



STUDENT NUMBER

--	--	--	--	--	--	--	--	--	--

Letter

JAPANESE SECOND LANGUAGE

Practice written examination [2024] Exam 1

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 correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 20 pages, including **assessment criteria** on page 20.

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.

THIS PAGE IS BLANK

SECTION 1**Part A – Listening and responding in English****Instructions for Section 1 – Part A****Texts 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 playing of the text. You may make notes at any time.

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

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

TEXT 1 – Answer the following questions in **ENGLISH**.

Responses in the wrong language will not receive credit.

Question 1

a. What are the merits of the Working Holiday? 4 marks

b. What evidence is there that indicates the long history of the program between Japan and Australia? 1 mark

c. In recent years, what are the factors that have attracted Japanese young people to Australia as a destination for a Working Holiday? 3 marks

You may make notes in this space. These notes will **not** be assessed.

**SECTION 1- continued
TURN OVER**

d. What motivates those who go to Japan for a Working Holiday? 2 marks

You may make notes
in this space.
These notes will **not**
be assessed.

SECTION 1- continued

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 responses **must** be based on the text.

TEXT 2 - Answer the following questions in complete sentences in **JAPANESE**. Responses in the wrong language will not receive credit.

Question 2

- a. Why is the new blazer at this high school cheaper than the previous one?

この高校の新しいブレザーはどうして前のブレザーより安いのですか。

1 mark

- b. Approximately how much cheaper is the new set of uniforms compared to the previous one?

前の制服せいふくとくらべて、新しい制服せいふくのセットはいくらぐらい安いのですか。

1 mark

- c. What are the good points of the new uniform?

新しい制服せいふくのいい点は何ですか。

4 marks

You may make notes in this space. These notes will **not** be assessed.

**SECTION 1- continued
TURN OVER**

d. What are the colours of the skirt and the trousers?

スカートとズボンはどうな色ですか。

1 mark

e. What do parents think about the new uniforms?

生徒のおやは新しい制服をどう思っていますか。

1 mark

f. What does the principal say is important for students?

校長先生は生徒にとって何が大切だと言っていますか。

2 marks

You may make notes
in this space.
These notes will **not**
be assessed.

END OF SECTION 1

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 responses **must** be based on the texts.

TEXT 3A

アップサイクル商品しょうひん

リサイクルはいらなくなった物を一度しげんにもどしてから、新しい物を作るので、多くのエネルギーを使います。でも、アップサイクルはすてるとごみになる物をそのまま使って、アップグレードした物を作ります。さい近、かんきょう環境を守るために色々な会社がアップサイクル商品しょうひんを作っています。すてきな商品しょうひんをしょうかいします。

竹たけのわりばしをアップサイクルしたテーブル

これはレストランで使ったわりばしで作ったテーブルです。木でできたわりばしは紙やティッシュペーパーにリサイクルすることができますが、竹たけのわりばしはリサイクルしにくいです。竹たけのわりばしをどうやってアップサイクルできるか考えて、テーブルを作りました。わりばしのならべ方をかえると、色々なもようを作ることができます。

タイヤチューブをアップサイクルしたバッグ



使わなくなったタイヤチューブでバッグを作ります。タイヤチューブは水に強いので、じょうぶなバッグができます。デザイナーが形かたちを考えて、職人しょくにんがていねいに手作りします。一つ一つユニークで同じバッグはありません。かんきょう環境にやさしくて世界せかいに一つだけのバッグです。

しげん : resource

職人しょくにん : craftsmanSECTION 2 – continued
TURN OVER

You may make notes in this space for Text 3A and Text 3B. These notes will **not** be assessed

Write your responses to Question 3 on the following pages.

SECTION 2- continued

TEXT 3A and 3B - Answer the following questions in **ENGLISH**.
Responses in the wrong language will not receive credit.

You may make notes
in this space.
These notes will **not**
be assessed.

Question 3

- a. What is upcycling? Explain it using information from both Texts 3A and 3B. 3 marks

- b. According to the reading text (Text 3A) what is the disadvantage of recycling compared with upcycling, and why? 2 marks

- c. Using information from both the reading text (Text 3A) and the listening text (Text 3B), fill in the following table. 6 marks

Resource	Upcycled products
	Tables
	Bags
Newspaper	
Bottles	
	Pouches & Coasters
Jeans	

SECTION 2 - continued
TURN OVER

d. According to the reading text (Text 3A), what is the purpose of creating upcycled products 1 marks

e. According to the reading text (Text 3A), how do they create a variety of table patterns? 1 mark

f. What are the features of the bags in the advertisement (Text 3A)? 6 marks

g. How does Miyu (Text 3B) describe upcycling? 1 mark

You may make notes in this space. These notes will **not** be assessed.

