



**Victorian Certificate of Education  
2004**

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

**STUDENT NUMBER**

Letter

Figures

Words


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**JAPANESE  
SECOND LANGUAGE**

**Written examination**

**Tuesday 16 November 2004**

**Reading time: 9.00 am to 9.10 am (10 minutes)**

**Writing time: 9.10 am to 12.00 noon (2 hours 50 minutes)**

**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>	<i>Suggested times (minutes)</i>
1 – Part A	12	12	20	50
– Part B	2	2	10	
2 – Part A	5	5	20	70
– Part B	1	1	10	
3	4	1	15	50
			Total 75	170

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

**At the end of the examination**

- Hand in this question and answer book at the end of the examination.

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

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**SECTION 1 – Listening and responding****Instructions for Section 1 – Part A****Texts 1–4, Questions 1–12**

You will hear four texts. Each text will be played twice. There will be a short break between the first and second playings of each 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 questions in **ENGLISH**.

You may make notes  
in this space.

**Question 1**

Explain the purpose of the announcement.

1 mark

**Question 2**

Who is this announcement for?

1 mark

**Question 3**

Tick the correct answer.

They will be meeting together at

- 2.20 pm today  
 2.30 pm today  
 2.20 pm tomorrow  
 2.30 pm tomorrow

1 mark

**Question 4**

What will they do between 4.00 and 5.00 pm?

1 mark

**Question 5**

What are they advised against doing and why?

2 marks

**TEXT 2** – Answer the following questions in **ENGLISH**.

You may make notes in this space.

**Question 6**

What three reasons does Toshio give for falling asleep in class?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3 marks

**Question 7**

Give two reasons why Toshio likes his job.

- \_\_\_\_\_
- \_\_\_\_\_

2 marks

**TEXT 3** – Answer the following questions in **ENGLISH**.

**Question 8**

What is the advertised product intended to do?

\_\_\_\_\_

1 mark

**Question 9**

What features of this product make it convenient to use? List three features.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3 marks

**TEXT 4** – Answer the following questions in **ENGLISH**.

**Question 10**

What kind of rubbish should be put out on Monday?

---

1 mark

**Question 11**

How would a person living in this town know that they have put out the wrong rubbish on a particular night, apart from the fact that the driver has not collected it?

---

1 mark

**Question 12**

According to the reporter, what three major problems are addressed by the timing of the rubbish collection system used in this town?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3 marks

Total 20 marks

You may make notes  
in this space.

### Instructions for Section 1 – Part B

#### Texts 5 and 6, Questions 13–14

You will hear two texts. Each text will be played twice. There will be a short break between the first and second playings of each 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 5** – Answer the following question in **JAPANESE**.

#### Question 13

Jim is staying at Yumi's house in Japan. One day, Yumi's friend rang but Yumi was not home. Fill in the three main points in the memo to pass on her friend's message to Yumi.

ジムさんは日本のゆみさんの家にホームステイしています。ある日、ゆみさんの友だちから電話がありました。ゆみさんはいません。ゆみさんに友だちからのメッセージをつたえるために、下のメモにようてんを三つ書きなさい。

メモ	
ゆみさんへ	
•	
•	
•	
ジムより	

You may make notes in this space.

**TEXT 6** – Answer the following question in **JAPANESE**.

**Question 14**

Listen to Kelly's speech and write what she found or thought about the following three aspects during her stay in Japan.

ケリーさんのスピーチを聞いて、日本の生活で下の三つのことについて分かったこと、または思ったことを書きなさい。

You may make notes in this space.

ケリーさんのスピーチ

自分の日本語について：

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

日本りょうりについて：

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

日本の高校生について：

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

Total 10 marks

**END OF SECTION 1**  
**TURN OVER**

## SECTION 2 – Reading and responding

### Instructions for Section 2 – Part A

#### Texts 7 and 8, Questions 15–19

Read the texts and then answer the questions in **ENGLISH**.

