

Japanese Language Teachers' Association of Western Australia

西オーストラリア州日本語教師協会

Japanese: Second Language ATAR 12 Good Answer Guide

2023

2023 Good Answer Guide based on the 2022 Japanese: Second Languages ATAR course examination.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the Japanese Language Teachers' Association of Western Australia.

Copying for education purposes and use in the classroom is permitted.

For all copyright requests, please email: jltawapresident@gmail.com

Japanese Language Teachers' Association of Western Australia PO BOX 1103 SUBIACO WA 6904

Table of Contents

Good Answer Guide 2023	4
ACKNOWLEDGEMENTS	4
How to use this Guide	5
Good answers	6
2022 Examination Section 3 Q29	7
Task	7
Answer key	8
Answer 1	9
Answer 1 comments	10
Answer 2	12
Answer 2 comments	13
Answer 3	14
Answer 3 comments	15
2022 Examination Section 3 Q30	16
Task and answer key	16
Answer 4	18
Answer 4 continued	19
Answer 4 comments	20
Answer 5	21
Answer 5 continued	22
Answer 5 comments	23
Answer 6	24
Answer 6 continued	25
Answer 6 comments	26
2022 Examination Section 3 Q31	27
Task and answer key	27
Answer 7	29
Answer 7 continued	30
Answer 7 comments	31
Activities and Reflections	33
Activity 1: Reflection on Q29	33
Activity 2: Reflection on Q30	35
Activity 3: Reflection on O31	38

Good Answer Guide 2023

The Good Answer Guide 2023 is based on the 2022 Japanese: Second Language ATAR Course examination. It provides samples of good answers and comments that describe what makes the answers good. We hope that students and teachers will find this guide useful in preparing for examinations.

ACKNOWLEDGEMENTS

From the JLTAWA Committee

On behalf of the 2023 JLTAWA committee, we would sincerely like to thank Kumiko Sue and Anne Ashby not only for their hard work and time in creating this Good Answer Guide, but also for inspiring and supporting Japanese language education in WA.

Rosanne Jacobs President JLTAWA

From the authors

The Japanese Language Teachers' Association of WA (JLTAWA) would like to acknowledge:

- 2022 examination candidates who gave their permission to use their work in this guide
- The School Curriculum and Standards Authority (SCSA) for their support and cooperation in releasing the examination scripts. The Authority remains the owner of the material.

We thank teachers for encouraging their students to return permission letter to SCSA to have their work included in this guide.

Kumiko Sue Anne Ashby May 2023

Before reading the good answers:

- Familiarise yourself with the **written examination design brief** in the Year 12 Japanese: Second Language ATAR Course Syllabus: https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages/japanese-second-language
- Familiarise yourself with Appendix 2 Text type list, also in Year 12 Japanese: Second Language ATAR Course Syllabus. This list is provided to enable a common understanding of the text types listed in the syllabus.

While reading the good answers:

- Read each exam question carefully and ensure you understand what it is asking. Make sure you read all parts of the question.
- Read the instructions associated with each question.
- Read the answers to each question and think about how they are similar and different. Discuss this with a peer or teacher.
- Read the comments to build an understanding of what makes the answer good.
- Write down, or highlight, and learn words that are new to you.
- Write down, or highlight, and learn phrases that would be useful in your own writing.
- Pay attention to the way each answer is organised.
- Write down or highlight the conventions used for the relevant text type.

After reading the good answers:

- Plan your own response to each of the questions.
- Write your response within the suggested working time.
- Read back over your response and compare it to the comments made about the good answers.
- Give your response to a peer, assistant teacher or classroom teacher who could provide feedback.
- Use the comments on the good answers and feedback from your peer or teacher to write an even better response.

Activities

- Read each text carefully
- Write your comments for each of the criteria
- Give a mark for each criterion
- Compare your marks with a peer and discuss

- address all aspects of the question and/or stimulus
- include relevant details and examples
- use a range of grammar from the Year 12 Japanese: Second Language ATAR Course Syllabus
- use a wide range of sophisticated and relevant vocabulary
- use productive kanji
- show a very high level of accuracy
- sequence information appropriately
- use the conventions of the specified text type
- have an appropriate ji count.

2022 Examination Section 3 Q29

Task

JAPANESE: SECOND LANGUAGE 18

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

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:	
 describes the study of Year 12 Japanese, including any challenges 	3
refers to the sender's study of English	
provides advice on how the student may improve their English.	
Provides generally relevant and elaborated content relating to the stimulus text, addressing	2
the information above.	4
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>kanjilkana</i> appropriately.	3
Uses language with a good level of accuracy. Word order is fairly accurate. Words including	
kanji/kana are occasionally written inaccurately or inappropriately chosen. Inaccuracies	2
sometimes affect meaning or flow.	
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:	
acknowledgment of reply	
appropriate greeting	2
appropriate author and recipient	
casual sign off.	
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

Answer 1

	sheet	IIISWC		uestio	1 29 11	ere.								
17	1	丰	7	1							ļ	The state of the s		
	ŧ	~	1=	与	İţ	D	×	_	12	支	あ	1 1	7115	Σ
Ž,	€	元	氛	for	£	\$ \$	最	斩	15	to	£.`	Q.	M	l
tr'	7	12	0											
	去	年		日	本	語	を	勉	强	L	始	X	t2	7
5		今	年	0	日	本	五五	6	勉	強	IJ	大	変	9
きリ	7	困	7	7	V	#	-	5	0	最	近	in	7	ス
۲	7:	60	东	tz11	け	取	九	7		711	ī	节	7	7
会	話	0	練	習	茎		1	- 44	-40	3	70	Spi	Ĭ,	4
V 1	<i>℃</i>	t="	0	7	扫	74	包		等	8	\	休	44	4
()	711	漢	字	0	音	味	X	支	学	3."	+	7	Property Co.	し
7	3	约	a a	楽	V	£ 1.	ţ	0				-		
	爽	語	7"	-	李	-	4.	5	4	<	7	も		4110
吾	0	先	生	1=	1	3	Z		世	界	7.3	-	畫	整
l	ι,	1780	語	to"	27	7	t="	か	Ē	`	罗	10.	L	7
テ	ス	۲	7"	40	点	L	かい	耿	Fj	tj`	<	7	も	\
=	t="	_	7	t="	17	0	テ	ス	t	711	`	次	0	テ
Z	F	7"	百	热	取	3	5	100	そのた	1=		英	語	7'
Z	2	_	ス	te	聞	l , 3	t=	1)		本	E	言范	6	to
ij	U	7	お	יו	t=	-	L)	l'	t="	3	ĵ	0	•	

Continue your answer to Question 29 here. 300 ji sheet

Answer 1 comments

Content and relevance of the Response to the Stimulus Text (3 marks)

- 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.

