



Victorian Certificate of Education 2013

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Letter

Figures

Words

JAPANESE SECOND LANGUAGE

Written examination

Monday 18 November 2013

Reading time: 11.45 am to 12.00 noon (15 minutes)

Writing time: 12.00 noon to 2.00 pm (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>	<i>Suggested times (minutes)</i>
1 – Part A	3	3	15	30
Part B	2	2	15	
2 – Part A	2	2	20	40
Part B	1	1	10	
3	5	1	15	50
			Total 75	120

- 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.
- 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.

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 unauthorised electronic devices into the examination room.

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SECTION 1 – Listening and responding

Instructions for Section 1 – Part A

Texts 1–3, Questions 1–3 (15 marks)

You will hear three 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**.

Responses in the wrong language will receive no credit.

You may make notes in this space.

Question 1

a. What subject does Miyuki have in period 3? 1 mark

• _____

b. Where is Miyuki’s period 3 classroom? 1 mark

• _____

c. What time does period 3 start? 1 mark

• _____

d. What difficulty does Miyuki face at school in Australia? Why does she feel that way? 2 marks

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

You may make notes
in this space.

Question 2

- a. In what season of the year can you assume that this announcement is being made? 1 mark

- b. Identify two of the suggestions that were made in the announcement and, for each one, describe when it should be carried out. 4 marks

Suggestion	When to do it
•	•
•	•

TEXT 3 – 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. Describe the characteristics of *hitokara*, the new trend in karaoke lounges in Japan. 2 marks

- b. Why do some people prefer *hitokara*? Give two reasons. 2 marks

- ---

- ---

- c. According to Mike, what is the difference between the Japanese way and the Australian way of doing karaoke? 1 mark

Instructions for Section 1 – Part B

Texts 4 and 5, Questions 4 and 5 (15 marks)

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 full sentences in **JAPANESE**.

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

TEXT 4 – Answer the following question in full sentences in **JAPANESE**.

Responses in the wrong language will receive no credit.

You may make notes
in this space.

Question 4

Complete the following note by filling in the appropriate information.

正しいじょうほうを入れて、下のメモをかんせいしなさい。

メモ

行く日： _____

東京スカイツリーのデッキの高さ： _____

何ができるか：

- _____
- 近くのプラネタリウムでほしのショーを見る。

チケットの料金：りょうきん 大人 _____

その前に何をしなければならないか：

- _____
- _____

TEXT 5 – Answer the following questions in full sentences in **JAPANESE**.
Responses in the wrong language will receive no credit.

You may make notes
in this space.

Question 5

- a. Explain what ‘sport climbing’ is.

スポーツ・クライミングとは何か説明しなさい。

- b. Why does Mr Imada think that this sport is becoming popular in Japan? Give **two** reasons.

今田さんはどうしてこのスポーツが日本で人気が出ていると思っ
ていますか。その理由を二つ書きなさい。

- c. For Mr Imada, what is the most interesting aspect of ‘sport climbing’?

今田さんにとってスポーツ・クライミングの一番おもしろい点は何
ですか。

SECTION 2 – Reading and responding

Instructions for Section 2 – Part A

Texts 6 and 7, Questions 6 and 7 (20 marks)

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

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

TEXT 6 – Answer the following questions in **ENGLISH**.

Responses in the wrong language will receive no credit.

You may make notes
in this space.

高山小学校

つづけよう食育^{いく}！

★毎月 19 日は食育^{いく}の日★

日本では今、わかものがダイエットしすぎたり、食べすぎたりすることが問題^{もんだい}になっています。健康的な食生活^{けんこうてき}をするためには、小さいころからの正しい食事のしゅうかん^{せつ}が大切です。「食育^{いく}」とは食べることについての教育^{いく}です。今月も楽しく学びましょう。



今月の活動と学習^{しゅう}

- * えいようのバランスについて知ろう。
- * やさいを作ってみよう。
- * この町のでんとうてきなりょうりは何？
- * きゅう食のいい点^{てん}について話し合おう。

Question 6

a. According to the text, what are the problems facing young people in Japan nowadays? 1 mark

b. What is *shokuiku* and why is it carried out at primary school? 2 marks

c. What will students learn in this program this month? Provide details in your answer. 4 marks

You may make notes in this space.

