



MJLEC 2020 Year 12 Practice Examination
Japanese- Second Language

Marking Guide

SECTION 1 Part A (10 marks)

Criteria:

- *The capacity to understand and convey general and specific aspects of texts.*

Text 1

Question 1

- a. What is worrying Lisa about her grandfather? Write two concerns. Be specific. (2 marks)

If he has got better from a cold/Is he okay with a cold?

How he is managing meals/eating (while living by himself)

- b. What evidence supports her grandfather's response "I am okay" regarding one of Lisa's concerns about his daily life? (2 marks)

The supermarket nearby delivers anything he wants if he orders.

Various lunchboxes are sold in a convenience store.

- c. How does Lisa explain about the recent food delivery service system? (2 marks)

Delivery companies (1) deliver various restaurants' dishes (if she orders). (1)

- d. Why does Lisa think the delivery service is convenient? Write three reasons. (3 marks)

easy to order with a smart phone

is delivered quickly (by a bicycle or motor bike).

doesn't have to go out

can eat restaurant food at home

doesn't have to cook

[*any three out of these five answers]



- e. What comment did Lisa's grandfather make about meals in relation to food delivery service at the end of the conversation? (1 mark)

Meals made at home would be better than food delivery service.

SECTION 1 Part B (10 marks)

Criteria:

- The capacity to understand general and specific aspects of texts.
- The capacity to convey information and opinions accurately and appropriately.

Text 2

Question 2



- a. This speech talks about a particular person. Fill in the following chart using the information you have heard. (3 marks)

このスピーチでは、ある人物のことが話されています。聞いたことをもとに下の表をうめなさい。

名前(姓名) ^{せいめい}	つだうめ子
留学した国 ^{りゅう}	アメリカ
留学した時の年齢 ^{ねんれい}	6才



- b. What situation shocked this person when she returned to Japan after studying abroad? (2 marks)

この人は留学後、日本に帰って、日本のどんな状況にショックをうけましたか。

高校や大学に行く女せいが少なくて(1)、女せいには仕事のチャンスがほとんどないことにショックをうけました。(1)

- c. How did this person contribute to Japanese society after graduating from university? Write the actual achievement. (1 mark)

この人物は大学卒業後、どのように日本の社会にこうけんしましたか。じっさいにしたことを書きなさい。

女せいのための英語じゅくを作りました。(げんざいの女子大学を作りました is acceptable.)

- d. According to the speaker, what has been achieved and what is still insufficient in Japanese society? (3 marks)

スピーカーによると、日本の社会ではどんな点がよくなりましたか。そして、何がまだ足りませんか。

(げんざいは)大学に行く女せいは男せいより多くなっている(1)し、社会でリーダーシップをとる女せいもふえています(1)。しかし、アメリカやヨーロッパにくらべると、そういう女せいはまだ少ないです(1)。

- e. What is the relationship between this speaker and the person she talks about?

このスピーカーは話題になっている人物とどんな関係にありますか。(1 mark)

このスピーカーはつだうめ子で作った大学の学生です。OR つだうめ子はこのスピーカーの大学を作った人です。

SECTION 2 Part A (20 marks)

Criteria:

- The capacity to understand and convey general and specific aspects of texts.



TEXT 3A and 3B

Question 3

- a. According to the reading text (Text 3A), what are the reasons for the increase in international tourists coming to Japan? (4 marks)

Japan is being featured (or introduced) in media overseas more.

Japanese cuisine has become popular.

An increase in the number of people who enjoy Japanese anime, TV drama and movies.

An increase in the number of tourists who visit the locations used in the Japanese dramas or movies.

- b. According to the reading text (Text 3A), explain how the purpose of sightseeing of tourists from overseas has changed recently. (1 mark)

**Purpose of travelling has changed from seeing to experiencing.
(or It has changed from seeing to experiencing.)**

- c. What information does the conversation (Text 3B) give to explain why Tom's trip to Japan was enjoyable? (4 marks)

He was able to see Mt Fuji closely

He enjoyed the things that he does not usually get to do (or he has never done before).

He did tea picking.

He talked to the people in the country or farmers.

He learnt country-style cooking in cooking lessons (with his friend).

[*any four out of these five answers]

- d. What does the textbox including the pie chart in Text 3A show? Explain how it supports the information in both the reading (Text 3A) and the listening (Text 3B). (3 marks)

The pie chart shows (eg. one of the following):

The most common price of Nouhaku is less than 10,000 yen. Or 51% paid less than 10,000 yen (graph)

The second most common price of Nouhaku is less than 15000 yen. Or 35% paid less than 15,000 yen (graph), or

Most of the prices of Nouhaku are from approximately 10,000 yen to 15,000 yen.

(1 mark)



This information supports:

The cost of Nouhaku is not so expensive (from written text)

The cost of Nouhaku includes (the accommodation and) the workshop/ hands-on/experiencing programs (from listening text)

(2 marks)

- e. Explain what Nouhaku is, using the information in both the reading (Text 3A) and the listening (Text 3B). **(3 marks)**

Nouhaku is a stay at a farmhouse (1) (both from Text 3A and 3B)

People stay enjoy/experience talking with farmers (1) (from both Text 3A and 3B) or various activities (from Text 3A)

Nouhaku is to stay at a farmhouse and help with farming jobs. (1) (Text 3B)

(or the cost of Nouhaku includes the accommodation and the activities) (1)

[*any three out of these four answers]

- f. What is the author's view towards Nohaku and reason why? Support your answers with evidence from both the reading (Text 3A) and the listening (Text 3B). **(5 marks)**

The author would like to see more sightseeing style travel like Nouhaku. (1 mark)

There is a shortage of workers in the country due to the aging communities and foreign tourists can contribute to the workforce. (from Text 3A) (2 marks)

Tourists enjoy their time talking to farmers/people in the country and farmers appreciate the tourists' help. (from Text 3B) (2 marks)

SECTION 2 Part B (15 marks)

TEXT 4

Question 4

Criteria:

- *The capacity to understand general and specific aspects of texts.*
- *The capacity to convey information and opinions accurately and appropriately.*

SECTION 3 (20 marks)

Criteria:

- *the capacity to demonstrate relevance breadth and depth of content*
- *the capacity to demonstrate accuracy, range and appropriateness of vocabulary and grammar*