SECTION 2 - continued

CONTINUES OVER PAGE

**SECTION 2 - continued
TURN OVER**

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 15.
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 not receive credit.

日本の国技：相撲

相撲は千三百年ぐらい前に始まったが、ふつうの人が見て楽しめるようになったのは江戸時代からだ。力士は今も伝統的な髪型で、まわしというベルトだけをつけてたたかう。

相撲は百キロ以上の力士がぶつかり合うはげしいスポーツだ。強い力士には大きい体と力と技とスピードがひつようだ。そのために、力士はちゃんこなべという料理やご飯をたくさん食べて、毎日きびしいけいこをする。

さいさんは外国人の力士もふえた。モンゴルの人が一番多いが、ブルガリア、フィリピン、中国、ウクライナなど様々な国の人がいる。力士は相撲部屋という所に入って、毎日ほかの力士たちといっしょに生活をしながら、日本語も日本の習慣や文化も学ぶ。

髪型 hair style

ぶつかり合う collide/clash

技 technique

相撲部屋 Sumo stable/house



力士のけいこ



ちゃんこなべ



力士と小学生

SECTION 2 - continued

毎朝 6 時におきて、午前中 4 時間と午後 2 時間けいこをします。けいこはきびしいですが、はやく強くなりたいですから、がんばっています。

(日本人の力士^{りきし})

日本語がぜんぜんできなかつたし、通訳^{つうやく}もいなかったので、日本に来た時は大変^{たいへん}でした。でも、相撲^{すもう}を通して、しぜんな日本語が話せるようになりました。

(モンゴル人の力士^{りきし})

7 才の時に相撲^{すもう}を始めました。プロの力士^{りきし}になろうと思って、2 年前に日本に来ました。はじめは日本の食べ物や着物があまり好きじゃなかつたけれど、今はけいこの後のちゃんこなべが楽しみだし、着物を着て出かけることにもなれました。

(ウクライナ人の力士^{りきし})

Question 4

You have been given a task to give a speech about Japanese traditional culture in your Japanese class. You have decided to talk about *sumo*. Write a speech script focusing on unique and interesting aspects of *sumo* using information from the article, photos and comments made by three sumo wrestlers.

日本の伝統文化^{でんとうぶんか}について日本語のクラスでスピーチをするという課題^{かだい}が出ました。あなたは相撲^{すもう}について話すことにしました。記事^{きじ}と写真^{しゃしん}と三人の力士^{りきし}のコメントの情報^{じょうほう}を使って、相撲^{すもう}の独特^{どくとく}で興味深い^{きょうみぶか}と思われる点^{ちゅうしん}を中心にスピーチの原稿^{げんこう}を書きなさい。

**SECTION 2 – continued
TURN OVER**

You may make notes in this space. These notes will **not** be assessed

Write your response to Question 4 on the following pages.

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 not receive credit.

Space is provided on the following page to make notes.

Question 5

You are a Japanese high school student who has started a homestay and studying at a school in Australia. Today you went to school for the first time. You spent the whole day at school and were surprised by some differences to Japanese schools. Write a personal journal entry for today.

あなたは日本からオーストラリアにホームステイに来て、学校に行き始めた日本人の高校生です。今日はじめて学校に行きました。学校で一日すごして、日本の学校とのちがいにびっくりしたことがいくつかありました。今日の日記^{にっき}を書きなさい。

Question 6

This year, the topic of the Japanese essay contest is AI. Write an evaluative essay about the impact of AI on society including its benefits and issues.

今年の日本語作文コンテストのトピックはAIです。AIが社会に及ぼす影響^{およ えいきょう}について、良い点と問題点^{もんだい}を入れてコンテストに出す作文を書きなさい。

OR**Question 7**

You are planning a trip to Japan with your friend from your Japanese language class. You have been to Japan a few times but your friend has not been there. Choose one of your favourite Japanese cities and write an email to your friend persuading them to include it in the plan. (Make up your friend's name.)

あなたは日本語のクラスの友だちといっしょに日本を旅行^{りょこう}する予定^{よてい}です。あなたは何回か日本に行ったことがあります。友だちは初めて行きます。あなたの好きな日本の町を一つ選んで、そこを予定に入れるように友だちを説得^{せつとく}するメールを書きなさい。(友だちの名前は自分で決めなさい。)

OR**SECTION 3 – continued**

Question 8

You have received a special inheritance from your grandmother. It is a small house in a town far away that you have never been to or heard of. You have decided to go and visit the house. Write an imaginative story about the mysterious experiences you have in the house. This story will be published in a journal for children.

あなたはおばあさんから特別な遺産を受け取りました。それは行ったことも聞いたこともない遠くの町にある小さな家です。あなたはその家に行ってみることにしました。その家での不思議な体験について物語を書きなさい。この物語は子ども向けのぎっしりにのります。

You may make notes in this space. These notes will **not** be assessed

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