

MARKING KEY AND RECORDING TRANSCRIPT OF EXAMINATION

Section One: Response (Listening)

[31.04 minutes]

This is the 2020 ATAR U1 examination in Japanese: Second Language, Section One: Response (Listening).

Listen to the short text in Japanese that is printed in your Question/Answer booklet. This will help you to become accustomed to the speakers' voices. There are no questions or marks associated with this text.



Track One [1.24]

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。

Now turn over and begin Section One.

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.



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

Listen to the speech and answer Questions 1 to 3.

(First Reading)

Track Two [5.33]

こんばんは。私はいしだみさきともうします。先月、オーストラリアから帰って来ました。ホームステイはとても楽しかったので、来年の十二月にまたオーストラリアに行って、ホストファミリーに会いたと思っています。オーストラリアには行った事がなかったから、行く前は少ししんぱいしていたけれど、ホストファミリーも学校のみなさんもともしんせつでやさしい人たちだったから、私のしんぱいはすぐになりました。一番楽しかった事は、新しい友達と英語や日本語で話した事です。今も、まだ、その友達とオンラインで話したり、しゃしんをおくったりしてなかよくしています。これからも友だちとたくさん話して、はやく英語が上手になりたいと思っています。ロータリーのメンバーのみなさん、色々ありがとうございました。

[30 seconds of silence]

TEXT 1: (Second Reading)

Now answer Questions 1 to 3

[90 seconds of silence]



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

Listen to the conversation and answer Questions 4 to 8.

(First Reading)

Track Three [8.17]

- かなな : じろうくん、ホストファミリーのプロフィールをもらった？
 じろう : うん、今朝、えいごのじゅぎょう中にもらったよ。ぼくのホストファミリーは4人家族で、ホストマザーとホストファザーとホストシスターと、それから、ジャックというホストブラザーがいる。ジャックは今年、16才になるって。
- かなな : 16才か。ジャック君のおたんじょう日はいつなの？
 じろう : 8月24日だから、ぼくがオーストラリアにいる間だね。
- かなな : あ、そうか。あれ？じろうくんのおたんじょう日も8月だったよね？じゃあ、ジャック君といっしょにお誕生日パーティーをする事が出来るかな？
 じろう : どうだろう。ジャックの家族に会った事がないから、まだ、分からないな。
- かなな : そうね。ところで、今年はどんなプレゼントをもらいたい？
 じろう : 両親はぼくにお金をくれるって言っていた。そのお金でオーストラリアのおみやげを買ったり、好きな事をしたりしたいと思ってる。ところで、かななさんのホストファミリーは？
- かなな : まだ、分からないの。今日は英語の先生が学校を休んで、じゅぎょうがなかったから。楽しみにしていたから、がっかりしたわ。
- じろう : そうか。でも、多分、明日には分かると思うよ。
- かなな : そうね。ねえ、じろうくん、オーストラリアにいる間、どんな事をしたいと思っている？
- じろう : そうだなあ。友だちがミートパイというパイがおいしいと言っていたから、食べてみたい。それに、クリケットというスポーツも見てみたい。それから、オーストラリアのきれいな海でサーフィンもしてみたい。あとは。。。
- かなな : たくさんあるのねー。

[30 seconds of silence]

TEXT 2: (Second Reading)

Now answer Questions 4 to 8

[90 seconds of silence]


TEXT 3: Sana and Ken are talking about school life.

Listen to the conversation and answer questions 9 to 11.

(First Reading)

Track Four [7.22]

- さな： ケン君、オーストラリアの学校ではどんな部活ができるの？
- ケン： スポーツか音楽おんがくが多いかな。さなさんは日本で週三回ブラスバンドとコーラスをやっているね。だから、音楽おんがくのクラブに入るのはどう？
- さな： うーん…、オーストラリアにいる間は、音楽おんがくじゃなくて、ほかの事をやってみたいな。音楽おんがくは日本でもできるから。
- ケン： じゃあ、オーストラリアのスポーツはどう？たとえば、フットボールやネットボールやクリケットとかは？
- さな： あれ？フットボールは男の子のスポーツじゃないの？
- ケン： いや、さいきんは女の子もやるよ。去年、学校で女の子のフットボールのチームができて、週に4回、学校の前とほうかごに、れんしゅうがあるよ。
- さな： へえ。ケン君、よくしってるわね。
- ケン： うん、姉が今年、そのチームに入っているから。姉はいつも、コーチはきびしいけど、トレーニングはとても楽しいって言ってるよ。
- さな： へー、おもしろそうだなあ！
- ケン： 父と姉は冬は毎週、テレビでフットボールのしあいを見たり、時々、好きなチームのゲームを見に行ったりするよ。
- さな： そうなんだ。きょうみがあるけど、ルールがぜんぜん分からないな。
- ケン： じゃ、今週末、ぼくの家にあそびに来るのはどう？その時、姉から色々なルールを聞く事ができると思うよ。
- さな： え?! いいの? じゃあ、そうする。楽しみだなあ!

