Japanese Continuers

Introduction
This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in Japanese Continuers. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have been produced in accordance with the Board’s Principles for Setting HSC Examinations in a Standards-Referenced Framework, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as ‘discuss’, ‘analyse’, and ‘explain’, have been used consistently in accordance with the glossary published in the Board’s Assessment Support Document.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the Japanese syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2001 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

There are a number of points to note in considering the Japanese Continuers specimen paper:

- The specimen paper consists of the question paper, including Sections I – III, and a separate answer booklet for Section II Part A.
- The Listening and Responding Section will be answered on the question paper, Section II Part A in the answer booklet provided, and Section II Part B and the two writing tasks in separate Japanese Writing Booklets.
• The writing tasks within Section III have been graded in difficulty with the second task being more demanding. The mark for each task is commensurate with its level of difficulty and may vary from year to year within the 15 mark total.
• The criteria for judging performance have been included as a rubric at the beginning of each section and part. The criteria are taken from the syllabus.
• All questions have been numbered sequentially across all sections.
• The number and type of questions/listening texts in Section I may vary each year within the range determined by the examination specifications in the syllabus.
• The texts for the specimen paper have been drawn from a range of sources and reflect the modern standard language in its contemporary context.
Japanese Continuers
HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands 3 – 5, it indicates that candidates who demonstrate performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content (Theme / Topic – Text Type)</th>
<th>Syllabus outcomes</th>
<th>Targeted performance bands</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Examination</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>20</td>
<td>Conversation Covering Student’s Personal World</td>
<td>H1.1, H1.2, H1.3, H1.4</td>
<td>2 – 6</td>
</tr>
<tr>
<td><strong>Written Examination</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1(a)</td>
<td>1</td>
<td>The Individual / Personal World – Conversation</td>
<td>H3.1</td>
<td>2 – 3</td>
</tr>
<tr>
<td>1(b)</td>
<td>2</td>
<td>The Individual / Personal World – Conversation</td>
<td>H3.1</td>
<td>2 – 3</td>
</tr>
<tr>
<td>2(a)</td>
<td>1</td>
<td>The Japanese-speaking Communities / Living in Japan – Conversation</td>
<td>H3.2</td>
<td>3 – 5</td>
</tr>
<tr>
<td>2(b)</td>
<td>1</td>
<td>The Japanese-speaking Communities / Living in Japan – Conversation</td>
<td>H3.2</td>
<td>3 – 4</td>
</tr>
<tr>
<td>3(a)</td>
<td>1</td>
<td>The Individual / Daily Life – Conversation</td>
<td>H3.1</td>
<td>3 – 4</td>
</tr>
<tr>
<td>3(b)</td>
<td>1</td>
<td>The Individual / Daily Life – Conversation</td>
<td>H3.1</td>
<td>4 – 5</td>
</tr>
<tr>
<td>4(a)</td>
<td>1</td>
<td>The Individual / Future Plans / Personal World – Conversation</td>
<td>H3.1</td>
<td>3 – 4</td>
</tr>
<tr>
<td>4(b)</td>
<td>2</td>
<td>The Individual / Future Plans / Personal World – Conversation</td>
<td>H3.1</td>
<td>5 – 6</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>The Japanese-speaking Communities / Travelling in Japan – Conversation</td>
<td>H3.1, H3.2</td>
<td>2 – 4</td>
</tr>
<tr>
<td>6(a)</td>
<td>1</td>
<td>The Changing World / Current Issues – Conversation</td>
<td>H3.1</td>
