



JAPANESE: SECOND LANGUAGE

Stage 2

WACE Examination 2010

Final Marking Key

This 'stand alone' version of the WACE Examination 2010 Final Marking Key is provided on an interim basis.

The Standards Guide for this examination will include the examination questions, marking key, question statistics and annotated candidate responses. When the Standards Guide is published, this document will be removed from the website.

Section One: Response (Listening)

25% (30 Marks)

Text 1

(5 marks)

Question 1

(5 marks)

Complete the reservation form below by filling in the blank spaces and ticking (✓) the appropriate box.

Name	Nakamura Tomo		Mark
Number of tickets	3		1
Date	April Month 10th Day		2
Time of match	<input type="checkbox"/>	Afternoon 2:10 pm	
	<input type="checkbox"/>	Afternoon 3:30 pm	1
	<input checked="" type="checkbox"/>	Evening 5:40 pm	
Total cost	\$60		1
			Total 5

Text 2

(5 marks)

Question 2

(2 marks)

When and where is the class going?

Description	Marks
<ul style="list-style-type: none"> Next month A Japanese restaurant (called <i>Fujinami</i>) 	1–2
	Total 2

Question 3

(1 mark)

What does Shinji say about his eating out experience?

Description	Marks
1 mark for one point (max 1) <ul style="list-style-type: none"> It wasn't very delicious Ate miso soup mixed with noodles 	1
	Total 1

Question 4

(2 marks)

What does Shinji recommend at the end of his message?

Description	Marks
<ul style="list-style-type: none"> If you really want to eat Japanese food You had better go to a different restaurant (Takayama) (where a Japanese chef works) 	1–2
	Total 2

Text 3**(4 marks)****Question 5**

What does Jenny ask Hide?

(1 mark)

Description	Marks
Can Hide please teach (help her with) me my maths homework?	1
	Total 1

Question 6

Why is Maths easy for Hide?

(1 mark)

Description	Marks
As he (Hide) went to a cram school twice a week in Japan	1
	Total 1

Question 7

What does Hide say about his English learning experience in Japan?

(2 marks)

Description	Marks
<ul style="list-style-type: none"> • He didn't hate it but • His English teacher was strict 	1-2
	Total 2

Text 4**(6 marks)****Question 8**

Who will cook and do the dishes tonight?

(2 marks)

Description	Marks
<ul style="list-style-type: none"> • The father will do the cooking • Shota and the speaker will do the dishes 	1-2
	Total 2

Question 9

How many days a week does Shota's mother work?

(1 mark)

Description	Marks
3 days a week	1
	Total 1

Question 10

Who usually cooks in Shota's family in Japan? and why?

(3 marks)

Description	Marks
<ul style="list-style-type: none"> • The mother usually cooks because • The father is busy with work and • Gets home around 9 pm everyday 	1-3
	Total 3

Text 5**(3 marks)****Question 11****(1 mark)**

What was Lisa's question?

Description	Marks
The difference between Japanese and Korean chopsticks	1
	Total 1

Question 12**(2 marks)**

Write a memo for Lisa, telling her what Takeshi said in his reply.

Description	Marks
<ul style="list-style-type: none"> Japanese use wooden chopsticks/ but Koreans use steel chopsticks Koreans when eating use chopsticks and spoons/ however Japanese usually don't use spoons Korean chopsticks compared to Japanese are thin and long 	1-2
	Total 2

Text 6**(7 marks)****Question 13****(1 mark)**

What was the news item the female student heard on the radio?

Description	Marks
All primary school students have to do sport/ exercise everyday at school	1
	Total 1

Question 14**(2 marks)**

Outline the social problem in Australia that the students talk about.

Description	Marks
<ul style="list-style-type: none"> In Australia, adults and children have become too fat Lots of children like computer games and don't go outside to play 	1-2
	Total 2

Question 15

(a) Does the same problem exist in Japan?

(1 mark)

Description	Marks
No, not a big problem in Japan	1
	Total 1

(b) Give the reason why or why not.