Range of grammar (3 marks)

- ✓ A very wide range of ATAR 12 grammar is used effectively:
- ✓ ~し始める
- ✓ ~てこまる
- ✓ ~てしまう
- ✓ だけ
- しか
- ✓ Potential Form
- **Embedded Question**
- ✓ Complex sentence structure is used:
- · れんしゅう ✓ どうやって会話の練習を一人でするか分からないんだ。
- ゅん いょ み 毎日、休まないで、漢字の意味を学ぶようにしてるわ。
- テストで40点しか取らなくても、
- ✓ 英語が上手にならなくても、

Range of vocabulary and kanji (2 marks)

✓ Uses a wide range of contextually relevant vocabulary (e.g.最近、かなり、ただ一つの、安心する)

✓ Volitional Form

~によると~そうだ

✓ んだ・なの?

✓ ~ないで

√ ~ 7 も

✓ ておく

- ✓ Uses a range of contextually relevant conjunctions (e.g. そのために、それでも、)
- All productive kanji from Unit 1 and 2 are used. They are written correctly.

Accuracy (3 marks)

- ✓ Very high level of accuracy is consistent throughout.
- ✓ Minor mistakes which do not affect meaning.

(This sentence fragment is grammatically correct, but would be more natural sounding if しか was used instead of だけ, due to the negative tone of the content.)

ただーつだけのテスト $\stackrel{-}{\tau}$ 、次のテストで 100 点取ろう。 \rightarrow ただ一つのテスト $\frac{-}{t}$ がら、次のテストで 10O点取ろう。(The first part of this sentence is a reason.)

言語の先生によると、XX世界で一番難しい言語だそうだから、安心して。→ 言語の先生によると、

英語は世界で一番難しい言語だそうだから、安心して。

(To clarify meaning, the word "English" should be stated.)

Organisation (2 marks)

- ✓ Information is well organised and clearly written.
- ✓ The passage is written cohesively and flows very well.
- ✓ Meets appropriate ji count. (292 ji in total)

Conventions of the text type (2 marks)

- ✓ Key conventions of an email is used, including:
 - acknowledgment of reply (メールをありがとう)
 - appropriate greeting (こんにちは)
 - appropriate author (アナ) and recipient (けんたくん)
 - casual sign off (じゃ、またね)
- ✓ Uses plain form consistently.
- ✓ Uses natural style of casual speech eg

- 元気だよ。

でんと - 100点取ろう!

- 楽しいよ。

っき - 次のテストはいつなの?

- じゃ、またね。
- ✓ Clear paragraphing is used.



Start your answer to Question 29 here. 300 ji sheet tz < h. 員 7 也 Ą 佴 (+ 12 TU F 6 た 12 9 桩 穑 取 쩞 良 恒 1 tz 七 U 12 4 tz" 51 £ た TI Dl, JR. か tz 7 + () 先生 225 学 们 き る to 4 K 行 to 61 51 7 T. た 3 Y F 1 te 3 (2 + ほ う. 12 () 4 5 た 勉 Z 言名 51° 5 7 11 E 17 本: 6 強 图 た 8 Ξ 哥 51 0) 17 51 51 ろ 7 IJ 垂 た 学 漨 ま 仝 # な 0) (2 1+ 1) 变 だ 大 11 英 言吾 <u>D)'</u> (+ 4 to h な な く 7 2 蜇鱼 る 走 体 11 7 ι, 0 101 か, 語 考 單 # 41 Th 7 to な ちゃんと 賞 計 騷 彭 な tz U 1) 层 ι, X キ të" AL Tr 13 練 ò 渫 乜 Z n 私 (2 毛 占 語 学 tz H な 本 Ð 5 1) 5) 1) 題 50 剛 Ŧ Z そ 1+ 5 7 L tz 0) 事 41, 7" 13 4 t)" 3 12 4 お 伝 シ to 事 汝

See next page

结

E

3

U

7

Answer 2 comments

Content and relevance of the Response to the Stimulus Text (3 marks)

- 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.

Range of grammar (3 marks)

- ✓ A very wide range of ATAR 12 grammar is used effectively:
- ✓ Relative Clause

✓ ~んだ。

~L.

✓ ~ように

~てこまる

✓ Potential Form

~によると~そうだ

- ✓ Complex sentence structure is used:
- 先生によると行きたい大学に行けるように、ハ十点をとるようにしたほうがいいそうだよ。
- けんたくんは英語が上手になれなくて困っているの?
- 一体何が 難 しいか 考 えてみたらどう?

Range of vocabulary and kanji (2 marks)

- Uses a wide range of contextually relevant vocabulary (e.g. おたがいに、成績、ちゃんと、大変、 単語なら)
- ✓ Uses a wide range of contextually relevant conjunctions (e.g. まず、それに、そうしたら)
- ✓ All productive kanji from Unit 1 and 2 are used. They are written correctly.

Accuracy (3 marks)

- Very high level of accuracy is consistent throughout.
- Minor mistakes which do not affect meaning.

いし、

Organisation (2 marks)

- ✓ Information is well organised and clearly written.
- The passage is written cohesively and flows very well.
- Meets appropriate ji count. (283 ji in total)

Conventions of the text type (2 marks)

- ✓ Some key conventions of an email are used, including:
 - appropriate author (\mathcal{T}) and recipient (\mathcal{T})
 - casual sign off (じゃ、返事を待っている。)

Even better if the acknowledgment of reply and an appropriate greeting was included.

- Uses plain form consistently.
- ✓ Uses natural style of casual speech eg
 - 私は元気だよ。

- したらどう?

- 困っているの?
- Paragraphing is used. To make the start of a new paragraph clearer, it might be suggested to indent one box.

Start your answer to Question 29 here.