<td>2 – 3</td>
</tr>
<tr>
<td>6(b)</td>
<td>1</td>
<td>The Changing World / Current Issues – Conversation</td>
<td>H3.1</td>
<td>3 – 4</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>The Japanese-speaking Communities / Cultural Life – Conversation</td>
<td>H3.1</td>
<td>3 – 4</td>
</tr>
<tr>
<td>8(a)</td>
<td>3</td>
<td>The Individual / Future Plans – Conversation</td>
<td>H3.1</td>
<td>3 – 5</td>
</tr>
<tr>
<td>8(b)</td>
<td>1</td>
<td>The Individual / Future Plans – Conversation</td>
<td>H3.1</td>
<td>3 – 4</td>
</tr>
<tr>
<td>8(c)</td>
<td>1</td>
<td>The Individual / Future Plans – Conversation</td>
<td>H3.1</td>
<td>2 – 3</td>
</tr>
<tr>
<td>9(a)</td>
<td>1</td>
<td>The Changing World / the World of Work – Conversation</td>
<td>H3.1</td>
<td>2 – 3</td>
</tr>
<tr>
<td>9(b)</td>
<td>1</td>
<td>The Changing World / the World of Work – Conversation</td>
<td>H3.1</td>
<td>3 – 4</td>
</tr>
<tr>
<td>9(c)</td>
<td>1</td>
<td>The Changing World / the World of Work – Conversation</td>
<td>H3.1</td>
<td>3 – 4</td>
</tr>
<tr>
<td>10(a)</td>
<td>2</td>
<td>The Individual / Future Plans – Advertisement</td>
<td>H3.1</td>
<td>4 – 5</td>
</tr>
<tr>
<td>10(b)</td>
<td>2</td>
<td>The Individual / Future Plans – Advertisement</td>
<td>H3.1</td>
<td>2 – 3</td>
</tr>
<tr>
<td>10(c)</td>
<td>1</td>
<td>The Individual / Future Plans – Advertisement</td>
<td>H3.1</td>
<td>3 – 4</td>
</tr>
<tr>
<td>10(d)</td>
<td>1</td>
<td>The Individual / Future Plans – Advertisement</td>
<td>H3.1</td>
<td>2 – 3</td>
</tr>
<tr>
<td>10(e)</td>
<td>2</td>
<td>The Individual / Future Plans – Advertisement</td>
<td>H3.1</td>
<td>3 – 5</td>
</tr>
<tr>
<td>10(f)</td>
<td>1</td>
<td>The Individual / Future Plans – Advertisement</td>
<td>H3.1</td>
<td>2 – 3</td>
</tr>
<tr>
<td>10(g)</td>
<td>1</td>
<td>The Individual / Future Plans – Advertisement</td>
<td>H3.1</td>
<td>2 – 3</td>
</tr>
<tr>
<td>10(h)</td>
<td>1</td>
<td>The Individual / Future Plans – Advertisement</td>
<td>H3.1</td>
<td>3 – 4</td>
</tr>
<tr>
<td>10(i)</td>
<td>1</td>
<td>The Individual / Future Plans – Advertisement</td>
<td>H3.1</td>
<td>3 – 4</td>
</tr>
<tr>
<td>Question</td>
<td>Marks</td>
<td>Content (Theme / Topic – Text Type)</td>
<td>Syllabus outcomes</td>
<td>Targeted performance bands</td>
</tr>
<tr>
<td>-----------</td>
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<tr>
<td>10(j)</td>
<td>2</td>
<td>The Individual / Future Plans – Advertisement</td>
<td>H3.1</td>
<td>3 – 4</td>
</tr>
<tr>
<td>10(k)</td>
<td>1</td>
<td>The Individual / Future Plans – Advertisement</td>
<td>H3.1</td>
<td>3 – 4</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
<td>The Changing World / Current Issues – Article</td>
<td>H3.1, H3.2</td>
<td>2 – 6</td>
</tr>
<tr>
<td>13(a)</td>
<td>6</td>
<td>The Japanese-speaking Communities / Travelling in Japan – Postcard</td>
<td>H2.1, H2.2, H2.3</td>
<td>2 – 6</td>
</tr>
<tr>
<td>13(b)</td>
<td>6</td>
<td>The Individual / Personal World – E-mail</td>
<td>H2.1, H2.2, H2.3</td>
<td>2 – 6</td>
</tr>
<tr>
<td>14(a)</td>
<td>9</td>
<td>The Changing World / World of Work – Speech</td>
<td>H2.1, H2.2, H2.3</td>
<td>2 – 6</td>
</tr>
<tr>
<td>14(b)</td>
<td>9</td>
<td>The Individual / Leisure – Report</td>
<td>H2.1, H2.2, H2.3</td>
<td>2 – 6</td>
</tr>
</tbody>
</table>
Sample marking guidelines for Japanese Continuers

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in Japanese Continuers. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:

1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board’s Principles for Developing Marking Guidelines in a Standards-Referenced Framework, published in Board Bulletin Volume 9 Number 3 (May 2000).
Sample Marking Guidelines – Japanese Continuers

Conversation

Refer to the syllabus for a description of this task.