(1 mark)

Because they have club/sporting activities after school	1
	Total 1

Question 16**(2 marks)**

Why does the female student say いいですね at the end of the conversation?

Description	Marks
1 mark for each point (max 2)	
<ul style="list-style-type: none"> Because in Japanese schools everyone usually enters a club activity/after school (lessons) they practise On weekend and summer holidays they sometimes practise She recommends that Australian schools do the same 	1-2
	Total 2

Section Two: Response (Viewing and reading)**(33 Marks)****Text 7****(9 marks)****Question 17****(1 mark)**

What does Kayo want to do in Perth?

Description	Marks
She wants to swim in the ocean	1
	Total 1

Question 18**(3 marks)**

What does Kayo find in the guidebook, and what comment does she make about it?

Description	Marks
<ul style="list-style-type: none"> • A Cottesloe beach photo • The beach sand is white and beautiful • It's very different from Japanese beaches 	1–3
	Total 3

Question 19**(3 marks)**

What is Kayo's mother's concern and what advice is she giving Kayo?

Description	Marks
<ul style="list-style-type: none"> • She is worried about getting sunburnt • She says the sun is very strong in Australia • She had better not swim at the beach 	1–3
	Total 3

Question 20

(a) Will Kayo listen to her mother's advice?

(1 mark)

Description	Marks
Probably not	1
	Total 1

(b) Give **one (1)** reason for your answer.**(1 mark)**

Description	Marks
1 mark for one point (max 1)	
<ul style="list-style-type: none"> • Because she definitely wants to swim in the beautiful Perth sea or • It will be OK if she wears sunscreen cream 	1
	Total 1

Text 8**(7 marks)****Question 21****(2 marks)**

What does Amy say about where she lives?

Description	Marks
<ul style="list-style-type: none"> • 10 mins by car • Close to the famous (Cottesloe) beach 	1-2
	Total 2

Question 22**(1 mark)**

What did Amy's father do last year?

Description	Marks
He swam in the Rottnest island swim/He swam to Rottnest Island	1
	Total 1

Question 23**(2 marks)**

What does Amy tell Kayo about sun protection?

Description	Marks
1 mark for each point (max 2)	
<ul style="list-style-type: none"> • She says that the Australian sun is strong and • That we as Australians also take care • She mentions wearing a rashie for protection 	1-2
	Total 2

Question 24**(2 marks)**

What does Amy offer Kayo, and why?

Description	Marks
<ul style="list-style-type: none"> • One of her sister's rashies to wear • As her (younger) sister has two of them (rashies) 	1-2
	Total 2

Text 9**(10 marks)****Question 25****(1 mark)**

When did Takeshi come to Australia?

Description	Marks
Three months ago	1
	Total 1

Question 26**(1 mark)**

What question does the interviewer ask next?

Description	Marks
Is high school life in Japan different from in Australia?	1
	Total 1

Question 27**(2 marks)**

What cultural difference has Takeshi observed?

Description	Marks
<ul style="list-style-type: none"> In Australia, there are many students who go to school in their mother's or father's car In Japan, all high school students ride their bikes, catch the bus or walk to school (they don't go by car) 	1-2
	Total 2

Question 28**(2 marks)**

Why does Takeshi say たいへんだと思います?

Description	Marks
<ul style="list-style-type: none"> Takeshi says that 'he thinks that this is hard/difficult' Because Australian parents have to take their children to school every day 	1-2
	Total 2

Question 29**(4 marks)**

At the end of the interview, what does Takeshi say about getting to school in Japan?

Description	Marks
1 mark for each point (max 4) <ul style="list-style-type: none"> He went to school by bike It took 30 mins It was tiring But it was good exercise He had to wear a helmet But it was daggy/awful (he hated it) 	1-4
	Total 4

Text 10**(7 marks)****Question 30****(2 marks)**

When did Maria come to Australia?

Description	Marks
<ul style="list-style-type: none"> Last year In April 	1-2
	Total 2

Question 31**(1 mark)**

What observation does Maria make about her school in Japan?