[30 seconds of silence]
TEXT 3: (Second Reading)

Now answer Questions 9 to 11

[90 seconds of silence]

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

Listen to the conversation and answer Questions 12 to 14. (First Reading)

Track Five [8.25]

- イアン： あやさん、ぼく、今、学校で日本人のうちでの生活について勉強しているんだけど、少し、しつもんをしてもいいかな？
- あや： もちろん。
- イアン： あやさんは家ではどんな家事をしなければならないの？
- あや： 私は週に二回、晩ごはんを作ってる。火曜日と木曜日は母が仕事でいそがしいから、その時に作るの。私は料理はそんなに上手じゃないけど、楽しいから好き。
- イアン： ふーん。じゃあ、あやさんの弟さんは？
- あや： 弟はまだ9才だから、あまり家事をしなくてもいい。でも、時々、晩ごはんの後で、テーブルをきれいにしたり、月に一回ぐらい父と車をあらったりする。
- イアン： そう。じゃあ、あやさんのご両親りょうしんはどんな家事をするの？
- あや： 料理とせんたくとそうじ。私も父も料理をするけれど、弟は、母の料理が一番おいしいから、毎日、母が料理をした方がいいって言うてる。まあ、私もそう思うけどね。
- イアン： ぼくの家でもそうだよ。ところで、あやさんは、シロといういぬを飼っているよね？ だれがシロにえさをやるの？
- あや： 去年までは毎日、私がやっていたけれど、今年は勉強でいそがしくなったから、私はもうシロのせわをしなくてもいいの。
- イアン： そう。じゃあ、だれがやってるの？
- あや： 父。ふつう、父が仕事から帰って来てから、シロを近くの公園につれて行って、そこでさんぽをしたり、シロとボールであそんだりするの。その後で、えさをやってるわ。
- イアン： なるほど。色々ありがとうございます！ イエーイ、これで、しゅくだいが終わった！

[30 seconds of silence]**TEXT 5: (Second Reading)**

Now answer Questions 12 to 14

[90 seconds of silence]

This is the end of Section One.

Complete your answers and continue with the rest of the paper.

Supervisors, please turn off the sound equipment.

SECTION ONE: RESPONSE (LISTENING)

[30 %]

TEXT 1

Question 1: Identifies and circles the correct answer	Marks
True	1
False	1
False	1
True	1
Total	4

Question 2: What was the most fun for Misaki? (Extracts and communicates 2 pieces of information)	Marks
Speaking with new friends	1
In Japanese and English	1
Total	2

Question 3: How is Misaki continuing her friendship? (Extracts and communicates 2 pieces of information)	Marks
Talking with her friends online	1
And sending photos etc	1
Total	2

TEXT 2

Question 4: Consider the number of people in Jiroo's host family. (Extracts and communicates 1 piece of information)	Marks
a. 4	1
Total	1

Question 5: Why does Kanna think August would be a special time for Jiroo? (Extracts and communicates 2 pieces of information)	Marks
Jiroo will be in Australia when it's Jack's (host brother) birthday on the 24 th of August	1
Since Jiroo's birthday is also in August, Kanna thinks they can have a party together	1
Total	2

Question 6: What will Jiroo do with the money he receives? (Extracts and communicates 2 pieces of information)	Marks
Buy Australian souvenirs	1
Do things he wants to do	1
Total	2

Question 7: Why doesn't Kanna know her host family yet? (Extracts and communicates 2 pieces of information)	Marks
Because the English teacher was absent today	1
There was no lesson	1
Total	2

Question 8: What things does Jiroo wish to try in Australia? (Extracts and communicates 3 pieces of information)	Marks
Eat a Meat pie, Cricket and Surfing	1
Watch cricket	1
Do surfing in beautiful Australian ocean	1
Total	3