In your answer you will be assessed on how well you demonstrate:
- capacity to maintain a conversation (comprehension, communication strategies)
- relevance and depth of treatment of information, opinions, comment
- clarity of expression (pronunciation, intonation, stress)
- accuracy of vocabulary and sentence structures
- variety and appropriateness of vocabulary and sentence structures

Outcomes assessed: H1.1, H1.2, H1.3, H1.4

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Communicates confidently and fluently with correct intonation and pronunciation</td>
<td>17 – 20</td>
<td></td>
</tr>
<tr>
<td>▪ Demonstrates depth of treatment through the presentation of relevant information, opinions and/or comment</td>
<td>13 – 16</td>
<td></td>
</tr>
<tr>
<td>▪ Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</td>
<td>9 – 12</td>
<td></td>
</tr>
<tr>
<td>▪ Responds with a range of vocabulary and structures, but with some minor inaccuracies</td>
<td>5 – 8</td>
<td></td>
</tr>
<tr>
<td>▪ Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax</td>
<td>1 – 4</td>
<td></td>
</tr>
</tbody>
</table>

MARKING GUIDELINES

Criteria |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17 – 20</td>
<td>13 – 16</td>
</tr>
<tr>
<td>9 – 12</td>
<td>5 – 8</td>
</tr>
<tr>
<td>1 – 4</td>
<td></td>
</tr>
</tbody>
</table>
**Question 11** (10 marks)

Write brief descriptions of the TWO examples of advanced technology referred to in the text. Each description should be 25–30 words in length.

*Refer to the text on page 9 of the Specimen Paper*

In your answer you will be assessed on how well you demonstrate:
- capacity to understand general and/or specific aspects of text, through, for example, summarising or evaluating
- capacity to convey the information accurately and appropriately

*This marking guideline relates to Example 1, worth 5 marks*

**Outcomes assessed: H3.1, H3.2**

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Present a clear, accurate and concise summary of the text by identifying</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the machine’s purpose (ie to select food without the need for a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>waiter/waitress) AND</td>
<td></td>
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<tr>
<td></td>
<td>Includes the following main points and relevant detail:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ a description of the machine’s physical appearance (ie like a telephone)</td>
<td></td>
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<tr>
<td></td>
<td>♦ and the context in which it is used (ie in a cafeteria)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>♦ a detailed description of the way the machine is used (ie choose an</td>
<td></td>
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<tr>
<td></td>
<td>item from the menu and press the number of the item and give your</td>
<td></td>
</tr>
<tr>
<td></td>
<td>table number)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Translates the text without summarising OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Present a clear, mainly accurate and concise summary of the text by</td>
<td></td>
</tr>
<tr>
<td></td>
<td>identifying the machine’s purpose AND a summary of:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ a description of the machine’s physical appearance and the context in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>which it is used</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ a description of the way the machine is used</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Present a summary of aspects of the text by identifying the machine’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td>purpose AND by including:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ a description of the machine’s physical appearance or the context in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>which it is used</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>♦ information relating to the machine’s use</td>
<td></td>
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<tr>
<td></td>
<td>Provides a statement of the machine’s purpose and one other piece of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>relevant information relating to description, context or use</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Provides a statement of the machine’s purpose</td>
<td>1</td>
</tr>
</tbody>
</table>
**Question 12** (15 marks)

Yukari Yamamoto, who is going on exchange later in the year, has been corresponding with her future host family in Australia. Read the letter from Yukari to her host sister Jane. Imagine you are Jane and write a reply to this letter in JAPANESE of 300–400 じ in which you respond to questions asked, or comments made in the letter.

