



STUDENT NUMBER

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Letter

# JAPANESE SECOND LANGUAGE

## Practice written examination [2020]

Reading time: (15 minutes)

Writing time: (2 hours)

### QUESTION AND ANSWER BOOK

#### Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
1 – Part A	1	1	10
– Part B	1	1	10
2 – Part A	1	1	20
– Part B	1	1	15
3	4	1	20
			Total 75

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers and any printed monolingual and/or bilingual dictionary in one or two separate volumes. Dictionaries may be consulted during the reading time and also during the examination.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.

#### Materials supplied

- Question and answer book of 19 pages, including **assessment criteria** on page 19.

#### Instructions

- Write your **student number** in the space provided above on this page.
- Write all your answers in the spaces provided in this question and answer book. The spaces provided give you an idea of how much you should write.

**Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.**

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**SECTION 1**

**Part A – Listening and responding in English**

**Instructions for Section 1 – Part A**

**Texts 1, Questions 1 (10 marks)**

You will hear one text. The text will be played twice. There will be a short break between the first and second playing of the text. You may make notes at any time.  
Listen carefully to each text and then answer the questions in **ENGLISH**.  
All answers **must** be based on the texts.

**TEXT 1** – Answer the following question in **ENGLISH**.  
Responses in the wrong language will receive no credit.

You may make notes  
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**Question 1**

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

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**b.** What evidence supports her grandfather’s response “I am okay” regarding one of Lisa’s concerns about his daily life? 2 marks

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**c.** How does Lisa explain the recent food delivery service system? 2 marks

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

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

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**SECTION 1- continued  
TURN OVER**

**Part B – Listening and responding in Japanese**

**Instructions for Section 1 – Part B**

**Text 2, Question 2** (10 marks)

You will hear one text. The text will be played twice. There will be a short break between the first and second playing of the text. You may make notes at any time.  
 Listen carefully to each text and then answer the questions in **JAPANESE**.  
 All answers **must** be based on the texts.

**TEXT 2** – Answer the following question in **JAPANESE**.  
 Responses in the wrong language will receive no credit.

You may make notes  
 in this space

**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) <small>せいめい</small>	
留学した国 <small>りゅう</small>	
留学したときの年齢 <small>りゅう</small> <small>ねんれい</small>	

**b.** What situation shocked this person when she returned to Japan after studying abroad?

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受けましたか。 2 marks

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

この人物は大学卒業<sup>そつぎょう</sup>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。 1 mark

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

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。 3 marks

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

このスピーカーは話題<sup>わだい</sup>になっている人物とどんな関係<sup>かんけい</sup>にありますか。 1 mark

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You may make notes  
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**END OF SECTION 1  
TURN OVER**

**SECTION 2****Part A – Reading, listening and responding in English****Instructions for Section 2 – Part A****Texts 3A and 3B, Questions 3 (20 marks)**

You have five minutes to read Text 3A.

At the end of the five minutes, Text 3B, a listening text, will be played. The text will be played twice.

There will be a short break between the first and second playings of the text. You may make notes at any time

Answer the questions in **ENGLISH**. Questions may relate to either Text 3A or Text 3B, or to both texts.

All answers **must** be based on the texts.

**SECTION 2 – continued**

## TEXT 3A

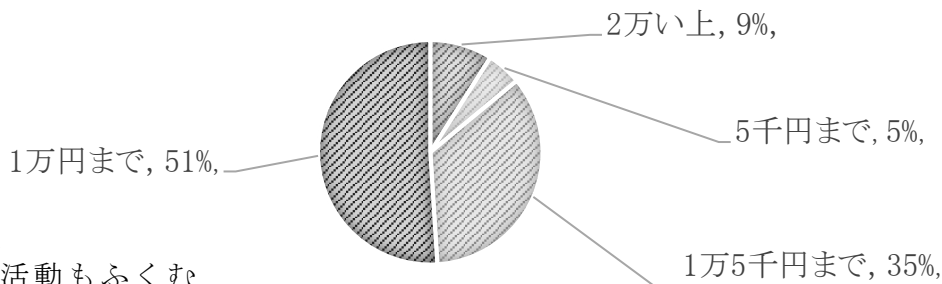
## 外国人観光客の観光スタイルの変化

日本では最近海外からの観光客が増えています。2010年の外国人観光客は860万人でしたが、2019年は約3200万人でした。つまり、この10年で約4倍にふえたことになります。