TEXT 3

Question 9: Why does Ken suggest Sana join the music club? (Extracts and communicates 2 pieces of information)	Marks
Because Sana does brass band and choir	1
3 times a week in Japan (as a club activity)	1
Total	2

Question 10: Summarise the conversation about football in the table below. (Extracts and communicates 7 pieces of information)		Marks
What surprises Sana about football?	That females do football, too (that football is not just a male sport)	1
Football training	Last year the football team practised:	4 times a week
		Before and after school
	Ken's older sister always says:	The coach is strict but
		Training is a lot of fun
Ken's family and football	Ken's father and older sister every week:	Watch football matches/games on TV
		Sometimes go to watch their favourite football team game
Total		7

Question 11: Why does Ken invite Sana over on the weekend? (Extracts and communicates 2 pieces of information)	Marks
So that Sana can ask/hear about from Jiroo's older sister	1
Football rules that she doesn't understand	1
Total	2

TEXT 4

Question 12: Consider the chore(s) Aya does at home and complete the table below. (Extracts and communicates 7 pieces of information)		Marks
What chore does Aya do at home and how often?	Aya makes dinner	1
	Twice a week	1
Why?	Aya's mother is busy with work	1
	On Tuesdays and Thursdays	1
Describe Aya's thoughts about the chore(s) she does.	She likes it because	1
	It's fun	1
	but she doesn't think she is that good at cooking	1
Total		7

Question 13: Consider the chores done by the younger brother and complete the table below. (Extracts and communicates 4 pieces of information)		Marks
What Chore 1:	Cleans the table	1
When Chore 1:	After dinner	1
What Chore 2:	Washes the car with dad	1
How often Chore 2:	About once a month	1
Total		4

Question 14: Describe the chore(s) the father does when he gets home. (Extracts and communicates 3 pieces of information)		Marks
Takes the dog for a walk to the local/close/near-by park		1
There they walk/stroll and play ball together		1
Then the father feeds the dog		1
Total		3

FINAL TOTAL	/43
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SECTION TWO: RESPONSE (VIEWING AND READING)

[40%]

TEXT 5

Question 15: Why is Joshua so excited? Extracts and communicates 1 piece of information	Marks
Hayato is coming to Australia in 2 weeks-time (after 2 weeks)	1
Total	1

Question 16: Explain why Joshua’s times for waking up differ. Extracts and communicates 3 pieces of information	Marks
He usually wakes up at 7:30 on school days	1
But when he has soccer training	1
He has to get up at 6:00	1
Total	3

Question 17: Describe in detail the different ways Joshua commutes to school. Extracts and communicates 3 pieces of information	Marks
(His house is close to school so) He can go to school in only 10 minutes by bicycle	1
However, mum says it is dangerous on rainy days	1
So, Joshua goes by bus or his elder brother’s car	1
Total	3

Question 18: Why does Joshua say, ‘That’s inconvenient’? Explain. Extracts and communicates 5 pieces of information	Marks
It is okay to bring your mobile phone to school	1
But you are not allowed to use your mobile phone during school	1
While at school	1
He sometimes wants to contact mum	1
But Joshua can’t use his mobile phone	1
Total	5

Question 19: List the activities Joshua suggests they do on the weekends after finishing homework. Extracts and communicates 5 pieces of information	Marks
Going to the beach together	1
Going to the park and having a barbeque	1
At that time, he can make friends	1
Eat hot dogs and hamburgers	1
Play a sport called cricket	1
Total	5

TEXT 6

Question 20: Why is Maki studying English so hard lately? Extracts and communicates 2 pieces of information	Marks
Next year, for about 6 months	1
She wants to homestay in Canada	1
Total	2

Question 21: What does Riku suggest to Maki to assist her? Why does Riku believe this suggestion to be good? Extracts and communicates 3 pieces of information	Marks
Recently, you can talk with foreign people online	1
You can see their face and talk on Skype and FaceTime	1
Because it doesn't cost any money	1
Total	3

Question 22: List the rules associated with this online system. Extracts and communicates 3 pieces of information	Marks
You are not allowed to use bad language	1
Before you call, you should check their countries time	1
Because it is rude to call late at night	1
Total	3

Question 23: Explain why so many people are studying Japanese in Australia. Extracts and communicates 2 pieces of information	Marks
Recently, Japanese <i>anime</i> and <i>manga</i>	1
Are popular in Australia	1
Total	2