Refer to the text on page 10 of the Specimen Paper.

In your answer you will be assessed on how well you demonstrate:

- capacity to understand general and/or specific aspects of text by identifying, analysing and responding to information
- relevance of ideas, information or opinions
- accuracy of vocabulary and sentence structures
- variety of vocabulary and sentence structures

**Outcomes assessed: H1.2, H1.3, H1.4, H3.1, H3.2**

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td>Responds the information, ideas and/or opinions of the text: a description of the school, transport to school, other activities that the school offers including sports, and some general information about sports in Australia</td>
</tr>
<tr>
<td>Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to school-life and sports in Australia</td>
</tr>
<tr>
<td>Demonstrates extensive knowledge and understanding of vocabulary/characters and sentence structures</td>
</tr>
<tr>
<td>Demonstrates the ability to manipulate language authentically and creatively to meet the requirements of the task</td>
</tr>
<tr>
<td>Organises information and ideas to meet the requirements of the task</td>
</tr>
<tr>
<td>Responds to most of information, ideas and/or opinions of the text: a description of the school, transport to school, other activities that the school offers including sports, and some general information about sports in Australia</td>
</tr>
<tr>
<td>Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</td>
</tr>
<tr>
<td>Demonstrates a thorough knowledge and understanding of vocabulary/characters and sentence structures</td>
</tr>
<tr>
<td>Demonstrates the ability to manipulate language with some degree of authenticity and creativity to meet the requirements of the task</td>
</tr>
<tr>
<td>Organises information and ideas to meet the requirements of the task</td>
</tr>
</tbody>
</table>
### Sample marking guidelines – Japanese Continuers

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Responds to some of the information, ideas and/or opinions of the text: a description of the school, transport to school, other activities that the school offers including sports, and some general information about sports in Australia</td>
<td>7 – 9</td>
</tr>
<tr>
<td>• Demonstrates a satisfactory knowledge and understanding of vocabulary/characters and sentence structures</td>
<td></td>
</tr>
<tr>
<td>• Organises information and ideas to meet the requirements of the task</td>
<td></td>
</tr>
<tr>
<td>• Responds to some of the information, ideas and/or opinions referred to in the text</td>
<td></td>
</tr>
<tr>
<td>• Presents some information, opinions or ideas relevant to the task</td>
<td>4 – 6</td>
</tr>
<tr>
<td>• Demonstrates a basic knowledge and understanding of vocabulary/characters and sentence structures</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates limited evidence of the ability to organise information and ideas</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a limited understanding of the text</td>
<td>1 – 3</td>
</tr>
<tr>
<td>• Demonstrates a limited understanding of the requirements of the task</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates an elementary knowledge and understanding of vocabulary/characters and sentence structures with evidence of the influence of English syntax</td>
<td></td>
</tr>
<tr>
<td>• Uses single words and set formulae to express information</td>
<td></td>
</tr>
</tbody>
</table>

**Question 14 (9 marks)**

Write 200–300 *ji* in JAPANESE.

(a) You are on exchange in Japan. Your classmates have heard that some students in Australia take a break from study after the final year of high school in order to travel or work. Write a speech in which you try to convince your Japanese classmates of the value of this practice.

In your answer you will be assessed on how well you demonstrate:
- relevance of the treatment of ideas, information or opinions
- accuracy of vocabulary and sentence structures
- variety of vocabulary and sentence structures
- capacity to structure and sequence responses
**Outcomes assessed: H2.1, H2.2, H2.3**