Description	Marks
There were no shops(canteens) selling food in her school	1
	Total 1

Question 32**(2 marks)**

What does Maria say about the differences between school lunches in Japan and in Australia?

Description	Marks
<ul style="list-style-type: none"> Everyone's school lunch box (obentoo) was very small It was about half the size of her Australian lunch box 	1-2
	Total 2

Question 33**(2 marks)**

Why did Maria always eat a lot for breakfast in Japan?

Description	Marks
<ul style="list-style-type: none"> As in a Japanese high school there is no recess - they cannot eat morning tea Also that way she didn't get too hungry before lunch 	1-2
	Total 2

Section Three: Extended writing Question 34 and 35

(25 marks)

Relevance of Japanese response to text	Marks
<p>Presents relevant ideas and develops a coherent argument, discussion or explanation. Writes descriptively with well-selected information relevant to the demands of the task. For :</p> <p>Question 34: Include the following information:</p> <ul style="list-style-type: none"> • what the weather is like in December • what kind of clothes they need to bring • where they should stay • at least two interesting places to visit, describing one in detail • how they can get around (transport) <p>Question 35: Include the following information:</p> <ul style="list-style-type: none"> • describe the school you attend • what some of the school rules are • what you are able to study at school • what you enjoy about your school • at least two things students like to do after school, describing one activity in detail 	7–8
Attempts to present and develop a coherent argument, discussion or explanation. Writes descriptively to meet the general requirements of the task.	5–6
Attempts to present an argument, discussion or explanation using some relevant information or ideas. Demonstrates a limited understanding of the requirements of the task. Demonstrates limited evidence of the ability to manipulate language.	3–4
Presents information and ideas not relevant to the task. Uses single words, incorrect sentence patterns and Anglicisms to construct response.	1–2
	Total 8
Accuracy and use of language in written response	Marks
Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax. Uses a range of complex structures and <i>kanji</i> with some errors. Manipulates language with some degree of authenticity and creativity.	5–6
Demonstrates a satisfactory knowledge and understanding of vocabulary and grammatical concepts. Uses limited range of sentence structures and <i>kanji</i> . Manipulates language with limited creativity.	3–4
Demonstrates an elementary knowledge of vocabulary and grammatical concepts. Uses limited range of simple sentence structures and few, if any, <i>kanji</i> with frequent errors and influence of English syntax.	1–2
	Total 6
Structure and coherence of written response	Marks
Presents structured information and ideas, with examples, to develop a coherent sequence of events.	5–6
Attempts to organise information to develop a logical sequence of ideas, opinions or events.	3–4
Demonstrates limited evidence of the ability to organise information and ideas.	1–2
	Total 6
Consideration of purpose, context and audience	Marks
Writes effectively for a specific purpose and context i.e. letter to Japanese friend/school principals. Demonstrates an excellent understanding of the nature of the audience e.g. Japanese friend. Uses the appropriate register, consistent in use of the polite form.	4
Writes well with understanding of purpose and context. Demonstrates some understanding of the nature of the audience. Uses the appropriate register, mainly consistent in use of the polite form.	3
Writes with some understanding of purpose and context. Demonstrates a limited understanding of the nature of the audience. Uses occasionally inappropriate register but mainly consistent in use of polite form.	2
Communicates primarily in simple sentences or set formulae. Lacks understanding of the purpose, context and nature of the audience. Uses inconsistent register with frequent mix of plain and polite form.	1
	Total 4
Ji count	Marks
Satisfies the required <i>Ji</i> count	1
	Total 1
Total marks	25

ACKNOWLEDGEMENTS

Section Two: Response (Viewing and reading)

Text 8 Hurley, J. (n.d.). [Photograph of Lady on boat waiving]. By kind permission.
Hurley, J. (n.d.). [Photograph of Lady swimming]. By kind permission.

Text 9 and 10 The Japan Australia News. (2010). *JA News* [newspaper header].