300	ii	sh	eet

1 h tc t 2 h [c] 4 5 Y Y 3	h 5	1+									
	5	1+									
リガンとう		は	v	元	気	?	メ	-	ル	`	5
	o										
今年の	U"	ų.	き	*	5	は	面	白	カ゛	7	tc
し、日本	話	ŧ	上	手	le	話	せ	3	ょ	<u>ે</u>	lc
ti y #8 x	3	か	7"	\	楽	l	5'	7	tc	0	档
to lt, to	i١	^	h	Z'n	ŧ		ġ,	き	5	め	艾
N Z"	生	lt	4	とう	N	勉	強	L	7	`	U)
いせいせ	き	D ,"	取	ħ	3	0	٥				-
it h to	ţ	h	O	tc	め	Ø	P	L "	/\"	1	ス
J. B 3 0	ŧ	す"	Ιİ	`	5	ゎ	4	Y	時	P9	わ
りを作っ	7	お	V)	ta	方	カぃ	い	LI	۲.	思、) °
2 h to (1	し"	ヤ	な	2	7	\	英	語	0	i	(+
h z" w w	せ	V	せ	き	<u>ښ</u>	取	ħ	3	よ	ò	15,
会話のれ	h	l	ъ	ò	ŧ	大	tI	to"	よ	0	₹
して、む	v) ·	を	L	な	VI	ょ	خ	(C	ま	3	2
ともまま	'n	3	б	lt	h	te	J.	h	`	Ø;"	4
(は)ってね	b										
U +7 -	2	n	2"	終	h	3	Đ	ヺ゛	せ"	を	U
かけいよ	ે	la	0			, and the same of		:			

Continue your answer to Question 29 here. 300 ji sheet

			7	+

Answer 3 comments

Content and relevance of the Response to the Stimulus Text (3 marks)

- 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.

Range of grammar (3 marks)

A very wide range of ATAR 12 grammar is used effectively:

√ ~ し ✓ ため ✓ Potential Form ✓ ~ておく ✓ ~ようになる ✓ だけ √ ~ ても

✓ ~ように ✓ ~ないで

✓ ~ないように

✓ Complex sentence structure is used:

✓ はじめは、たいへんでも、あきらめないで、一生けんめい勉強していいせいせきがとれるの。

√ むりをしないようにすることもすすめる。

Range of vocabulary and kanji (2 marks)

- ✓ Uses a wide range of contextually relevant vocabulary (e.g. ちゃんと、あきらめる)
- ✓ Uses a wide range of contextually relevant conjunctions (e.g. まずは、そして、はじめは、それだけじゃ
- ✓ All productive kanji from Unit 1 and 2 are used. They are written correctly.

Accuracy (3 marks)

- ✓ Very high level of accuracy is consistent throughout.
- ✓ Minor mistakes which do not affect meaning.

始めは**→ 初**めは

日本語も上手に話せるようになり始めるので、楽しかった。> 日本語も上手に話せるようになった ので、楽しかった。

いいせいせきが取れるの。→いいせいせきが取れたの。

Organisation (2 marks)

- ✓ Information is well organised and clearly written.
- ✓ The passage is written cohesively and flows very well.
- ✓ Meets appropriate ji count. (256 ji in total)

Conventions of the text type (2 marks)

- ✓ Key conventions of an email is used, including:
 - acknowledgment of reply (メール、ありがとう)
 - appropriate greeting (こんにちは)
 - appropriate author (アナ) and recipient (けんたくん)
 - casual sign off (じゃ、これで終わる。)
- Uses plain form consistently.
- ✓ Uses natural style of casual speech eg
 - -とれるの。
 - 大切だよ。
 - がんばってね。
- Clear paragraphing is used.

2022 Examination Section 3 Q30

Task and answer key

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.

Crit	eria	Marks
Content and relevance		
Engages the audience effectively with we writing: Q30 • an article to a Japanese high school newsletter Provides highly relevant and elaborated of 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 • an article to a Japanese high school newsletter	6
Provides relevant content, mostly with ela	aboration.	5
Provides generally relevant content and celaboration.	covers a range of aspects, with some	4
Provides generally relevant but superficia		3
Includes some relevant and basic conten	t.	2
Response has limited relevance to the to		1
Does not meet any of the above performa		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.	5
Inaccuracies do not affect meaning or flow.	
Uses language with a good level of accuracy. Word order is fairly accurate.	
Words including kanji/kana are occasionally written inaccurately or inappropriately	4
chosen. Inaccuracies sometimes affect meaning or flow.	
Uses language with some accuracy, sometimes omitting words. Words and	
kanji/kana are often written inaccurately or inappropriately chosen. Inaccuracies	3
affect meaning or flow.	
Some major errors evident in word order, word choice and kanjilkana use.	2
Sometimes difficult to comprehend meaning.	2
Many major errors evident in word order, word choice and kanji/kana use. Often	1
difficult to comprehend meaning.	<u>'</u>
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	2
straightforward.	
Limited organisation impedes the flow and understanding. The connection	1
between the ideas is sometimes unclear.	
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:	
a title	2
authorship appropriate appring	
appropriate opening statement of conclusion/advise	
statement of conclusion/advice. Ligar same of the conventions of an article Inconsistent use of the polite form.	
Uses some of the conventions of an article. Inconsistent use of the polite form	1
register.	0
Does not meet any of the above performance levels for this criterion.	<u>0</u>
Subtotal	
Total	25

Start your answer here for: Question 30 or Question 31 (Indicate your choice with a tick.) 300 ji sheet 古回 車 槉 7 17 1" 12 転 名 運 54 口 本 15 12 計 to te" 3 h 2 (\ か L١ か 12 61 反 た か゛ て あ 方 ス か 古回 核 卒 た 3 1 戶川 転 泽 取 が れ 12 学 車 核 行 Z う L' 51 4 かず 徙 忠 17 1= <ド さ 12 < 11 7" Z 50 7 ι, T 1) 学 車 41 核 0 40 12 レム 車云 重 自 T" 17 3 110 キ あ 3 ス か゛ 多 tz て`` < す -61 h l, 4 車 学 5 校 17,, 校 7" イテ 12 tz 0) 閉 壁 倍 7 to ζ, 7 15 S た <7 も ti" 涯 を 75 な l 1 1 + (+ 12 邻 岩 起 辜 寸 # カバ 7" き 7 h TE 寝 外 图 ると 聍 住 強 な が 8 tz 12 <u>1</u>" 寸 患 z 7" 4 17 U キ 1) 11 5 te" 130 17 (' 4 15 < IJ 3 7 キ

