leavers'?

Description	Marks
not only a party	1
staying somewhere with friends	1
and doing other things	1
Total	3

Question 14

(4 marks)

Explain why Lisa does not intend to go to 'leavers' and what she plans to do instead.

Description	Marks
her part-time job	1
she (intends to) teach/teaching swimming to kids	1
at a nearby/local sports gym	1
for (the purpose of)/in order to buy(ing) a car/to save money for a car	1
Total	4

Question 15

(2 marks)

Outline Lisa's thoughts about working part-time while at university next year.

Description	Marks
would like to/is hoping to do/get a part-time job	1
(however) she wishes to/wants to do something where she can use Japanese	1
Total	2

End of Section One

Section Two: Response: Viewing and reading

40% (62 marks)

Text 6: An advertisement

Question 16

(3 marks)

List **three** examples of questions that will be answered on Open Day.

Description	Marks
What are the ways of teaching?/What is the way of teaching?/How they're taught?/What is the teaching style?	1
What kind of courses/What subjects should one take/What subjects would/should be good to take?	1
How much does it cost to do student/overseas exchange/study abroad?	1
Total	3

Question 17

(6 marks)

Describe **three** Japan-related experiences being arranged for Open Day.

Description	Marks
(the Japanese Culture Club) will teach/tell you (one) the correct way of studying Japanese	1
(you are/one is) able to wear a kimono made of paper	1
(they) intend to make some Japanese cooking/dishes and eat together (in the clubroom)	1
Total	6

Question 18

(8 marks)

Summarise information from the advertisement in the table below.

Description		Marks
The members of the group	Japanese students who are studying English	1
	Students who are not studying Japanese (at university)	1
Most popular activity	What: Japanese conversation/speaking	1
	When: Thursday evening(s)	1
	How often: One/once per week	1
	Benefit: even if you are weak/bad at speaking	1
	if you attend/without taking time off/not taking a break/regularly	1
	you will be able to improve/speak (Japanese)/better at it	1
Total	8	

Question 19

(1 mark)

Which group placed this advertisement?

Description	Marks
A (university) Japanese culture club	1
Total	1

Text 7: A weblog

Question 20

(2 marks)

Why did Lee become interested in her current job?

Description	Marks
teaching English	1
in a Japanese middle school	1
Total	2

Question 21

(3 marks)

How does Lee create interest with others and why?

Description	Marks
she understands the feelings of	1
students who hate foreign languages	1
so she makes (an effort)/uses games	1
Total	3

Question 22

(4 marks)

Indicate if each statement below is true (T) or false (F).

Statement	Description	Marks
Naomi loves living in Okinawa.	F	1
Naomi did not learn Japanese at university.	T	1
Naomi is still able to read a few of the kanji she learnt while in high school.	T	1
Naomi's dream is to be the manager of a web design company.	F	1
Total		4

Question 23

(7 marks)

Summarise Tan's weblog posting in the table below.

Description		Marks
Previous job	(Working at a) travel company/agency in Tokyo	1
Advantage and disadvantage of previous job	he could use Japanese	1
	he would come home at 12am/ but he wouldn't come home until 12am/ (the time) he was not be able to come home until 12am	1
Current job	(working at a) tofu shop	1
Good points of current job	because local inns, shrines and temples	1
	buy (a lot of tofu) from this/the shop	1
	buy from him	1
	so/he (feels happy because/as) can go to those places	1
Total		7

Text 8: A diary entry**Question 24****(5 marks)**

Explain why the writer arrived late at the Darwin campsite.

Description	Marks
It was difficult to drive	1
because of the rain	1
he/she drove/went/had to go slowly	1
in order to not have an accident/so that he did not have an accident	1
also, made a (little) error/mistake with the roads/went the wrong way/got lost	1
Total	5

Question 25**(3 marks)**

Give the reasons for the writer's disappointment.

Description	Marks
when he/she tried (sushi)	1
it looked like sushi	1
but it wasn't/didn't taste like Japanese sushi	1
Total	3

Question 26**(3 marks)**

What surprised the writer when visiting the Military Museum?

Description	Marks
(until he/she went to the military museum) he/she didn't know that there was/is this history between Japan and Australia	1
and he/she saw (old) Japanese newspapers, letters and money	1
which had turned/become brown	1
Total	3

Question 27**(1 mark)**

What is the writer motivated to do after visiting the museum?

