

STUDENT NUMBER

Letter

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JAPANESE SECOND LANGUAGE Practice written examination 1

Reading time: ?? to ?? (15 minutes)

Writing time: ?? to ?? (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 correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 18 pages, including **assessment criteria** on page 18.

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 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****Text 1, Question 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 playings of the text. You may make notes at any time.

Listen carefully to the text and then answer the questions in **ENGLISH**.

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

TEXT 1 – Answer the following questions in ENGLISH.

Responses in the wrong language will receive no credit.

You may make notes
in this space.

Question 1

- a. List three types of people who would be suitable to participate in this workshop. 3 marks

- b. Explain the three reasons why the speaker decided to travel while working. 3 marks

- c. Why did the speaker move to an island in Southeast Asia? 1 mark

- d. Describe three reasons why the speaker feels that she is able to live a free life now. 3 marks

こうこく
広告advertisement

やめる to quit a job

東南アジア Southeast Asia

とまどう get confused, perplexed

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 playings of the text. You may make notes at any time.

Listen carefully to the text and then answer the questions in complete sentences in **JAPANESE**.

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

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

You may make notes
in this space.

Question 2

- a. What are the most popular club activities for the students at Mia's sister school?

ミアさんの姉妹校の生徒たち^とに一番^{ばん}人気のある部活動は何ですか。

2 marks

- b. Describe two benefits of participating in a club activity in Japan.

日本で部活動^{さんか}に参加^{てん}することのいい点を二つ書きなさい。

2 marks

- c. Compare the differences in how the Japanese students at Mia's sister school, and Australian students spend their time afterschool. Use this information to complete the table.

ミアさんの姉妹校の日本の生徒とオーストラリアの生徒が放課後の時間をどのように過ごしているかの違いを書きなさい。

6 marks

オーストラリアの学生	日本の学生（ミアの姉妹校の学生）

姉妹校 sister school

めんどうな troublesome, bothersome

知り合う to get to know, meet

きょうりよくする to cooperate, to collaborate

みにつく to acquire, to learn

**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, Question 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.

TEXT 3A

セーラの旅行ブログ

今回も日本でたくさんの思い出を作った！

私は、何回も日本に行ったことがあるけど、いつも新しいけいけんができるから、楽しめる国だと思う。町によって有名な観光地やご当地グルメがある。それから、自然がとてもうつくしいし、れきしがおもしろいから色々学べる！

私は日本に旅行する前に、人気のあるレストランやカフェなど、ソーシャルメディアや食べログという日本のブログをチェックして行くようにしている。そして、自分が行きたい場所のまわりにどんな観光地があるかさがして、けいかくを立てて行っている。

初めて日本に行った時、毎日たくさんのことをしようとして、ゆっくりすごすことができなかった。だから、二回目からは毎日よていを入れずに、何もしない日も作ってみた。そうしたら、のんびりした日々がすごせて、楽しい休みになった。

それから、日本ででんとうてきな文化を体験するために、神社やお寺に行くのもいいけれど、ワークショップに行くのもいいと思う。今回、日本に行った時、まっちゃのことを勉強したり、着物の着方を学んだり、わがし作りを体験したりして、日本の文化を学んで楽しめた。

でも、今回日本に行って、大へんなこともあった。最近日本に行く観光客がふえて、さくらのきせつでもゴールデンウィークでもなかったのに、こんでいて大へんだった。京都の有名な神社におまいりしようと思って行ったら、二時間以上も待たなければいけなかった。お土産屋やデパートも人が多すぎて買い物もゆっくりできなくてがっかりした。だから、今度日本に行く時は、観光客が多いということを知って、よていを立てたほうがいいと学んだ。

また今度日本に行くのが楽しみだ！

セーラ・トマス

ご当地グルメ Local specialty cuisine
わがし Japanese sweets

食べログ Tabelog (a popular restaurant review website in Japan)
おまいり Visit to a shrine or temple

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.

TEXTS 3A and 3B – Answer the following questions in **ENGLISH**.
Responses in the wrong language will receive no credit.

You may make notes
in this space.