Answer 4 continued

Continue your answer here for Question 30 or Question 31. 300 *ji* sheet

300 <i>ji</i>	sheet			,										
1	ŧ	t	5	何小	え	ば	_	事	故	12	あ	7	て	(
ŧ	2	7	困	ま	4	ま	to	5			1			
		本	富		も	ī	し	o)	包	族	H	tz	1,	ارک
運	車云	さ	t	る	13	ò	か゛	(1	ν.	Υ	思心	U	£	वे
洼	徒	た	5	it	4	全	な	運	転	L	方	を	碧	7
7	お	ζ΄	事	· 01"	7"	き	ま	t		ž	礼	(2		自
分	7"	運	転	l	7	キ	よ	か	2	tz	3		地	F
タ	12	乘	3	tz	め	ŋ	手	[B]	ŧ	X	部	治	H	た
U,	な	事	[2]	숃	Ź	る	2	Ì	12	な		-7	. (1	₩.
h	7"	d d		た"	か	ら	_	(,		٧	B	10	£	4
,	B	本	1	6	皆	さ	h	は	γ"	5	图	5	h	~u
す	**	5												
							<i>?</i>					-		
	-													
-												-		

Answer 4 comments

Content and relevance of the Response to the Stimulus Text (6 marks)

- √ 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.
 (*Even better if instead of repeating certain positive points, an additional negative point had been included to ensure more balance.)
- ✓ states opinion on Japanese schools not allowing students to drive to school.

Range of grammar (4 marks)

✓ A very wide range of ATAR 12 grammar is used effectively:

✓ ~よてい

✓ ~ないで

✓ ~みたいに

✓ Potential

✓ ~ために

✓ ~ておく

✓ Relative Clause

✓ だけ

✓ ~ようになる

✓ ~よると~そうです

✓ ~てしまう

✓ ~んです

√ ~ し

- ✓ Complex sentence structure is used:
- でもいい点だけじゃなくて、悪い点もあります。
- 日本にいる皆さん、いつ運転免許をとるよていだかについてかんがえたことがありますか。
- 車で学校に行く生徒がたくさんいます。

Range of vocabulary and kanji (4 marks)

- ✓ Uses a wide range of contextually relevant vocabulary (e.g. 以外に、せんたくが多い、むだにしない、安全な 運転のし方)
- ✓ Uses a wide range of contextually relevant conjunctions (e.g. でも、たとえば、それに、だから)
- ✓ All productive kanji from Unit 1 and 2 are used. They are written correctly.

Accuracy (5 marks)

- ✓ Very high level of accuracy is consistent throughout.
- ✓ Minor mistakes which do not affect meaning.

そういうことで → だから

うんてん 運転させるほうがいいと思います。→ 運転**してもいいというきそくがあったら**いいと思います。

どう思うんですか。→どう**思います**か。

日本 XX 高校→日本の高校

^{うんてん} うんてん 運転XX し方→運転のし方

Organisation (4 marks)

- ✓ Information is well organised and clearly written.
- ✓ The passage is written cohesively and flows very well.
- *Even better if the essay had not gone beyond the appropriate ji count. (437 ji in total)

Conventions of the text type (2 marks)

- ✓ Key conventions of an article is used, including:
 - title (「高校に車で行く?」)
 - authorship (トム・リー)
 - appropriate opening
- statement of conclusion/advice (*Limited only to a question; even better if the conclusion was further elaborated.)
- ✓ Uses polite form consistently.
- ✓ Clear paragraphing is used.

Start your answer here for: ☐Question 30 or ☐Question 31 (Indicate your choice with a tick.) 300 *ji* sheet

300 ji s	sneet									1				
		Т	車	7"	学	校	C	行	<	2	٧	1		
										111	P	•	テ゛	1
	亨	B	は	`	車	7"	学	校、	lε	行	<	7	٧	は
い	M	考之	, か`	٤"	ò	Ď `	lc	つ	(V)	7	書	C	ò	۲
思	L)	走	ż	v				-						
	ま.	す"	は	`	私	n	(は"	あ	l)	は	`	高	核	·
年	生	n	暗	le	公	共	交	通	機	関	7"	学	校	lε
行	き	如	X	ま	L	ta	Ö	不	便	te"	7	tz	i	-
時	Fel	も	\$,	(†	す	き"	ta	d	7"	\	フ	か、	れ	7
l	ま	7	7	圕	i)	ま	L	te	9			-		
	47			7 5	<u>.</u>	ia	杰 -	-						
-	実	(1		車	te	運	軠	す	3	2	ζ	しよ	()	6)
哲	かざ	あ	n	ま	वं	85	tz	Y	à	ば"	`	時	間	te
ڻ ^ب	(†	す	き"	な	V)	て"	`	学	校	に	行	(+	3	Z
٧	2"	कें	v	7"	屯	` `	わ	3	V)	Ę,	ŧ	あ	y	支
す	Ö	te	٧	为	Ct"	`	カ"	7	1)	∀	t:"	()	Cţ	高
()	-	7	7"	す	0	色	n	t="	(+	2"	(1	な	4	7,
۵,	h	き	ょ	ì	ict	, h	3	U	2	7	Zii	す	-	ね。
	1	₹.	9		ネ	٠,	1	15	よ	3	γ		В	本
L	n	喜	核	生	は	牵	な	運	韩云	L	7	学	校	12
行	4	7	Y	は	fs"	80	t:"	至	ì	7"	है	v	実	は

Answer 5 continued

Continue your answer here for Question 30 or Question 31. 300 *ji* sheet

300 ji	sheet								,		,			
和	は	2	n	lc	さ	h	せ	い	7"	す	5	A	本	24
ta	l)	な	せ	ま	V	囝	Cţ	オ		ス	1	5	1)	7
٧	ち	が	7	7	`	公	共	交	通	機	関	n	カ	٦,,
便	利	tc"	۲	思	ò	h	۲"	す	10					
	住	h	7"	6)	3	围	15	ょ	7	7	1	車	7"	学
校	ıε	行	4	2	۲	は	L)	しつ	卷	え	Ĵ۲	٧"	ì	5 '
は	5	.D."	U	ま	क	ね	ъ			1	Ď	当	3	九、
¥"	<u>,</u>	130	v);	ま	すー	** *	o	Z"	も	便	利	は		番
大	七刀	to"	۲	思	LI	ま	す	Đ						
												-		
											-			
							3°							
			:											
									<u> </u>				-	
									.					

Answer 5 comments

Content and relevance of the Response to the Stimulus Text (6 marks)

- √ 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.