外国からの観光客が増えている理由は様々なようです。その理由の一つは、最近、海外のメディアで日本を紹介することが多くなったことです。そして和食の人気が高まっていることと、日本のアニメ、テレビドラマ、えいがなどを楽しむ人がふえているのも理由の一つと言えるでしょう。また、日本のドラマや映画のロケ地に行く海外からの観光客が増えているそうです。

しかし、最近、外国人観光客の観光の目的が少し変わってきているそうです。見る観光から体験する観光への変化です。特に、今一番人気がある観光のスタイルは「農泊」です。農泊は、農家に泊まることです。泊まっている間に、農家の人と話をしたり、色々な体験をしたりできるので、新しい宿泊スタイルとして人気が出ています。この農泊のもう一つのいい点は、あまり高くないことです。

## 外国人に人気がある農泊の料金



一方、日本のいなかには、高齢社会の問題があります。若い人たちが少ないので、農家の仕事をする人がたりません。だから、外国人観光客が来て、泊まっている間に、仕事をてつだってくれるので、農家の人はよろこんでいると聞きます。

このように、外国人観光客が増えて、人気がある観光スタイルもかわってきています。農泊のような観光スタイルがもっとふえるといいでしょう。

ロケ地 location being filmed

Vocabulary in Text 3B: つむ to pick

SECTION 2 – continued  
TURN OVER

You may make notes in this space for Text 3A and Text 3B

Write your responses to Question 3 on the following pages

**SECTION 2 - continued**



**TEXT 3A and 3B** - Answer the following question in **ENGLISH**.  
Responses in the wrong language will receive no credit.

You may make  
notes in this space

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

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

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

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**SECTION 2 - continued**  
**TURN OVER**

**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

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

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**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

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You may make notes  
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**SECTION 2 - continued**

**CONTINUES OVER PAGE**

**SECTION – continued  
TURN OVER**

## Part B – Reading and responding in Japanese

### Instructions for Section 1 – Part B

#### Instructions for Section 2 – Part B

#### Text 4, Question 4 (15 marks)

Read the text and then answer the question in approximately 300 *ji* in **JAPANESE** on page 14.  
Your response **must** be based on the text.

**TEXT 4 -** Answer the following question in complete sentences in **JAPANESE**.  
Responses in the wrong language will no credit.

はこね  
箱根の人気のひみつ

はこねはむかしから人気があるかんこう地です。毎年はこねに来る外国人ツーリストもふえています。みなさん、ぜひはこねに来て、そのみりょくを発見してください。

はこねには十七のおんせんちがあつまっていて、さまざまなおんせんを楽しむことができるので、本物のおんせんが楽しみたいなら、はこねが一番べんりです。東京から近くて行きやすいのも人気のりゆうです。また、すばらしいしぜんも楽しめます。とくにはこねから見るふじ山のけしきはすばらしいです。ロープウェーで山にのぼったり、あしのこみずうみで、かいぞくせんに乗ったりすると、すばらしいふじ山のしゃしんをとることができます。

それに、Instagramでゆうめいになったかんこうスポットがたくさんありますから、ぜひ行ってください。おんせんだけでなく、ユニークなびじゅつかんやほくぶつかん、古くてゆうめいな神社もあるので、美術を楽しんだり、れきし体験したりして、かんこうスポットを楽しみましょう。カフェやレストランでふじ山をながめながら、おしゃれなスイーツを食べることも楽しいですよ。ぜひはこねに来てください。