Question 24: Describe what Riku thinks is a great idea. Extracts and communicates 2 pieces of information	Marks
Maki teaches those people Japanese	1
And those people can teach Maki English	1
Total	2

TEXT 7

Question 25: Explain why Nozomi is unable to enter a school club. Extracts and communicates 2 pieces of information	Marks
Three times a week	1
She must go to cram school	1
Total	2

Question 26: List the reasons why Sean is unable attend a cram school. Extracts and communicates 5 pieces of information.	Marks
Sean is always busy and has not time	1
After school he goes straight to soccer practise	1
And after dinner, he must study and do his homework	1
Sean usually studies for 2½ hours and finishes around 9:00	1
So, he is tired and sleepy	1
Total	5

Question 27: Consider the three blogs. Complete the following table. Extracts and communicates 3 pieces of information		Marks
Bloggers	Explanation	
What Nozomi thinks of cram schools	Nozomi thinks they are a waste of time and money	1
Why does Hei Min love going to cram school	She loves to study	1
	She thinks is great fun learning new things	1
Total		3

Question 28: Why does Hei Min want to attend the cram school’s English camp again this year? Extracts and communicates 3 pieces of information	Marks
Because she made great memories during the camp	1
Practicing speaking with the Australian teachers	1
And cooking using/with English recipes	1
Total	3

FINAL TOTAL	/42
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SECTION THREE: WRITTEN COMMUNICATION *Marking Key*

[30%]

PART B: Extended Writing

Question 29: & Question 30:

Criteria	Marks	
Content and Relevance	6	
Engages the audience effectively with well-developed ideas and information by writing:	6	
<table border="1"> <tr> <td>QUESTION 29 • Write a descriptive account for your sister school's annual publication titled, 'Australian Home Stay'</td> <td>QUESTION 30 • Write a descriptive account for your sister school's weekly newsletter titled, 'High Schools in Australia'</td> </tr> </table>		QUESTION 29 • Write a descriptive account for your sister school's annual publication titled, 'Australian Home Stay'
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Provide specific detail, including specific information:	6	
<table border="1"> <tr> <td>QUESTION 29 • Describe the exchange student, Yasuko Maekawa • Provide information about the things you have done together during Yasuko's stay • Mention the daily routines and rules in your home, and one house rule that surprised Yasuko during her stay</td> <td>QUESTION 30 • 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</td> </tr> </table>		QUESTION 29 • Describe the exchange student, Yasuko Maekawa • Provide information about the things you have done together during Yasuko's stay • Mention the daily routines and rules in your home, and one house rule that surprised Yasuko during her stay
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Provides relevant information, mostly with elaboration.	5	
Provides relevant information, but lacks depth of treatment.	4	
Uses information which is generally relevant but superficial.	3	
Includes some relevant basic information.	2	
Response is unclear and content has little relevance to the question.	1	
Heavy reliance on information that has no relevance to the question.	0	
Range of Grammar	4	
Effectively uses 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	
Uses set structures, single words and short phrases.	0	
Range of Vocabulary and Kanji	4	
Uses a wide range of vocabulary, including most relevant productive kanji appropriate to context.	4	
Uses a range of vocabulary, including most productive kanji, appropriate to context.	3	
Uses a limited range of vocabulary and kanji, generally appropriate to context.	2	
Relies on the repetitive use of basic vocabulary and limited productive kanji.	1	
Insufficient command of basic vocabulary and kanji.	0	
Accuracy	5	
Consistently uses language with a high level of accuracy. Orders words correctly, chooses vocabulary appropriate to context, and chooses and writes kanji and kana appropriately. Inaccuracies do not affect meaning or flow.	5	
Uses language with a good level of accuracy. Word order is mostly accurate. Word order is mostly accurate, but words including 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. Difficult to comprehend meaning.	1	
No application of rules.	0	

Organisation and Length	4
Sequences information coherently. Provides context for writing to help the reader to understand the main points. Appropriate length.	4
Sequences most information coherently. Provides some context for writing. 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 unclear.	1
No evidence of sequencing ideas.	0
Conventions of Text Type and Register	2
Observes all conventions of the descriptive account text including title, authorship, opening statement, engagement and statement of conclusion. Consistent use of polite form.	2
Use of the required register is inconsistent or does not include conventions of the text type.	1
Does not observe the conventions.	0
Total	25

FINAL TOTAL	/25
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