Range of grammar (4 marks)

- ✓ A very wide range of ATAR 12 grammar is used effectively:
- ✓ ~かどうか

✓ ~てこまる

✓ ~みたいな

- ✓ ~ようと思う
- ✓ ~ないで

✓ ~んです

✓ ~し始める

- ✓ Potential だけ
- Relative Clause

✓ ~てしまう

- ✓ ~によると~そうです
- ✓ Complex sentence structure is used:
- ✓ 今日は車で学校に行くことはいい。考えかどうかについて書こうと思います。
- ✓ たとえば、時間をかけすぎないで、学校に行けることです。
 - ふべん
- ✓ 不便だったし、時間もかけすぎたので、つかれてしまった困りました。
- ✓ それだけではなくて、かんきょうにもわるいです。
- こうきょうこうつうきかん べんり
- ✓ 日本みたいなせまい国はオーストラリアとちがって、公共交通機関が便利だと思うんです。
- ✓ 住んでいる国によって、車で学校に行くことがいい 考 えかどうかはちがいます。

Range of vocabulary and kanji (4 marks)

- こうきょうこうつうきかん
- ✓ Uses a wide range of contextually relevant vocabulary (e.g. 私のばあい、公共交通機関、かんきょうにわるい、 さんせい)
- ✓ Uses a wide range of contextually relevant conjunctions (e.g. まず、それから、たとえば、でも、実は、)
- ✓ All productive kanji from Unit 1 and 2 are used. They are written correctly.

Accuracy (5 marks)

- ✓ Very high level of accuracy is consistent throughout.
- ✓ Minor mistakes which do not affect meaning.

ペルリ せつ ペルリ せつ でんり 使利は一番大切だと思います。→ 学校への便利な行き方 は一番大切だと思います。

OR 便利な交通手段は一番大切だと思います。

(benri is an adjective; there is no noun for "convenience" in this context.)

まずはつまず

私のばあいはう私のばあい

ガソリンだいせ高いことです。→ガソリンだいが高いことです。

✓ 車で学校に行くことはいいかどうかはちがいますね。→車で学校に行くこと**が**いいかどうかはちがいますね。

Organisation (4 marks)

- ✓ Information is well organised and clearly written.
- ✓ The passage is written cohesively and flows very well.
- ✓ Meets appropriate ji count. (391 ji in total)

Conventions of the text type (2 marks)

- ✓ Key conventions of an article is used, including:
 - title (「車で学校に行くこと」)
 - authorship (ミア・デイ)
 - appropriate opening
 - statement of conclusion/advice
- ✓ Uses polite form consistently.
- ✓ Clear paragraphing is used.

Start your answer here for: ☑Question 30 or ☐Question 31 (Indicate your choice with a tick.) 300 *ji* sheet

300 <i>ji</i>	sheet													
才	_	ス	*	7	1)	Ĩ	Ø)	12	文	生	n	通	子	1
									operator,	4	۵	ス	111	Z.
	寅	近	,	才		ス	k	7	1	7	To di	運	車云	
7	通	学	đ	3	学	生	カ``	3,	Ž.	Mary J. co	Ž.	John John John John John John John John		4110
僕	法	15	and the same of th	2	12	主	1.	70	11	73	面面	本交	生	7
4	Ð	12	通	7	Ť	運	卖云	Sales Read	8	価	值	12	2	13
7	畫	-	j.	خ	图化	6.9	卖	1	æ					
,	1業	0)	友	達	0	单	The same of the sa	3		香	Y	気	t,	通
学	1±	方	H	11	7	100	電	車	7	寸	9	<i>f</i> :	せ	な
5	ē	1"	included in	1)	7-1	文	11	L	3	<u> </u>	1	Trans.	10	- Proced
ŧ	+	11	Trans.	11	座	3	場	ĒF	か゛	あ	3	ħ'	5	7"
1	0	僕	Ø	母	1	家	74.5	働	4	か	3	ホ	4	2
Provent	<	n	3	C	i	. 7	た	17	تع	4	Ą	P 5.	頼	3
Ź.	11	L	í	E	僕	ŧ	11	7.	12	乗	1	h	7"	d o
	7	7.3	通	学	l	t	3	1	F	5)		7,00	ŧ	11.
11		3	10	7	110	発	1	3	力。	自	分	Transit	決	X
5	3	3	か	5	8.	免	計	を	持	2	Thate	13	3	77
生	1	Art.	ħ	な	politico _{n,}	X	点	7.	t	0	400 (CE)	h'		. 9
<i>h</i> "	7	1)	ン	代	ŧ	17	険	代	ŧ	古回	<	1)	た
0)	7"	\	本	当		運	車云	す	3	No.	西女	か"	あ	3

Answer 6 continued

Continue your answer here for Question 30 or Question 31. 300 *ii* sheet

300 ji	sheet													
<i>h</i> '	``خ ا	5	か	考	Ž	7	. た	2	V,	生	+	2	田心	11
ŧ	*	2								-	1			
	E	本	n	亩	校	は	4	生	<i>ħ</i> "	運	乾云	专	7%	n
を	言年	Very Company	t	方	カ``	13	11	2	(元)	g. 3	ま	才	2	Z
5	L	t	5	*,	学	生	カ゛	運	車云	I)	危	険	ħ"	17)
か゛	3	t	7		な	3	L	3	14	来	Ø	た	Ŋ	12
段	=	10	ク	ス	+	11	ŧ	身	10	ク	17	3	N	3
ħ`	5	Tech	of age.	Q				-					早く	
	٢	4	か	<	3	F	生	改	Too	さ	23	た		7
車云	Yangan Yang	共台	89)	7	Ħ	か゜	63	68	ح	P	160 Mg	卖	200	20
						- 1		L						
							- 19 - 3							
												-		

Answer 6 comments

Content and relevance of the Response to the Stimulus Text (6 marks)

- 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.

Range of grammar (4 marks)

- ✓ A very wide range of ATAR 12 grammar is used effectively:
- ✓ Relative Clause
 ✓ んです
 ✓ ~ようになる
- ✓ ~ようと思う ✓ Embedded Question/かどうか ✓ ~ために
- ✓ ~し ✓ Potential ✓ ~し始める
- ✓ ~tild ~
- ✓ Complex sentence structure is used:
- ✓ 最近オーストラリアで運転して通学する学生がふえてきました。
- ✓ なぜなら、べんりで安いし、込んでいてもたいてい座る場所があるからです。
- ✓ 車で通学したら、雨の日でもいいし、いつ出発するか自分で決められるから免許を持っている学生にはかなり人気です。
- たい ほけんだい とう うんてん ひつよう かんが ✓ でもガソリン代と保険代も高くなったので、本当に運転する必要があるかどうか 考 えておくべきだと思います。
- → 1んでん ゆる ✓ 日本の高校は学生が運転するのを許したほうがいいと思います。
- ✓ 将来のために役に立つスキルも身につけられるからです。

Range of vocabulary and kanji (4 marks)

- ✓ Uses a wide range of contextually relevant vocabulary (e.g. さいきん、ふえてきました、許す、価値、頼る、 危険)
- ✓ Uses a wide range of contextually relevant conjunctions (e.g. しかし、そうしたら、とにかく)
- ✓ All productive kanji from Unit 1 and 2 are used. They are written correctly.