はこねかんこう  
箱根観光センター

#### 東京から箱根へのアクセス

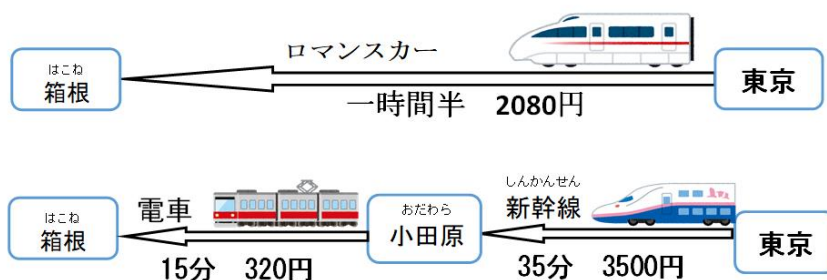


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<https://www.irasutoya.com/illustration/>

### SECTION 2 - continued

**Question 4**

You are currently studying in Japan as an exchange student. You recently visited Hakone and enjoyed it a lot. Using the information from Text 4 and the visual text, write an informative travel blog to be published for the exchange students' website.

あなたは今、日本に<sup>りゅう</sup>留学しています。最近、箱根<sup>さいきん はこね</sup>に行って、とても楽しくすごしました。テキスト4とイメージの内容<sup>ないよう</sup>を使って、日本にいる<sup>りゅう</sup>留学生のウェブサイト<sup>はこね たいけん</sup>にこの箱根の体験<sup>はこね たいけん</sup>についてのトラベルブログを書きなさい。

You may make notes in this space.

Write your response to Question 4 on the following page.

**SECTION 2 – continued  
TURN OVER**



**SECTION 3 – Writing in Japanese****Instructions for Section 3****Questions 5 - 8** (20 marks)Answer **one** question in 400-500 *ji* in **JAPANESE**.

Responses in the wrong language will receive no credit.

Space is provided on the following page to make note.

**Question 5**

This year your school has been offering all programs remotely due to the pandemic lockdown. Reflect on your experience of online learning and programs and write an evaluative report for your sister school's newsletter.

今年あなたの学校はコロナウィルスの影響で、すべてのプログラムがオンラインになりました。この経験をふりかえって、オンラインでの学習やプログラムを評価するレポートを書きなさい。これは日本の姉妹校のニューズレターのためのレポートです。

**OR****Question 6**

You are a member of a Community Service Club at a high school in Japan, and you have been helping at the aged care centre in your town. You decided to give a speech at the school assembly as the centre needs more help. Write a speech script to persuade students to join the club so that many students can volunteer to help with many activities at the aged care centre.

あなたは日本の高校のほうし活動クラブの部員で、町の高齢者ケアセンターでボランティア活動をしています。この施設ではもっと手伝う人がひつようなので、学校集会でスピーチをすることにしました。多くの人がこのクラブに入って、センターで色々なことが手伝えるように、生徒みんなによびかけるスピーチの原稿を書きなさい。

**OR****Question 7**

Next year, you are participating in the school trip to Japan that includes a one-week homestay. You are excited but also worried about this tour as you have not been to Japan before. Write a letter to your host family including what you want to learn, what kind of experiences you would like to have in Japan, and what concerns you have about the homestay. Make up the name of the host family by yourself.

あなたは来年、学校の日本ツアーに参加します。この旅行では一週間のホームステイもあります。あなたは初めて日本に行くので、この旅行が楽しみですが、心配もしています。あなたが日本で学びたいことや経験したいこと、そして、ホームステイでどんなことが心配なのかを入れて、ホストの家族に手紙を書きなさい。ホストの名前は自分できめなさい。

**OR****SECTION 3 – continued  
TURN OVER**

**Question 8**

When you got up in the morning, you found your parents had become animals. Write an imaginative story of what happened and what you did on that day in a diary.

朝おきると、両親<sup>りょうしん</sup>が動物になっていました。その日の出来事<sup>できごと</sup>を日記<sup>にき</sup>に書きなさい。

You may make notes in this space

Write your response on the following pages

**SECTION 3 – continued**







## Assessment criteria

### Section 1

#### Part A – Listening and responding in English

- the capacity to understand and convey general and specific aspects of texts

#### Part B – Listening and responding in Japanese

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

### Section 2

#### Part A – Reading, listening and responding in English

- the capacity to understand and convey general and specific aspects of texts

#### Part B – Reading and responding in Japanese

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

### Section 3

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

**END OF QUESTION AND ANSWER BOOK**