Description	Marks
(the writer) would like to do something for peace/ to promote peace	1
Total	1

Question 28**(5 marks)**

What things are the writer looking forward to tomorrow?

Description	Marks
boat ride/getting into a boat	1
(apparently) you can see crocodiles	1
jump out of the river (and take food)	1
watching a movie outside at night/in the evening	1
there is a festival until Tuesday	1
Total	5

Text 9: An article**Question 29****(3 marks)**

List the **three** pieces of information given about money earned from part-time jobs in the 2014 survey.

Description	Marks
average of 50 000 yen per month	1
most common/35% was between 10 000 yen and 30 000 yen	1
(apparently) used for mobile phones and hobbies	1
Total	3

Question 30**(8 marks)**

Summarise information from the article in the table below.

Description	Marks	
Good points of part-time jobs, other than money	(24% say) meeting new people	1
	meet people of various ages	1
Mistakes made at part-time jobs	(Person B) delivered yesterday's newspapers	1
	(Person C) asked a customer/person who bought 20 burgers	1
	whether or not he would eat them by himself	1
Advice for students starting a job	take care/be careful so that one does not lose their study time (was the most common advice)	1
	(Person D's advice) even when your boss says he wants you to work longer	1
	you should clearly say no/you can't/your opinion or practice at home to say your opinion	1
Total	8	

End of Section Two

Section Three: Written Communication

30% (41 Marks)

Part A: Stimulus response

12% (16 marks)

Write your response to Question 31 on the squared paper following this section.

Question 31

(16 marks)

Read the message below. Write a reply message in approximately **250–300 ji**. Include all necessary details in response to the stimulus message. Use **plain form**.

Criteria	Marks
Content and Relevance of the Response to the Stimulus Text	3
Writes a message that provides detailed content relating to the information in the stimulus text which: <ul style="list-style-type: none"> describes the problem encountered in Tokyo, and indicates if OK. 	3
Writes a message that includes most of the above content. Generally relevant and briefly covers all of the aspects in the stimulus text with some superficial treatment.	2
Writes a message, which includes some of the content above but superficially addresses only part of the information.	1
Heavy reliance on content that has no relevance to the stimulus text.	0
Range of Grammar	3
Effectively uses a wide range of grammar and complex sentence structure to this level.	3
Uses a range of grammar and sentence structures to this level.	2
Relies predominantly on a limited range of sentence structures.	1
Uses set structures, single words and short phrases.	0
Range of Expressions, Vocabulary and Kanji	3
Uses a wide range of vocabulary and expressions, including productive kanji, appropriate to context and level.	3
Uses a range of vocabulary and expressions, including some productive kanji, appropriate to context and level.	2
Relies predominately on the repetitive use of basic vocabulary, limited productive kanji and expressions.	1
Insufficient command even of basic vocabulary and kanji.	0
Accuracy	3
Uses language accurately and consistently. May occasionally omit words or make minor errors. Inaccuracies do not affect meaning, nor flow. Uses kanji appropriately with some errors. Spells with a good level of accuracy.	3
Uses language with some accuracy, sometimes omitting words and/or making major errors. Inaccuracies sometimes affect meaning or flow. Uses kanji appropriately, with errors. Spells with some errors.	2
Many major errors evident. Difficult to comprehend meaning.	1
No evidence of attempts to use language accurately.	0
Organisation	2
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable. Appropriate length.	2
Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
No evidence of sequencing ideas.	0
Conventions of the Text Type	2
Uses all the key conventions of a message including the use of plain form and appropriate register: <ul style="list-style-type: none"> salutation and sign off acknowledges receipt of message 	2
Uses some of the conventions of the text type. Generally uses register appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience and the purpose for writing.	0
Total	16

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 32

(25 marks)

You have attended a Youth Pathways Forum this year and as a result you have decided to enter a Japanese-language speech contest. Write the **script** for your speech in which you:

- reflect on what you observed about the future plans of other high school students
- give an example of the difficulties some students experience in deciding their future plans
- make a comparison between the future plans of other students and your own plans.

or

Question 33

(25 marks)

You have returned from Japan where you spent six months this year and, as a result, you decided to enter the Japanese-language speech contest. Write the script for your speech in which you:

- reflect on a popular activity for young people that you observed
- give an example of an activity you participated in, including something you found surprising
- make a comparison between an important activity for young people in Japan and Australia.