Accuracy (5 marks)

- ✓ Very high level of accuracy is consistent throughout.
- ✓ Minor mistakes which do not affect meaning.

人気な → 人気のある

通学 XX 仕方→ 通学の仕方

母は家で働くから→ 母は家で**働いている**から

おくってくれると言った) おくってくれると**言う**

Organisation (4 marks)

- ✓ Information is well organised and clearly written.
- ✓ The passage is written cohesively and flows very well.
- ✓ Meets appropriate ji count. (410 ji in total)

Conventions of the text type (2 marks)

- ✓ Key conventions of an article is used, including:
 - title (「オーストラリアの高校生の通学」)
 - authorship (サム・スミス)
 - appropriate opening
 - statement of conclusion/advice
- ✓ Uses polite form consistently.
- ✓ Clear paragraphing is used.

2022 Examination Section 3 Q31

Task and answer key

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.

Crit	eria	Marks
Content and relevance		
Engages the audience effectively with we writing: Q30 • an article to a Japanese high school newsletter Provides highly relevant and elaborated of 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 • an article to a Japanese high school newsletter	6
Provides relevant content, mostly with ela	aboration.	5
Provides generally relevant content and elaboration.	covers a range of aspects, with some	4
Provides generally relevant but superficia	al content. Some repetitive information.	3
Includes some relevant and basic conten	t.	2
Response has limited relevance to the to		1
Does not meet any of the above performa		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 kanji	
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 kanji.	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.	5
Inaccuracies do not affect meaning or flow.	J
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	4
chosen. Inaccuracies sometimes affect meaning or flow.	
Uses language with some accuracy, sometimes omitting words. Words and	
kanji/kana are often written inaccurately or inappropriately chosen. Inaccuracies	3
affect meaning or flow.	
Some major errors evident in word order, word choice and kanjilkana use.	
Sometimes difficult to comprehend meaning.	2
Many major errors evident in word order, word choice and kanji/kana 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	2
straightforward.	2
Limited organisation impedes the flow and understanding. The connection	1
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:	
• a title	2
authorship	_
appropriate opening	
statement of conclusion/advice.	
Uses some of the conventions of an article. Inconsistent use of the polite form	1
register.	
Does not meet any of the above performance levels for this criterion.	0
Subtotal	2
Total	25

Start your answer here for: Question 30 or Question 31 (Indicate your choice with a tick.) 300 ji sheet 看 若 金 わ Z J 1 × ij Z Y. Z 771 高 李蒙 連 Paris . . 1E 6 0 1 亭 Ţ 7 V ! 饰行 1 卷 4 買 2 عما も 11 10 V \$ [] (T) 具宁 7 便 5 1= かり 771 7 1= 7 B 4 4 87 0書 今 4 11 17 7 12 Į, W 7 7 四八八 ŧ 2 \$ 2 1 当 核 些 ŧ 存 70 7 100 4 1 -6 1 15 ti $\dot{\bigcirc}$ 7., ja \ el; -7 [] 10 En ħ () () 9.34 毛 7 711 金 19 1 1 -4 D (1 来 氢 p" 重 四里 金良 行 ſγ Ť= () 7 (= え 3 F 1-金 則 1 đ 1-3 7 § 3 1 V 7 ŧ \times \times \times X 1 若 者 1 オ 5 7 7 11 ス 1) 11 17 L 違 哥交 4 友 有 7 V), 1/2 Z 0 4 ٢ < 13 計 立 面 E J. 行 7 3 17 211 74 IF 4 L 寺 金 () f 2 to シレ - . お 7 W 7 19 { } 老 Z 1 舰 8 たい į, ; 7 17 も £ 3 计

Answer 7 continued

Continue your answer here for Question 30 or Question 31. 300 *ji* sheet

300]/	311001			,										
7"	\	季山	The state of the s	毛	5	李	P	7	Z.	=	7	(=	台	E.
支	夜	37	50	£)	2"	則	8	拿	đ	D				
	個	7	的	な	意	見	7"	Iţ	\	南	校	生	lf	大
٨	1=	4	7	t=	5	後	海	V	tj	į, i	£.	ī	1=	\ .
わ	金	を	貯	Š	7	お	6,1	t=	5	(,)	()	٧	恩、	()
4	40	•	7	7	l	A-1-	5	\	131	要	\$	物	7im	買
2	3	L	\	事	故	かい	ā	7	7	专	ħ	金	0	
題	12	tj	POLIT POLIT	tr'	57	74	ŧ	0						
	٧	George Co.	か	×	1	1	金	色	東京	do	t=	5	_	19
老	0	自	分	かい	٠٧	5	V	to	đ.	()	生	活	tom	送
ħ	主	đ	0											
											-	-		
	-								-					
		-										`		
					7									
								-						

Answer 7 comments

Content and relevance of the Response to the Stimulus Text (6 marks)

- ✓ 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.

Range of grammar (4 marks)

✓ A very wide range of ATAR 12 grammar is used effectively:

✓ ~し ✓ ~んです

✓ ~ために
✓ ~みたいです

✓ ~ようと思う ✓ ~ないで

✓ だけ
✓ ~ないように

✓ Potential ✓ ~ておく

✓ ように
✓ ~ても

✓ Relative Clause

✓ Complex sentence structure is used:

✓ 自分がほしいものを買うために使うか、貯めておくか分かりません。

金をもって(い)ないんです。

こじんてき いけん
✓ 個人的な意見では、高校生は大人になったら、後悔しないように、お金を貯めておいたらいいと思います。

v そうしたら必要な物が買えるし、事故があってもお金の問題はないからです。

Range of vocabulary and kanji (4 marks)

✓ Uses a wide range of contextually relevant vocabulary (e.g. 後悔する、計画を立てる、個人的な意見では)

- ✓ Uses a wide range of contextually relevant conjunctions (e.g. とにかく、そうしたら、それに)
- ✓ All productive kanji from Unit 1 and 2 are used. They are written correctly.