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
</table>
| • Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions  
• Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax  
• Manipulates language authentically and creatively to persuade and evaluate  
• Sequences and structures ideas and information coherently and effectively | 8 – 9 |
| • Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task  
• Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax  
• Manipulates language with some degree of authenticity and creativity to persuade, reflect or evaluate  
• Sequences and structures ideas and information effectively | 6 – 7 |
| • Presents information and a range of ideas and/or opinions in order to persuade and evaluate  
• Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood, syntax  
• Organises information and ideas to meet the requirements of the task | 4 – 5 |
| • Presents some information, opinions or ideas relevant to the task  
• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures  
• Demonstrates limited evidence of the ability to organise information and ideas | 2 – 3 |
| • Demonstrates a limited understanding of the requirements of the task  
• Demonstrates an elementary knowledge and understanding vocabulary and sentence structures with evidence of the influence of English syntax  
• Uses single words, set formulae and anglicisms to express information | 1 |
Japanese Continuers

General Instructions

• Reading time – 10 minutes
• Working time – 2 hours and 50 minutes
• Write using blue or black pen
• Monolingual and/or bilingual print dictionaries may be used
• Write your Centre Number and Student Number at the top of this page

Section I  Pages 2 – 6
Total marks (25)
• Attempt Questions 1 – 9
• This section should take approximately 30 minutes

Section II  Pages 7 – 10
Total marks (40)
This section has two parts, Part A and Part B
• Attempt Questions 10 – 12
• Allow about 1 hour and 20 minutes for this section

Section III  Page 11
Total marks (15)
• Attempt Questions 13 – 14
• Allow about 1 hour for this section
Section I – Listening and Responding
This section should take approximately 30 minutes

Total marks (25)
Attempt Questions 1 – 9

You will hear nine passages. Each passage will be read twice. There will be a pause after the first reading in which you may take notes. You will be given time after the second reading to complete your responses. Listen carefully to each passage and then answer the corresponding questions in ENGLISH in the spaces provided or, in the case of multiple-choice questions, tick the box corresponding to the correct response. You may proceed to Section II as soon as you have finished Question 9.

In your answers you will be assessed on how well you demonstrate:
- capacity to understand general and specific aspects of texts by identifying and analysing information
- capacity to convey the information accurately and appropriately

Marks | Candidate’s Notes
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**Question 1 (2 marks)**

(a) How long is Ms Yoshida’s trip?

........................................................................................................................................
........................................................................................................................................

(b) Who is going with her? Tick the box corresponding to the correct response.

(A) ボーイフレンド □

(B) おねえさんといいとこ □

(C) おにいさんといいとこ □

(D) ボーイフレンドとおねえさんといいとこ □
**Question 2** (2 marks)

(a) Where is the new store? Tick the box corresponding to the correct response.

   (A) Next to the post office  
   (B) Next to the station  
   (C) In front of the souvenir shop  
   (D) In front of the post office  

(b) What is ONE reason for shopping at the new store?  

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.............................................................................................................

**Question 3** (2 marks)

(a) Why did the male speaker come to Australia?  

.............................................................................................................
.............................................................................................................

(b) What does the language used show about the relationship between the two speakers?  

.............................................................................................................
.............................................................................................................
Question 4 (3 marks)

(a) What does the female speaker want to do next year?
...........................................................................................................
...........................................................................................................

(b) Give TWO reasons why she wants to do this.
...........................................................................................................
...........................................................................................................
...........................................................................................................

Question 5 (4 marks)

Complete the table using the information you hear about the booking.

<table>
<thead>
<tr>
<th>Date of booking</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of nights</td>
<td></td>
</tr>
<tr>
<td>Type of room</td>
<td></td>
</tr>
<tr>
<td>Price (in yen)</td>
<td></td>
</tr>
</tbody>
</table>

Question 6 (2 marks)

(a) Who is bothering the female speaker?
...........................................................................................................
...........................................................................................................

(b) What does she ask her friend to do?
...........................................................................................................
...........................................................................................................
Question 7 (2 marks)

Why is the man NOT required to remove his shoes?

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................................................................................................................
................................................................................................................
................................................................................................................

Question 8 (5 marks)

(a) Describe the person the girl is talking about. Give THREE details.
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........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................

(b) What is the girl’s request to Akira?
........................................................................................................
........................................................................................................

(c) Why does Akira deny this request?
........................................................................................................
........................................................................................................
**Question 9** (3 marks)

(a) When is Keizo going back to Japan?