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

**TEXT 7** – Answer the following questions in **ENGLISH**.

まんが：あなたの意見、私の意見

(A)

まんがには、男の子のまんが、女の子のまんが、大人のまんがなど、いろいろなタイプがあって、多くの人を楽しんでいます。まんがはだれでもかんたんに読めます。そして、話もおもしろいです。えがあって楽しいので、きょうみを持って、いろいろなことを学ぶこともできます。たとえば、私の弟は小さい時ポケモンのまんがで ひらがなとかたかなをおぼえました。また、私は前はれきしが大きらいでしたが、日本のれきしをまんがで読んでから、れきしが大好きになりました。来年大学に入ったら、れきしを勉強するつもりです。このように、まんがは勉強にもやくに立っています。

(B)

私のむすこは、前は本が好きでよく読んでいたのですが、このごろはまんがばかり読んでいて、本をあまり読まなくなりました。まんがは読むのがらくですが、本は長い文がつづくので、むずかしく見えていやになるのでしょうか。そして、いつもまんがを読んでいて、しゅくだいをなかなかしません。子どもにわるいえいきょうがあるまんがもあるので、それもしんばいです。また、まんがには えがあるので、本のように自分で自ゆうなイメージを持つことができません。子どもには、やはり本の方がいいと思います。

You may make notes  
in this space.



**Question 15**

What advantages and disadvantages are evident in *manga*?

Advantages

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4 marks

Disadvantages

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4 marks

**Question 16**

According to one of the writers, how has *manga* been helpful in literacy and study? Give two examples.

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

2 marks

**Question 17**

Who do you think these writers are (for example, a primary school student, parent, a teacher)? Your answer must be based on the information given in the texts.

- (A) \_\_\_\_\_
- (B) \_\_\_\_\_

2 marks

You may make notes in this space.

**TEXT 8** – Answer the following questions in **ENGLISH**.You may make notes  
in this space.

日本の漫画は、げんざい日本だけではなくアジアやヨーロッパの国々、アメリカでもたいへん人気がある。日本では本屋はもちろん、コンビニエンス・ストアや駅のキオスクやじどうはんばいきなど、いろいろなところで漫画を売っている。漫画がたくさんあって、コーヒーを飲みながら漫画が読める「まんがきっさ」もふえている。むかしから日本人は本をよく読むことで ゆう名だが、さいきんはしゅっぱんぶつの40%ぐらいが漫画だそう。

ところで、電車の中で漫画を読んでいる大人をよく見る。どうしてたくさんの方が漫画を読むのだろう。げんざいのスタイルの漫画は、今50さいぐらいの人たちが子どもの時にはじまったのだが、その人たちが今でも漫画を読みつづけているからだと言われている。それに、漫画は電車の中でも らくに読めるし、仕事のストレスをわすれることができているらしい。また、ロマンス、りょうり、れきし、けいざいなど、いろいろなないようの漫画があるのも人気のあるりゆうのよう。

Note:   じどうはんばいき   vending machine  
          しゅっぱんぶつ   publications  
          ～つづける       to continue to ~  
          ないよう         contents

**Question 18**Identify four aspects which indicate the prosperity of the Japanese *manga* industry.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4 marks

**Question 19**

Explain why *manga* are popular amongst Japanese adults.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4 marks

Total 20 marks

You may make notes  
in this space.

### Instructions for Section 2 – Part B

#### Text 9, Question 20

Read the text and then answer the question in 250–300 *ji* in JAPANESE.

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

**TEXT 9** – Answer the following question in JAPANESE.

You may make notes  
in this space.