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

Responses in the wrong language will receive no credit.

You may make notes
in this space.健康けんこうのために

現代げんだいの日本では、コンビニやスーパーで色々な食べ物を売っているし、レストランやファーストフードの店もふえたので、好きな時に好きな物が食べられるようになった。しかし、健康けんこうでいるためには正しい食生活をしなければならない。

会社いんの林さんは「忙しい時は外食することが多い。そして、夜おそくなったら、コンビニでべんとうを買ったり、インスタントラーメンを作って食べたりする」と言う。そして、このごろふとってきたと言って、心ぱいしている。一方、高校生の町田さんは時々おそくまで勉強するが、晩ご飯はかならず家で家族といっしょに食べるし、昼ご飯は手作りのおべんとうだそうだ。だから、あまり病気をしないらしい。

また、健康けんこうのためには運動うんもひつようだ。ヨガ、エアロビクス、水泳えいなど、自分に合った運動あ うんを毎日つづけるとよい。運動うんすることで健康けんこうな体が作れるだけでなく、ストレスをへらすこともできる。だから、いそがしくても運動うんする時間を作るとよい。

最近さいは健康けんこうブームなので、体にいい食べ物がよく売れるらしい。たとえば、しんせんなくだ物やオーガニックのやさいなどだ。本屋にはエクササイズの本がたくさんある。それに、昼休こうえんみに公園はしで走っている人もよく見るし、24時間いつでもあいているスポーツクラブもある。

健康けんこうな体と心を作るためには、バランスのよい食事とちょうどいい運動うんをすることが大切だ。

(北 洋二)

Question 7

You may make notes in this space.

- a. Compare Mr Hayashi’s and Miss Machida’s state of health and explain the possible reasons in detail. 6 marks

Mr Hayashi

state of health _____

reasons

- _____
- _____
- _____

Miss Machida

state of health _____

reasons

- _____
- _____

- b. According to the text, what are the benefits of exercise? 2 marks

- c. Give three points as evidence of a recent health boom in Japan. 3 marks

- _____
- _____
- _____

- d. What is the main message of this article? 2 marks

Instructions for Section 2 – Part B

Text 8, Question 8 (10 marks)

Read the text and then answer the questions in full sentences in **JAPANESE**.

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

TEXT 8 – Answer the following questions in full sentences in **JAPANESE**.
Responses in the wrong language will receive no credit.

You may make notes
in this space.

読者のページ

かわるようちえんの活動

日本でもアイパッドを使う学校はふえています。最近ようちえんでも使うと聞いておどろきました。キャラクターにさわると話したり動いたりする絵本や、スクリーンにさわらただけで色がつくお絵かきのプログラムや、ひらがなあそびのゲームなどを使っているそうです。そのようちえんの先生は、アイパッドは色や音が出るので、子どもたちは楽しみながら学んでいると言っています。

しかし、先生に本を読んでもらったり、紙にクレヨンで絵をかいたり、えんぴつで文字を何度も書いたりすることは、小さい子どもにとってとても大事なことだと思います。このような今までのあそびや学習はなくなってしまうのでしょうか。

(東京 しゅふ 32)

Question 8

- a. What new feature has been introduced to some kindergartens in Japan?

日本のようちえんで新しくとり入れたことは何ですか。

- b. According to the teachers at those kindergartens, what is the advantage of the new feature that has been introduced?

そのようちえんの先生によると、新しくとり入れたことのいい点は何ですか。

- c. Important changes have taken place in some Japanese kindergartens. Explain these changes by identifying **two** past activities **and** how these activities have changed in recent times.