Question 3

- a. Why does the blogger find Japan an enjoyable country to visit, even after four visits? 4 marks

- b. What four pieces of advice did the blogger give in their article for people traveling to Japan? 4 marks

- c. Why did the interviewee choose to go to Japan? 2 marks

- d. What did the interviewee do before coming to Japan? 2 marks

- e. How did the blogger, the interviewer, and the interviewee explain the problem of 'over-tourism' in Japan? 6 marks

The blogger

- _____

- _____

The interviewer

- _____

- _____

The interviewee

- _____

- _____

- f. What will the blogger and interviewee do to make their future travel in Japan enjoyable, as a result of the increase in tourists visiting Japan? 2 marks

Part B – Reading and responding in Japanese

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 receive no credit.

こうえんをまもりましょう！

日本の春に楽しめるのは花見です！毎年、日本のこうえんや広場などで日本人の二十五パーセントがさくらを見ながらご飯を食べたり、飲み物を飲んだりします。でも大問題がおきています。それはゴミです。だから、こうえんなどの自然をまもるために、出たゴミについて、気をつけた方がいいことがいくつかあります。

まず、自分が食べた後は、見回ってゴミをひろってゴミばこにすててください。ピクニックをする時に、食べ物のパッケージやペットボトルなどがよく使われています。ポイすてのゴミもふえています。動物がそのゴミを食べるかもしれないので、きけんです。そして、ポイすてをしてはいけませんから、最近、花見の場所では、ゴミばこが多くなってきました。だから、ゴミをそのしゅるいに分けてていねいにすててください。

でも、ゴミばこのない場所で花見をしたら、どうすればいいでしょうか。もちろん、ひろってかばんに入れて家まで持って帰るべきですが、そうしていない人もいます。だから、こうえんの自然をまもるために、花見をする前に、ゴミをどうすてるかよく考えて下さい。



Image from: <https://matcha-jp.com/jp/138>

Question 4

After reading this article online, you decided to volunteer at flower viewing events to reduce rubbish and litter. Write an email to your friend persuading them to join in your volunteering. Use the information from the article.

オンラインでこの^{きじ}記事を読んだ後で、ゴミをへらすために、花見のイベントでボランティアをすることにしました。記事のじょうほうを使って、友だちにボランティアをするように、せつとくするメールを書きなさい。

You may make notes in this space.

Write your response to Question 4 on the following page.

SECTION 2 – continued

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 notes.

Question 5

Your Japanese teacher has asked you to write an evaluative article for the school newsletter on the benefits and disadvantages of using AI when studying at school. Include your opinions and evidence to support these.

日本語の先生が、学校のニュースレターにAIを使って勉強することのいい点とわるい点についての評価記事を書くように頼みました。あなたの意見とそれを裏付ける証拠を含めて評価する記事を書きなさい。

OR**Question 6**

You are a member of your school's Japanese club, and you have decided to write an essay for the members about your personal experiences of Japanese culture at a festival held every year in your town. In your essay you will write about how these experiences have impacted your decision to study Japanese in your final year of school.

あなたは学校の日本語クラブのメンバーであり、毎年町で開催される祭りでの日本文化に関する個人的な体験について、クラブのメンバーに向けてエッセイを書くことにしました。これらの体験が高校の最終学年で日本語を学ぶ決心にどのように影響を与えたかについて書きなさい。

Question 7

You are an exchange student in Japan. You have interviewed a teacher who plans to run an environment program at your school. The teacher has requested that you write an informative speech for the other students about how this program will benefit their school life. The speech will be uploaded to the school's social media page.

あなたは日本に留学している学生です。学校で環境プログラムをおこなう予定の先生にインタビューしました。先生は、このプログラムが学校生活にどのような利益をもたらすかについて、他の生徒向けに情報提供のスピーチを書くようにあなたにおねがいしました。このスピーチは学校のソーシャルメディアページにアップロードされます。

OR**SECTION 3 – continued**

Question 8

You are a new character in a popular manga for teenagers in Japan. Write an exciting story that introduces your character to the readers.

あなたは日本のティーンエイジャー向けの人気マンガの新しいキャラクターです。読者にあなたのキャラクターをしょうかいするワクワクする物語を書きなさい。

You may make notes in this space.

Write your response on the following pages.

SECTION 3 – continued
TURN OVER

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 – Writing in Japanese

- 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



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