#### 日本語ラジオプログラムで話しませんか？

「メルボルン日本語ラジオほうそう」を知っていますか。毎週土曜日の夜9時から99.9 FMで、わかい人たちのために日本語のほうそうをしています。

この番組ではスタジオに来て、オーストラリアの高校生について日本語で話してくれる人をさがしています。

じこしょうかい（名前、学年、そつぎょうしてからしたいこと、日本のぶんかできょうみがあること）と 今、オーストラリアの高校生に人気があるあそびについて日本語で書いておくって下さい。後で電話のインタビューがあります。

えらばれた人には2週間の日本旅行をプレゼント！

あなたの手紙を待っています！

メルボルン日本語ラジオほうそう

田中広

Web: <http://www.mjr.com.au>

Note: ほうそう    broadcasting  
えらばれた    selected/chosen

#### Question 20

You saw this advertisement in the newsletter of a Japanese Language Centre in Victoria. Write a letter to the broadcasting station responding to the advertisement. Include all the information required. (Use an imaginary identification for your name.)

あなたはビクトリア日本語センターのニュースレターで、このこうこくを見ました。ひつようなことをぜんぶ入れて、このほうそうきょくに手紙を書きなさい。(自分とちがう名前を使いなさい。)

Total 10 marks

This form consists of a large rectangular area divided into a grid of 20 rows and 15 columns. Each cell in the grid is a small rectangle with a solid top and bottom line and a dashed left and right line. This layout is typical for handwriting practice or a structured writing exercise.

**SECTION 2 – continued**  
**TURN OVER**

A large rectangular area containing a grid of 20 rows and 20 columns of small squares, each with a dashed border, intended for writing or drawing.

### SECTION 3 – Writing in Japanese

#### Instructions for Section 3

Answer **one** question in 400–450 *ji* in **JAPANESE**.

Space is provided on the following page to make notes.

#### Question 21

Write the text of an **email** to persuade a Japanese friend to vote for your favourite contestant in the Pacific Pop Idol Competition.

パシフィック・ポップ・アイドル・コンテストで、日本の友だちがあなたの好きなアイドルにとうひょうするように、せつとくする**Eメール**を書きなさい。

OR

#### Question 22

You are in Japan on an exchange visit and your classmates want to know about life for Year 12 students in Australia. Write an informative **speech script** to present to your class about how Year 12 students celebrate the end of their high school years (for example, ‘Schoolies Week’, parties, travel activities with family and friends).

あなたはこうかんりゅう学のプログラムで日本にいます。あなたのクラスメートはオーストラリアの12年生の生活について知りたがっています。高校生活のさいごに、12年生がどのようなおいわいをするのか（スクーリーズ、家族や友だちとのパーティーや旅行やほかの活動など）についてよくわかるように、クラスではっぴょうする**スピーチのげんこう**を書きなさい。

OR

#### Question 23

Once there was a bird who had been to many places and had seen many people. Write an imaginative **story** about the bird’s experiences in the human world from this bird’s point of view.

ある時、一羽の鳥がいました。この鳥はいろいろな所へ行きました。そして、たくさんの人を見てきました。この鳥は人間の**世界**でどんな**経験**をしたのでしょうか。鳥の目から見た**話**を書きなさい。

OR

#### Question 24

Machines are designed to make life easier, but do they really? Write an evaluative **article** based on this question for a popular magazine.

きかいは私たちの生活をらくにするために作られています。本当にそうでしょうか。人気のあるざっしに**記事**を出すため、そのことについてのあなたの考えを書きなさい。

Total 15 marks

You may make notes in this space.







A large rectangular area containing a grid of dashed lines for writing answers. The grid consists of 20 rows and approximately 24 columns, providing space for students to write their responses.

A script book is available from the supervisor if you need extra paper to complete your answer. Please ensure you write your student number in the space provided on the front cover of the script book. At the end of the examination, place the script book inside the front cover of this question and answer book.

**END OF SECTION 3**  
**TURN OVER**

## Assessment criteria

The extent to which answers demonstrate:

### Section 1: Listening and responding

#### Part A

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

#### Part B

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

### Section 2: Reading and responding

#### Part A

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

#### Part B

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

### Section 3: Writing in Japanese

- Relevance, breadth and depth of content
- Appropriateness of structure and sequence
- Accuracy, range and appropriateness of vocabulary and grammar

END OF QUESTION AND ANSWER BOOK