Accuracy (5 marks)

- ✓ Very high level of accuracy is consistent throughout.
- ✓ Minor mistakes which do not affect meaning.

xx貯めておくか **→ お金を**貯めておくか OR 貯金しておくか

XX 高校生なので、→ 私は高校生なので、

(At the beginning of a new paragraph you must establish the subject of the first sentence) アルバイトをしていないのに、おこづかい、少しだけもらって XX るので→ アルバイトをしていないし、

おこ づかいを少ししかもらっていないので

私はもう持っている<とにお金を使わないで→私はもう持っている<u>物</u>にお金を使わないでもらって XX る→もらって**い**る

持ってXXないんです→持っていないんです。

行 XX計画→行**〈**計画

Organisation (4 marks)

- ✓ Information is well organised and clearly written.
- ✓ The passage is written cohesively and flows very well.
- ✓ Meets appropriate ji count. (373 ji in total)

- Conventions of the text type (2 marks)

 ✓ Key conventions of an article is used, including:
 - title (「若者とお金」)
 - authorship (メアリー・スミス)
 - appropriate opening
 - statement of conclusion/advice
 - ✓ Uses polite form consistently.
 - ✓ Clear paragraphing is used.



Activities and Reflections

Activity 1: Reflection on Q29

Read the text on the next page and make notes for each of the marking criteria.

Content and Relevance (3 marks)
Range of Grammar (3 marks)
Range of Vocabulary and Kanji (2 marks)
Accuracy (3 marks)
Organisation (2 marks)
Conventions of the Text Type (2 marks)
conventions of the Text Type (2 marks)

Start your answer to Question 29 here. 300 *ji* sheet

日人をはごう?英語がよくなく こま、ているろうなんだね。私 できるだけ手伝うよ。 私の12年生の日本語の勉強は なまなだ、た。時々いいテスト あるけど、失敗してしまうテス もあるから、がんばり続けたう いがどうかいつも気にしてこま ている人だ。	300 <i>ji</i>	Sneet					,					,			
こしにちは!		17	h	t	<i>></i>	6	,	e dh	\$ - 3× 11	40" × 3					
こま、ているマうなんだね。私でもるだけ手伝うよ。 私の12年生の日本語の勉強はなままだ。た。時々いいテストままががくだ。失敗してしまうテスもまるから、かんばり続けたういがどうかいつも気にしてこまれがらまががらきの好きにあるかったら、すぐに英語をやめたりをは、上手にならなくて天語が楽しいと思えたら、続けたろういいで		1	6	12	5	法	L.		T			た	17	رح (1
できるだけ手伝うよ。	Section 2	h	to	lt	2	5	7	英	語	カ゛	,	4	d	۷.	7
私の12年生の日本語の勉強はなままだ。た。時々いいテストままから、大敗してしまうテストがんばり続けたういがでうかいつも気にしてこまれががでうかいったら、すびに英語をかめたら、すびに英語をかめたら、すびに東語をかめたら、すびに東語をかめたら、すびに東語をかめたら、すびに東語をかめた方がいいだろう。		支	. 2	7	11	3	3	7	5ì	h	te"	1	J	£4	13
ままだ、た。時々い、テストまるがいら、失敗してしまうテストはよるから、かんばり続けたらいかがどうかいつも気にしてこまれががらうかいっちながらこう好きであかったら、すべに英語が好き?好きであかったら、すべに英語をやめたりの科目に集中してかくべきだ思う。でも、上手にならなくて天語が楽しいと思えたら、続け方がいいだろう。	7"	き	3	左"	Nother or	手	伝	Í	t	5					
まるりど、失敗してしまうテス もまるから、かんばり続けたら いかごうかいつも気にしてこま ている人だ。		私	0)	12	年	4	J)	B	本	off.	の	勉	強	法	亲
もまるから、かんばり続けたう いかどうかいつも気にしてこま ている人だ。	th	す	な	ti	7	た	ن	時	Ż	50	1 2	Ŧ	3	þ	ħ"
いがどうかいつも気にしてこま ている人だ。	京	625	diamen.	7	N.	失	敗	l	7	l	吏	Ĵ	テ	ス	h
ているんだ。	ŧ	t	, Y~3	か	-5	٦	h"	h	H"	4000	続	+	た	3	V
日は、大きは、大きに、大きいが、大きい、大きい、大きい、大きい、大きない、大きない、大きない、大きない、大きにならなくて、大きが、大きが、大きのでは、大きにならい、続け、大きのでは、は、は、は、は、は、は、は、は、は、は、は、は、は、は、は、は、は、は、	1,	カ`¨	5.,	j	ħ`	13	7	ŧ	気	E	1,000	7		ŧ	2
なか、たら、すぐに英語をマめ他の科目に集中しておくべきだ思う。でも、上手にならなくて 芸語が楽しいと思えたら、続け方がいかが 3 う。 いっで	7	11	3	Victoria.	t."										
他の利目に集中しておくべきだ思う。でも、上手にならなくて悪さが楽しいと思えたら、続けかがいかがあり。		4	h	4.	17	荣	盖	が゛	44	*	3	好子	<u> </u>	100	*
思う。でも、上手にならなくて 芙語が楽しいと思えたら、続け 方がいいだろう。	5	か	7	た	3	,	十	۲",	12	妄		を	ャ	Ø	7
天語が楽しいと思えたら、続け 方かいかだろう。 他に質問があったら。いつで	- H	0)	科	B	12	集	7	(ILLEANING AND AND AND AND AND AND AND AND AND AND	7	か	<	1,	35	だ	٢
方がいいだろう。 他に質問がすったら、いっで	田心	7	۵	7.	ŧ	0	ALC: AND AND AND AND AND AND AND AND AND AND	7	1	7	B	4	<	7	t,
他に質問がすったら、いって	羐	1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	T	菜	L	11	5	心田	À	t	5	ej.	統	countries.	t
	方	か゛	13	17	t="	3	1	80							
書いてね。へんじを待っている		他	r	F.F.	EE [0]	か゛	ħ	2	た	ŝ	ą	10	2	T's	ŧ
	盘回	13	To	ね	۵	1	6	-	tz	待	2	- Passon	.13	7	Į.
The state of the s														T	1

Activity 2: Reflection on Q30

Read the text on the next pages and make notes for each of the marking criteria.

