

School  
Crest

## Question/Answer Booklet

### JAPANESE: SECOND LANGUAGE ATAR WRITTEN PAPER UNIT 1, 2020

Please place your student identification label in this box

WA student Number: In figures

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In Words

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Student Name:

### ***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) 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 in to the supervisor **before** reading any further.

See next page

***Structure of the examination***

The Japanese: Second Language ATAR Unit 1 examination consists of a written component with the following sections:

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of total exam	Your Mark
Section One Response: Listening	14	14	30	/43	30%	/30
Section Two Response: Viewing and reading	14	14	60	/42	40%	/40
Section Three Written communication  Extended response	2	1	60	/25	30%	/30
				<b>Totals</b>	<b>100</b>	<b>/100</b>

***Instructions to candidates***

1. Write your answers in Standard Australian English or in Japanese in this Question/Answer Booklet.
2. 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.
3. 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.

**Test Piece of Audio Text with Script**

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.

女： ジョンさんは、日本語が上手ですね。

男： いいえ、まだ下手ですよ。

女： どこで日本語をべんきょうしましたか。

男： ハイスクールで、8年生から11年生までべんきょうしました。

女： そうですか。先生は日本人ですか。

男： いいえ、オーストラリア人でした。でも、先生のおくさんは日本人でした。

Turn over and begin Section One.

**Section One**  
**Response (Listening)**

**30% (41 marks)**

This section contains **14 questions**. Answer all questions in **English** in the spaces provided.

You will hear **four 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.



**TEXT 1: Misaki is giving a speech at a Rotary Club meeting.**

Listen to this speech and answer Questions 1 to 3.

**(8 marks)**

**Question 1**

**(4 marks)**

**Space for Notes**

Are the statements **true** or **false**? **Circle** the correct answer.

1. Misaki has come back from Australia.	True	False
2. Misaki plans to go back to Australia in December of this year to see her host family.	True	False
3. Misaki was worried about staying with a host family in December but they were all very nice and the experience was fun.	True	False
4. Everyone at the school, and in the host family, were very kind so Misaki's worries prior to her going to Australia disappeared quickly.	True	False

**Question 2**

**(2 marks)**

What was the most fun for Misaki?

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**Question 3**

**(2 marks)**

How is Misaki continuing her friendships?

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**TEXT 2: Kanna and Jiroo are talking about their host families.**

**(10 marks)**

Listen to this conversation and answer Questions 4 to 8.

**Question 4**

**(1 mark)**

**Space for Notes**

Consider the number of people in Jiroo’s family. Select the most appropriate statement and answer below.

- (a) 4 people
- (b) 3 people
- (c) 5 people
- (d) 2 people

Answer: \_\_\_\_\_

**Question 5**

**(2 marks)**

Why does Kanna think August will be a special time for Jiroo?

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**Question 6**

**(2 marks)**

What will Jiroo do with the money he receives?

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**Question 7**

**(2 marks)**

Why doesn’t Kanna know her host family yet?

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**Question 8**

**(3 marks)**

What does Jiroo want to try in Australia?

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**TEXT 3: Sana and Ken are talking about school life. (11 marks)**

Listen to this conversation and answer Questions 9 to 11.

**Question 9**

**(2 marks)**

**Space for Notes**

Why does Ken suggest Sana join the music club?

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**Question 10**

**(7 marks)**

Summarise the conversation about football in the table below.

Topic of Conversation	Details
What surprises Sana about football?	<hr/> <hr/> <p style="text-align: right;">(1)</p>
Football training	Last year the football team practised: <hr/> <hr/> <p style="text-align: right;">(2)</p>
	Ken's older sister always says: <hr/> <hr/> <p style="text-align: right;">(2)</p>
Ken's family and football	Ken's father and older sister every week: <hr/> And sometimes: <hr/> <hr/> <p style="text-align: right;">(2)</p>

**Question 11**

**(2 marks)**

Why does Ken invite Sana over on the weekend?

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**TEXT 4: Ian and his friend Aya are talking about chores they do at home.**

**(14 marks)**

Listen to this conversation and answer Questions 12 to 14.

**Question 12**

**(7 marks)**

**Space for Notes**

Consider the chore(s) Aya does at home and complete the table below.