日本のようちえんでは今、子どもの活動がかわってきています。
 前のようちえんでの活動の二つの例をあげて、そしてそれがそれぞれ最近どのようにかわってきているのか説明しなさい。

- d. What does the author want to convey in the last sentence?

さいごの文で 筆者が言いたいことは何ですか。

You may make notes
in this space.

SECTION 3 – Writing in Japanese

Instructions for Section 3

Questions 9–13 (15 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 9

Australia is known as a multicultural country. In what aspects (for example, people, languages, foods, events) and in what places (for example, neighbourhood, town, school) can we see multiculturalism? Write an informative article, including some examples, with the title ‘Australia, a multicultural country’. This article is for the school newspaper at your sister school in Japan.

オーストラリアは多文化の国として知られています。どんな点（例：人々、言語、食べ物、行事）で、そして、どんなところ（例：近所、町、学校）でそれが見られるか、いくつかの例を使って「多文化の国、オーストラリア」という題で、日本の姉妹校の新聞にのせるための記事を書きなさい。

OR

Question 10

Your family has been hosting a Japanese high-school student at your home. Today was a bit hard, but very interesting, because of some communication problems and cultural differences. Write a personal journal entry about today. Include what happened and why, and your thoughts and feelings about the day’s events.

あなたの家族は日本から来た高校生をホストしています。コミュニケーションのもんだいや文化のちがいのために、今日は少しいへんでしたが、とてもおもしろい一日でした。何があったのか、どうしてそうなったのか、また、それについてあなたはどうか感じたり思ったりしたかを入れて、今日の日記を書きなさい。

OR

Question 11

You are an exchange student at a high school in Japan. Last summer holidays, you attended a mountain camp where you participated as a volunteer in an activity to pick up rubbish. It was fun and a very good experience, so you want to go again this year and you want other students to join you. Write the script of a speech that you will give at morning assembly, persuading the students of that school to participate in this camp.

あなたは日本の高校に留学しています。去年の夏休みに山のキャンプにさんかして、そこでごみをひろうボランティア活動をしました。それがとても楽しくていいけいけんだったので、今年はほかの生徒もさそって行こうと思っています。その学校の生徒たちもこのキャンプに参加するように、学校の朝礼でするスピーチのげんこうを書きなさい。

OR

Question 12

You have received an email from your Japanese friend, Makoto, who is planning to study at university in Australia next year. Makoto is considering living in shared accommodation near the university. Write an email to Makoto, providing the advantages and disadvantages of sharing a house with other students.

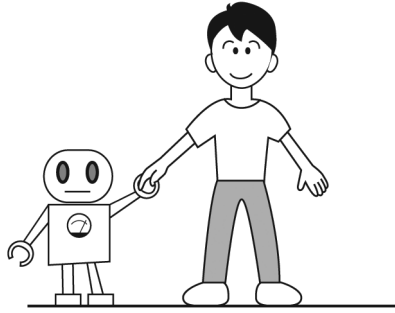
あなたは日本人の友達だちのまことからメールをもらいました。まことは来年オーストラリアの大学で勉強するよていですが、その時に大学の近くのシェアハウスに住むことを考かんがえています。ほかの学生といっしょに住むことてんのいい点とわるい点てんについて、まことにメールを書きなさい。

OR

Question 13

You have just arrived on another planet together with a small robot in a spaceship. Write an imaginative story describing what happens. Your story will appear in a popular science-fiction magazine.

宇宙船うちゅうせんに乗って、あなたはたった今小さなロボットといっしょにある星ほしに着きました。これからどうなるか物語を書きなさい。この物語は人気のあるSFはっぴょうざっしに発表されます。



You may make notes in this space.

Write your response on the following pages.

A large rectangular area filled with a grid of dashed lines, intended for writing answers during an examination. The grid consists of approximately 32 rows and 24 columns of small squares.

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

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