..............................................................................................................................

..............................................................................................................................

(b) How does Machiko feel about this?

..............................................................................................................................

..............................................................................................................................

(c) What does he offer her?

..............................................................................................................................

..............................................................................................................................

You may now proceed to Section II
Section II – Reading and Responding
Total marks (40)
Allow about 1 hour and 20 minutes for this section

Part A
Total marks (25)
Attempt Questions 10 – 11

Read both passages and then answer the corresponding questions in ENGLISH in the Section II Part A Answer Booklet.

In your answers you will be assessed on how well you demonstrate:
- capacity to understand general and/or specific aspects of texts, through, for example, summarising or evaluating
- capacity to convey the information accurately and appropriately

Question 10 (15 marks)

金沢の日本語学校で勉強しましょう!!

Box 1
なぜ金沢？

- まだむかしの日本が、のこっています。
- きれいな日本海のそばで、けしきのいい所です。
- 「けんろくえん」という有名なにわもあります。
- 日本の文化も勉強できます。
- 日本のでんとうてきなまつりに、さんかできます。

Question 10 continues on page 8
なぜ金沢日本語学校？

• 日本語の読む、書く、聞く、話すことを勉強します。
• 日本の文化や社会についても勉強します。
• 着物、日本人形、日本のおかしの作り方などについても、ならいます。
• ワープロの使い方を教えます。
• 金沢駅に近いです。（歩いて十分）
• りょうの紹介もしています。
• ホームステイもけいけんできます。
• 学生はいろいろな国から来ています。
  （オーストラリア、アメリカ、ヨーロッパ、中国、タイ、韓国などからです。）

コース

• コースは年に二かい、四月と十月に はじまります。
• 1コースは、六か月（400時間）で、26万円です。
  （りゅう学生のための奨学金もあります。）
• レベルは四つあります。
  （入学の時、インタビューと読み書きのテストをして、レベルをきめます。）
• 月曜日から金曜日まで、一日三時間で、午前か午後のクラスをえらぶことができます。

End of Question 10
Question 11 (10 marks)

**High Tech Society**

さいきん日本に行っておどろいた。

まず、友だちとカフェテリアに行って、昼ごはんを食べたときのことだ。
そのカフェテリアでは、ウェートレスがちゅうもんをとりに来なかった。テーブルの上に、とくべつな電話のようなきかいがあった。友だちは、食べたいものをメニューからえらんで、テーブルの番号と、りょうりの番号のキーをおした。しばらくすると、ウェートレスがちゅうもんしたりょうりを持って来た。

しょうらい、ロボットがりょうりをはこんでくるようになるかもしれない。

また、日本の町では、たいていの道に名前がない。だから、さいきんまで、はじめての所に行くのは、ほんとうにたいへんだった。友だちの家に行く時、駅からどうやって行くのか地図を書いてもらったが、それでもむずかしかった。
でもさいきんの車には、テレビのスクリーンがあって、行きたい所の住所をおすと、スクリーンに地図が出る。そして、その家の近くに来ると、「次のかどを左にまがってください」などと、行き方を教えてくれる。車をとめて大きな地図をしらべなくてもいいので、とてもべんりだ。

日本人の生活の中で、ハイテク化はとても進んでいると思った。
ジェーンさんへ、
お手紙をどうもありがとうございました。
ジェーンさんの家族はみんなやさしい人みたいですね。オーストラリアに行くのを楽しみにしています。けれども、学校のことをちょっとしんぱいしています。どんな学校ですか。毎日何でかええますか。学校で勉強のほかどんなことができますか。オーストラリアにいる間に、いろいろなスポーツをしてみたいですね。学校のスポーツのチームがたくさんありますか。てんけいできるオーストラリアのスポーツは何ですか。とてもきょうみがあります。
すぐにへんじをくださいね。ご家族のみなさんによろしく。

12月 13日

さようなら。
ゆかりより。
Section III – Writing in Japanese

Total marks (15)
Attempt Questions 13 – 14
Allow about 1 hour for this section

Answer each question in a SEPARATE Japanese Writing Booklet. Extra Writing Booklets are available.