	Details
<b>Aya's chore(s) at home</b>	What chore(s) does Aya do at home and how often? <span style="float: right;">(2)</span> _____
	Why does Aya do this and when? <span style="float: right;">(2)</span> _____
<b>Aya's feelings about her chore(s)</b>	Describe Aya's thoughts about the chore(s) she does: <span style="float: right;">(3)</span> _____ _____ _____

**Question 13**

**(4 marks)**

Consider the chore(s) done by Aya's younger brother and complete the table below.

Aya's younger brother	Details
<b>What chore and when?</b>	Chore 1. _____ <span style="float: right;">(1)</span>
	Chore 1. _____ <span style="float: right;">(1)</span>
<b>What chore and how often?</b>	Chore 2. _____ <span style="float: right;">(1)</span>
	Chore 2. _____ <span style="float: right;">(1)</span>

**Question 14**

**(3 marks)**

Other than cooking, describe the chore(s) the father does when he gets home?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**END OF SECTION ONE**

See next page

## Section Two:

## Response: Viewing and Reading

(40%) (42 Marks)

This section contains **three texts** and **14 questions**. Answer all questions in **English** in the spaces provided.

Suggested working time: 60 minutes.

## Text 5: A letter

(17 marks)

Read this **letter** and answer Questions 15 to 19.

はやとくんへ

こんにちは。お元気ですか。ぼくはとても元気です。2週間後に、はやとくんがオーストラリアに来るので、とてもわくわくしています。今日はこちらの生活や学校の事ことについて書きたいと思います。

ぼくは学校の日にはふつう7時半におきるけれど、サッカーのれんしゅうがある時は、6時におきなればなりません。家から学校までは近いので、自転車じてんしゃで10分ぐらいで行くことができます。でも、母あめが「雨あめの日に自転車じてんしゃで行くのは、あぶない」と言うので、バスか兄の車で学校に行きます。

ぼくの学校のきそくはきびしいと思います。学校にけいたい電話をもって行ってもいいけれど、学校でつかってはいけません。時々、母とれんらくをとりたいけれど、けいたい電話をつかうことができないので、ふべんです。だから、ぼくはその校則こうそくが好きじゃないです。

週末しゅうまつは、しゅくだいをした後で好きな事ことをしてもいいです。だから、いっしょに海うみに行ったり、こうえんに行ってバーベキューをしたりしませんか。友だちを作ったり、ステーキやソーセージを食べたり、クリケットというスポーツをしたりすることができるから、ぜひ、来てください。

それでは、おへんじを楽したのしみにしています。お元気で。

ジョシュアより  
5月15日

**Question 15**

Why is Joshua so excited?

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(1 mark)

**Question 16**

Explain why Joshua's times for waking up differ.

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(3 marks)

**Question 17**

Describe in detail the different ways Joshua commutes to school.

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(3 marks)

**Question 18**

Why does Joshua say, 'That's inconvenient'? Explain.

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(5 marks)

**Question 19**

List the activities Joshua suggests they do on the weekends after finishing homework.

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(5 marks)

## Text 6: An online chat

(12 marks)

Read this online chat and answer Questions 20 to 24.

まき：来年、半年ぐらい、カナダでホームステイをしたいと思っているから、最近、一生けんめい英語を勉強しているの。それで、会話のれんしゅうをしたいけど、どうやって、外国人と友だちになることができるかな？

りく：最近<sup>さいきん</sup>はオンラインで外国<sup>がいこく</sup>の人と話ができるよ。スカイプやフェイスタイムは、あいての顔<sup>かお</sup>を見て話すことができるから、すごくいい！

まき：へえ、そうなの。つかう時、マナーはある？

りく：うん、もちろんあるよ。まず、わるいことばをつかわないほうがいい。それから、電話をする前に、あいての国<sup>くに</sup>の時間をチェックしたほうがいい。夜<sup>よる</sup>おそくに電話をするのはしつれいだからね。

まき：そうよね。やっぱり、マナー<sup>たいせつ</sup>は大切だよね。

りく：ぼくのオーストラリア人の友だちが、「今、たくさんの方が日本語のスピーカーをさがしている」と言っていたよ。「最近<sup>さいきん</sup>、オーストラリアでは日本のアニメやマンガが人気<sup>べんきょう</sup>があって、たくさんの方が日本語を勉強しているから」と言っていた。

まき：えっ？じゃ、私<sup>わたし</sup>がその人たちに日本語をおしえてもいいの？

りく：うん、まきちゃんはその人たちに日本語をおしえて、その人たちはまきちゃんに英語<sup>えいご</sup>をおしえることができるよ。すごくいいアイデアだと思わない？ 😊

まき：そうね！よし、今からオンラインで見てみる！ 😊

See next page

**Question 20**

Why is Maki studying English so hard lately?