Content and Relevance (6 marks)
Range of Grammar (4 marks)
Range of Vocabulary and Kanji (4 marks)
Accuracy (5 marks)
Organisation (4 marks)
Conventions of the Text Type (2 marks)

Start your answer here for: □**Question 30 or** □**Question 31** (Indicate your choice with a tick.) 300 *ji* sheet

000),	311001													
Г	運	転	वं	3	2	٧	8	V)	\\) ·	¥	þι	7	ν)	7]
									サ	4	,	ス	**	ス
	最	近	才	-	7	۲	7	IJ	7	۲"	H	ŧ	2	У
自	立	2,,	*	3	t	. 7	li	+1,	3	tc	8	54	運	章云
免.	言午	‡ę	取	y	te	v	高	梣	生	٧,,	多	۷.	h`	7
た	7	ラ	2	0	7''	今	A	運	転	दं	3	2	Y	<i>S</i> D
V	V)	¥.	اد	7	V)	7	母哲	7	う	Y	800	v) -	1	ने 。
	ま	<i>à</i> ''	さ	2	t"	1-1	学	校	K	15	٤	忙	か	v
普	通	3	生	lj.	11,"	ス	4	電	幸	۲''	行	B	ま	3 .
ŽLι	ŧ	13"	ス	۲,,	行	٣	ŧ	*	q,	1	時	阳	以	1-
		V										-		
か	か	3	時	\(\alpha\)	学	核	に	遅	刻	L	. 7	L	主	7
7	围	Ч	1	वे	c									-
	t'	ŧ	is"	ス	K	乗	5	£2,	N	τ"	剪	۲".	介了	>
た	5	20	か	L	₽/	<i>b</i> ,	۷,	.Y)	主	t	L	8	2	l
7	車	τ"	行	<	巨	7	<i>δ</i> (は	14	₩	U)	た゛	(+)	で
な	۲ .	1/1,	ス	۲	選	.\.	7	車	2,,	行	2	te	۵,	U)
7	で"	老	出	莽	v'	*	3	Ĭ	7	lī.	42	1)	1	7.
Z"	٤	事	故	IT	誉	き	12	n	ò	n	な`	u١	よ	-5
た	V)	7	ŧ	注	意	す	3	心	要	か゛	ði	<i>ν</i>)	ま	5 0
	Þ.	李	ĸ	侔	h	ζ,,	U)	કે	友	莲	VC	t-	3	٧

Continue your answer here for Question 30 or Question 31. 300 *ji* sheet

300 ji	sheet													
參	7	σ	福	校	で゛	は	学	生	1-3_	F.	齐参	VC	運	蘇
l	7	且	4	У	柜"	~	5	七'	Н	£1,	弘	Vē	は	運
華云	領	章	.試	原食	ŧ	₹s	裕	l	九	3	学	生	<i>p</i> ,	学
核	仄	運	転	2	t	7	ŧ	N	v)	8	凫	う	h	۲"
वे	9													
	8	ا ^ر د	<i>\$</i> 1	۷	学	校	た	運	転	オ	3	0	は	学
生	0	ti	àn	K.	٤	7	ŧ	便	私	4:	٤	8	う	0
۲,	₹	n	B	本	て"	Ø	恒	於	Ø ·	规	則	te.	ħ	わ
ז	た	住	ラ	Ŷ.,,	· ທີ ຸ	٧١	Y	思	W	ま	7	٥.		•
	-													
								,						
							-							
					-									
				-		· ·								
						,	-							-
_														

Activity 3: Reflection on Q31

Read the text on the next pages and make notes for each of the marking criteria.

Content and Relevance (6 marks)
Range of Grammar (4 marks)
Range of Vocabulary and Kanji (4 marks)
Accuracy (5 marks)
Organisation (4 marks)
Conventions of the Text Type (2 marks)

Start your answer here for: ☐ Question 30 or ☐ Question 31 (Indicate your choice with a tick.) 300 *ji* sheet

000 ji	sheet													
Γ	オ	-	7	1	7	1)	P	0)	若	者	の	よ>	金	1
								-					T	ナ
	国	正	7		7		7	1	P	0)	若	者	14	ま;'
金	tos	貯	8	3	和	tà	4	7	困	2	7	\\I	走	
70	ŧ		名	ıŧ	すり	金	龙	42	4	さ	4	使	m	12
N	で	生	活	L	7	W	3	古面	校	生	50	で		今
日		則宁	金	वे	3	0	12	7	()	7	書	0	3	1
思	\ \ \	走	t	0										
	先	ず		*i	は	9h	国	語	<i>₽</i> ,"	ŧ	6	Y	上	4
(2	話	,t	3	£	3	10		本	te	買	(.)	吉	to	٥
友	達	0	to	×	0)	70	V	ゼ	<i>∨</i>	+	ŧ	買	. 11	主
कं	٥	で	ŧ		Au	17	每	8	よ	生	ty	5	k	7
7	Ĺ	h'	使	书	1	11	k	ŝ	12	L	7	l)	7	
2	书	かぎ	2	来	3.	洁	校	生	は	匆	<	4)	V)	7
<i>†</i> _	V)	な	7	70	t	٥	他	0	若	者	10	よ	3	7
野	金	す	3	0	1	大	tn		±1	な	V	L		160
か	か	F	L	61	時	12	तं	۲۰	(^	買	7	t->	为	カッ
()	VI	7	3	で	4	かず	,	私	17	そ	ゃ	12	反	文寸
で	t	٥	字	な	金	te	倕	7	7	L	#	书	+3	N
で		門	4	L	<i>†</i> =	Š		将	平		色	々	楽	L

Continue your answer here for Question 30 or Question 31. 300 *ji* sheet

000 ji	sneet													
UI.	亭	かい	出	来	3	2	5	(3	な	3	0	7.	1	财
金	17	7	よゝ	N	t=	方	5 "	61	UI	7	思	11	ま	100
		n	ま	で		九	は	オ		2	+	5	1	P
0)	若	者	0	ま>	金	12	関	有	3	羽白	順		12	7
V	1	曹	き	ま	C	to	٥	出	さ	6	は	t	来	3
たご	1	貯	金		7	か	CI	7	F	さ	し)	6		
				and the same of th										
	c			Tage										
					-									
-		-							٠.					
												•		
								\$						
		-												
									İ					
								, ,						
		}												
													,	
-														