In your answers you will be assessed on how well you demonstrate:
- relevance of the treatment of ideas, information or opinions
- accuracy of vocabulary and sentence structures
- variety of vocabulary and sentence structures
- capacity to structure and sequence responses

Question 13 (6 marks)

Answer ONE of the following questions. Write 200–300 じ in JAPANESE.

(a) You are travelling with your school group in Japan. Write a postcard home to your Japanese teacher about your trip.

OR

(b) Write an e-mail to a student in your Japanese sister school, telling her/him about your family and friends.

Question 14 (9 marks)

Answer ONE of the following questions. Write 200–300 じ in JAPANESE.

(a) You are on exchange in Japan. Your classmates have heard that some students in Australia take a break from study after the final year of high school in order to travel or work. Write a speech in which you try to convince your Japanese classmates of the value of this practice.

OR

(b) Write a report for your Japanese sister school’s newspaper, giving your opinion or ideas on how Australians maintain a healthy lifestyle. In your report, include advice on things such as outdoor activities and diet.

End of paper
Japanese Continuers
Writing Booklet
Question number □

General Instructions
• Write using blue or black pen
• Write your Centre Number and Student Number at the top of this page
• Write the question number of the question you are attempting in the box provided on this page
• Start your work on page 2
• Students may write either horizontally or vertically
Students who are writing horizontally should turn this page sideways.
This sheet will take 150 ji.

Indicate the question you are attempting in the space below

Question number: 

Top of page if writing vertically

Top of page if writing horizontally
Start your work on page 2.
This sheet will take 150 *ji*.
Start your work on page 2.
This sheet will take 150 $ji$. 
Japanese Continuers
Section II Part A Answer Booklet

General Instructions
• Answer Questions 10 – 11 in this answer booklet
• Write using blue or black pen
• Write your Centre Number and Student Number at the top of this page
Section II – Reading and Responding

Part A
Total marks (25)
Attempt Questions 10 – 11

Read both passages on pages 7 – 9 of the question paper and then answer the corresponding questions in ENGLISH in the spaces provided.

**Question 10** (15 marks)

Box 1 gives information about Kanazawa.

(a) What makes studying in Kanazawa attractive?  

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.........................................................................................................................
.........................................................................................................................

Box 2 gives information about the Kanazawa Japanese Language School.

(b) Name TWO aspects of Japanese culture that students can learn there.  

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.........................................................................................................................
.........................................................................................................................

(c) How is technology incorporated in the course?  

.........................................................................................................................
.........................................................................................................................

Question 10 continues on page 3
Question 10 (continued)

(d) Give ONE advantage of the location of the school.
   .........................................................................................................................
   .........................................................................................................................

(e) What TWO types of accommodation does the school offer?
   .........................................................................................................................
   .........................................................................................................................
   .........................................................................................................................

Box 3 gives details of the courses.

(f) When does each course begin?
   .........................................................................................................................

(g) How long is each course?
   .........................................................................................................................

(h) How much does each course cost (in yen)?
   .........................................................................................................................

(i) What assistance is available?
   .........................................................................................................................

(j) How is each student’s level determined?
   .........................................................................................................................
   .........................................................................................................................

(k) What choice of classes do the students have?
   .........................................................................................................................

End of Question 10
Question 11 (10 marks)

Write brief descriptions of the TWO examples of advanced technology referred to in the text. Each description should be 25–30 words in length.

Example 1 ............................................................................................................................... 
............................................................................................................................... 
............................................................................................................................... 
............................................................................................................................... 
............................................................................................................................... 
............................................................................................................................... 
............................................................................................................................... 

Example 2 ............................................................................................................................... 
............................................................................................................................... 
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............................................................................................................................... 
............................................................................................................................... 
............................................................................................................................... 
............................................................................................................................... 