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**(2 marks)**

**Question 21**

What does Riku suggest to Maki to assist her? Why does Riku believe this suggestion to be good?

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**(3 marks)**

**Question 22**

List the manners associated with this online system and why?

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**(3 marks)**

**Question 23**

Explain why so many people are studying Japanese in Australia.

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**(2 marks)**

**Question 24**

Describe what Riku thinks is a great idea.

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**(2 marks)**

## Text 7: A blog

(13 marks)

Read this **blog** and answer Questions 25 to 28.

べんきょう  
学校の後もじゅくに行って、勉強することについてどう思いますか？



**のぞみ (日本/高2)** 

私はじゅくはお金と時間のむだだと思います。放課後は部活に行って、友だちと楽しい時間をすごしたい。でも週に3回、じゅくに行かなければならないから、部活に入ることができません。私は学校で一生けんめい勉強しているから、じゅくに行かなくてもいいと思います。

**ショーン (アメリカ/17才)** 

ぼくはじゅくに行っていません。いつもいそがしくて時間がないので、じゅくには行くことができないと思います。放課後、すぐにサッカーのトレーニングに行ったり、夕食の後、勉強やしゅくだいをしたりしなければなりません。ふつう、勉強は2時間半ぐらいかかるから、ぜんぶ終わったら9時で、つかれてねむくなっています。

**ヘイミン (韓国/16才)** 

私はじゅくに行くことが大好きです！私は勉強することが大好きで、新しい事を学ぶのはとても楽しいと思います。去年の夏休みに、じゅくの英語キャンプがありました。キャンプでは、オーストラリア人の先生と会話のれんしゅうをしたり、英語のレシピで料理をしたりして、いい思い出になりました。だから、今年もまた、そのキャンプに行きたいと思っています。

みなさんはどう思いますか？ あなたのいけんを聞かせてください！

**Question 25**

Explain why Nozomi is unable to enter a school club.

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**(2 marks)**

**Question 26**

List the reasons why Sean is unable attend a cram school.

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**(5 marks)**

**Question 27**

Consider the three blogs. Complete the following table.

Bloggers	Explanation
<p>What Nozomi thinks of cram schools</p>	<p>_____ (1)</p>
<p>Why does Hei Min loves going to cram school</p>	<p>_____ (2)</p>

**(3 marks)**

**Question 28**

Why does Hei Min want to attend the cram school’s English camp again this year?

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**(3 marks)**

**END OF SECTION TWO**

See next page

**Section Three: Written Communication****(30%) (25 marks)**

This section contains **two** questions. Answer **one** question in **Japanese**.

**Extended response****(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.

Supplementary pages for planning/continuing your answers are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original question where the answer is continued, i.e. give the page number.

Suggested working time: 60 minutes.

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**Question 29****(25 marks)**

You have been hosting a Japanese exchange student at your house, Yasuko Maekawa, for 3 months. She will be returning to Japan next week. The teacher from your sister school in Japan has asked you to write about your hosting experience for their annual school publication. Write a **descriptive account** titled, '*Australian Home Stay*', and include the following information:

- Describe the exchange student, Yasuko Maekawa
- Provide information about the things you have done together during Yasuko's stay in Australia
- Mention the daily routines and rules in your home, and one house rule that surprised Yasuko during her stay

or

**Question 30****(25 marks)**

Your school will be hosting a group of Japanese students from your sister school in Japan for 2 weeks next month. In preparation for the visit, your Japanese language teacher has asked you to write a **descriptive account** for your Japanese sister school's weekly newsletter titled, '*High Schools in Australia*'. Include the following information:

- Describe your own high school, and what you like and dislike about school
- Provide details about your school's rules, comparing them to some Japanese school rules
- Discuss your school's clubs and activities the visiting group could be involved in.

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