Criteria		Marks
Content and Relevance		6
Engages the audience and effectively supports information, ideas and opinions with well-developed examples by writing:		6
Q32 • a script for a speech about future plans of high school students	Q33 • a script for a speech about a popular activity for young people in Japan	
Provide specific detail, including specific information:		
Q32 • reflect on observations of the future plans of high school students • give an example of the difficulties in making future plans • make a comparison between the future plans of students and the writer's own plan.	Q33 • reflect on a popular activity for Japanese youth observed • give an example of an activity participated in, including something surprising • make a comparison between an activity for young people in Japan and Australia.	6
Includes most of the information required of the question. Uses examples to elaborate but may be superficial with treatment of some information.		5
Content is generally relevant and covers a range of aspects with some elaboration.		4
Uses content which is generally relevant. Some content is repetitive. Attempts to clarify information.		3
Includes some information that is irrelevant to the question and highly repetitive.		2
Response is unclear and content has little relevance to the question.		1
Heavy reliance on content that has no relevance to the question.		0
Range of Grammar		4
Employs a wide range of grammar and complex sentence structure to this level.		4
Uses a range of grammar and sentence structures to this level.		3
Uses some grammar and sentence structures to this level.		2
Repetitively uses a limited number of basic structures.		1
Uses single words and/or short phrases. Sentence structure may be heavily influenced by another language.		0

Range of Expressions, Vocabulary and Kanji	4
Uses contextually relevant vocabulary, including most relevant productive kanji to this level, and a wide range of expressions.	4
Uses vocabulary, including some productive kanji to this level, and word choice appropriate to context.	3
Uses limited kanji and vocabulary to this level, which is mostly appropriate to context.	2
Relies on the repetitive use of basic kanji and vocabulary.	1
Insufficient command of basic vocabulary.	0
Accuracy	5
Uses language consistently with a high level of accuracy. Orders words correctly, chooses vocabulary appropriate to context, and chooses and writes kanji and kana appropriately. May occasionally omit words or make minor errors, but inaccuracies seldom affect meaning or flow.	5
Uses language with a good level of accuracy. Word order is fairly accurate. Words and kanji are occasionally written inaccurately or inappropriately chosen. Inaccuracies sometimes affect meaning or flow	4
Uses language with some accuracy, sometimes omitting words. Word order and kanji/kana usage contains errors. Words are often written inaccurately or inappropriately chosen. Inaccuracies affect meaning or flow.	3
Some major errors evident in word order, word choice and kanji/kana use. Sometimes difficult to comprehend meaning.	2
Many major errors evident in word order and word choice. Often difficult to comprehend meaning.	1
No application of rules.	0
Organisation	4
Sequences information coherently and cohesively. Provides context for writing. The organisation helps the reader to understand the main events being highlighted in the script. Appropriate length.	4
Sequences most information coherently and cohesively. Provides some context for writing. Appropriate length.	3
Some sequencing and paragraphing is evident. Connections are simple and straight-forward.	2
Limited organisation impedes the flow and understanding. The connection between the ideas is unclear.	1
No evidence of sequencing ideas.	0
Conventions of Text Type	2
Uses all the key conventions of the text type, including the use of polite form, to address the purpose of writing and the audience: <ul style="list-style-type: none"> • appropriate opening such as greeting, introduction of the topic and of the speaker • appropriate ending such as thanking the audience, or posing a question 	2
Uses some of the conventions of the text type. Generally uses register appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing.	0
Total	25

ACKNOWLEDGEMENTS

- Text 8** Information from: Tourism Australia. (2017) *Dāwin de sugosu saikō no mikkakan* [Three great days in Darwin]. Retrieved June, 2017, from <http://www.australia.com/ja-jp/itineraries/nt-3days-darwin.html>
- Text 9** Information from: DIP Corporation (n.d.). *Kōkōsei baito tokushū* (Feature article: Part-time jobs for high school students). Retrieved June, 2017, from <http://www.baitoru.com/lp/student/>

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