– 4 –
Question 1

M よしさん、また旅行に行くんですか。
F ええ ... 3日だけですけど ...
M いいなぁ ... うらやましいですよ。で、こんどはどこに？
F 北海道です。スキーをしようと思っているんです。
M いいですねえ。ボーイフレンドとですか。
F いいえ、兄といとこと三人で ...
M そうですか。おみやげ、わすれないでくださいね。
F はい、はい。

Question 2

M 日本に持って行くおみやげを買いたいんですが、どの店に行ったらいいでしょうか？
F そうですねえ ... 駅前のデパートもいいですが、最近ゆうびんきょくのとなりにできた新しいおみやげの店もいいそうでですよ。
M そうですか。
F ええ。オーストラリアで作った物もいろいろあるし、おみやげのしゅるいもたくさんあるそうです。
M じゃあ、そこに行ってみましょう。
Question 3

F まさお、また日本のビデオを見てるの？

M うん。

F どうしてオーストラリアのテレビを見ないの？英語が上手にならないわけ。

M いいんだ。もうすぐ日本に帰るから。

F だめ。オーストラリアに英語を勉強しに来たんだから、日本のビデオを見てはいけないよ。

M うるさいなぁ。

Question 4

M けい子さん、今大学でおいしゃさんになる勉強をしていますね。来年そつぎょうしてから、どこで働くつもりですか。

F まだきまっていませんけど、日本では働きたくないんです。そのかわりにアフリカへ行こうと思っています。

M そうですか。どうしてアフリカへ行きたいんですか。

F アフリカにはとくべつな病気があるし、病院のかずも少ないそうです。だから、日本で仕事をするより安く立つと思うんです。
Question 5

(Telephone rings)

M もしもし、島田旅館です。

F あのう、よやくをおねがいしたいんですが…

M いつごろでしょうか。

F 四月五日から二はくのよていなんですよ…

M 四月五日からですね。何名様ですか。

F 二人です。おふろとトイレつきの部屋はありますか。

M ええと…はい、あります。

F しずかな部屋がいいんですけど…

M はい、かしこまりました。お名前は…

F あ、佐藤です。あのう、いくらですか。

M おふろとトイレつきのへやは、8,300円です。

F じゃあ、それでおねがいします。

M かしこまりました。佐藤様で、四月五日から七日までですね。では、お待ちしています。
Question 6
M このステーキはおいしいですね。

F そうですね。それにサービスもいいし、いいレストランですね。でも、たばこのけむりがいやです。

M 本当ですね。ああ、ぼくたちの後ろでたばこをすっている人がいますよ。

F このレストランでは、たばこをすってもいいんですか。

M いけないと思いますけど…

F じゃあ、あの人にすわないように言って下さい。

M え？ ぼく？

Question 7
F マークさん、よくいらっしゃいました。どうぞお入り下さい。

M しつれいします。くつはここでぬぐのですか。

F いいえ、私達はしゅうかんでくつをぬぎますが、おきゃく様はぬがなくてもいいです。ここは日本ではありませんから。

M そうですか。では、このまましつれいします。

F どうぞ、こちらのまどの方にすわってください。外のことしきがよく見えますよ。

M 木の間から海も見えるし、いい所ですね。
Question 8

F  わあ、にぎやかなパーティーね。人がいっぱい来ているわね。ねえ、あきらさん。あのせが高くて、めがねをかけている人はだれ？

M  あのおせを飲んでいる人？

F  ううん、ちがう。あの、おはしで食べている人。

M  あ、ぼくはあの人と毎週すいえいに行っているよ。

F  ハンサムね。ぜひ話してみたいわ。紹介してくれる？

M  かれはだめだよ。もうすぐけっこんするんだ。

F  本当。さんねんね。がっかり。
Question 9

F けいぞうさん、ここに日本に帰ると聞いたけど、本当？

M うん。

F いつ帰るの？

M 来月の20日。

F じゃあ、もうすぐじゃない。

M うん。

F もう帰ってこないの？

M たぶんね。

F けいぞうさんが帰るとさびしくなるわね。

M そう？ でも時々メールするよ。あ、そうそう、まち子さん。たくさんいっしょに本があるんだけど、いない？

F えっ！本当？ありがとう！