



# Victorian Certificate of Education 2005

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

## STUDENT NUMBER

Letter

Figures

Words


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## JAPANESE SECOND LANGUAGE

### Written examination

**Monday 14 November 2005**

**Reading time: 3.00 pm to 3.15 pm (15 minutes)**

**Writing time: 3.15 pm to 5.15 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	8	8	15	30
Part B	4	4	15	
2 – Part A	5	5	20	40
Part B	3	3	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 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 15 pages, including **Assessment criteria** on page 15.

### 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.**

**SECTION 1 – Listening and responding****Instructions for Section 1 – Part A****Texts 1 and 2, Questions 1–8**

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 **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. On what date and month does Kim depart on her holiday?

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- b. On what date and month does she return?

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2 marks

**Question 2**

What was the specific purpose of Kim's phone call?

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1 mark

**Question 3**

How can Koji contact Kim today? Provide all details.

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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 4**

What is Tom's main concern about his school life in Japan?

1 mark

**Question 5**

What has Tom mainly concentrated on so far?

2 marks

**Question 6**

Explain how Tom and John are different. Give three examples from the text.

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

3 marks

**Question 7**

Why would Tom be suited to the school baseball club? Give two reasons.

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

2 marks

**Question 8**

Give two reasons why Tom would benefit from joining the baseball club.

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

2 marks

Total 15 marks

**SECTION 1** – continued

**TURN OVER**  
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### Instructions for Section 1 – Part B

#### Text 3, Questions 9–12

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 **JAPANESE**.

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

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

Responses in the wrong language will receive no credit.

You may make notes  
in this space.

#### Question 9

Complete the following table by providing the differences between past and current high schools in Japan.

むかしと今の日本の高校のちがいについて、下の表<sup>ひょう</sup>に書き入れなさい。

むかしの高校 Past high schools	今の高校 Current high schools
•	•
•	•
•	•

**Question 10**

What comment does Masao's mother make about current high school students' leisure activities compared with past students' leisure activities?

まさおくんのお母さんは、むかしの高校生のあそびとくらべて、今の高校生のあそびについてどう言っていますか。

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**Question 11**

How does Masao respond to his mother's comment? Give two points.

まさおくんは、お母さんのコメントにたいしてどうこたえていますか。  
二つのポイントを書きなさい。

- ---

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- ---

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**Question 12**

What conclusions does Masao's mother come to at the end of the conversation?

会話の最後にお母さんはどんな意見を持ちましたか。

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Total 15 marks

You may make notes  
in this space.

END OF SECTION 1

www.theallpapers.com **TURN OVER**

## SECTION 2 – Reading and responding

## Instructions for Section 2 – Part A

## Text 4, Questions 13–17

Read the text and then answer the questions in **ENGLISH**.All answers **must** be based on the text.**TEXT 4** – Answer the following questions in **ENGLISH**.

Responses in the wrong language will receive no credit.

You may make notes  
in this space.

日本では今、<sup>かんこく</sup>韓国のテレビドラマ「冬のソナタ」の大ヒットにつづいて、<sup>かんこく</sup>韓国のドラマやえいがなどがとても人気があります。日本での、<sup>かんこく</sup>韓<sup>か</sup>国文化のブームを「<sup>かんりゆう</sup>韓流」とよびます。

「冬のソナタ」（「冬ソナ」とよばれている）の<sup>しゅやく</sup>主演のペ・ヨンジュンは「ヨンさま」とよばれて、日本中の女性にとっても人気があります。かれが日本に行った時は、くうこうやホテルに多くの女性ファンがあつまって、大きな<sup>さわぎ</sup>さわぎになりました。「冬ソナ」のDVDやビデオ、そしてこのドラマの本やヨンさまのカレンダーなどが、デパートやインターネットでたくさん売られています。そして、群馬<sup>ぐんま</sup>県では、「冬ソナ」を<sup>とくしゅう</sup>特集したイベントに50万人の人があつまったそうです。

「冬ソナ」のえいきょうで、<sup>かんこく</sup>韓国ツアーに出かける人や<sup>かんこく</sup>韓国語をならう人がふえています。そして、<sup>かんこく</sup>韓国りょうりも人気が高いです。

最近<sup>さいきん</sup>のせいふの<sup>ちょうさ</sup>調査では、56%の人が「<sup>かんこく</sup>韓国にしたい感じを持っている」とこたえました。これは今までで一番高い<sup>すう</sup>数字です。日本と<sup>かんこく</sup>韓国がいっしょに開いた2002年のサッカー・ワールド・カップや「冬ソナ」を<sup>かんこく</sup>きっかけに、日本と韓国はずっと近くなったようです。

ポップ・カルチャーは社会をかえる大きな<sup>ちから</sup>力を持っています。「<sup>かんりゆう</sup>韓流」がブームにおわらないで、二つの国の文化<sup>かこうりゅう</sup>交流がつづくことをきぼうしています。

よばれている/よばれて is called

<sup>ちょうさ</sup>調査 survey<sup>しゅやく</sup>主演 lead role

きっかけ trigger, starter

さわぎ fuss, chaos

<sup>こうりゅう</sup>交流 interaction, exchange<sup>とくしゅう</sup>特集する to feature

**Question 13**

Describe three things that demonstrate the popularity of 「冬ソナ」 in Japan.

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

6 marks

**Question 14**

As a result of the popularity of 「冬ソナ」, what other factors demonstrate the popularity of Korean culture in Japan? Give three examples from the text.

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

3 marks

**Question 15**

a. What does the author think about the power of pop-culture?

\_\_\_\_\_

2 marks

b. What official evidence does the author provide to support his/her opinion?

\_\_\_\_\_

\_\_\_\_\_

2 marks

You may make notes  
in this space.

**Question 16**

What international event influenced the Japanese people's perception of Korea and why?

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3 marks

**Question 17**

- a. Explain the meaning of the expression 韓流<sup>かんりゅう</sup> in this context.

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2 marks

- b. Where does the author hope 韓流<sup>かんりゅう</sup> will lead in the future?

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2 marks

Total 20 marks

You may make notes  
in this space.



## Instructions for Section 2 – Part B

### Text 5, Question 18–20

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

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

**TEXT 5** – Answer the following questions in **JAPANESE**.

Responses in the wrong language will receive no credit.

You may make notes  
in this space.

祖父が新聞を読みながら、「最近<sup>さいきん</sup>はカタカナ語が多くて、よくわからないよ。」と言った。新聞を見ると、たしかに「リサイクル」「ボランティア」「ケア」などのカタカナ語がたくさんある。

私はカタカナ語をよく使う。カタカナ語は新しくて明るい<sup>あか</sup>イメージがあつて、好きだ。音楽やファッションの言葉<sup>ことば</sup>にはカタカナ語が多い。ヒップホップ、カジュアルなどは日本語にかえるのはむずかしい。英語がそのまま使えるのは便利<sup>べんり</sup>だと思う。そして、カタカナ語は世界<sup>せかい</sup>の新しい情報<sup>じょうほう</sup>や文化<sup>か</sup>をつたえてくれる。

でも、わかりにくいカタカナ語もある。たとえば、カンファランス、スキームなどは「会議<sup>ぎ</sup>」「計画<sup>けいかく</sup>」と言ったほうがずっと分かりやすいと思う。特に英語を知らない年寄りにはカタカナ語はむずかしいだろう。カタカナ語が多くて、若い人の話がわからないと祖母<sup>そふ</sup>も言う。祖父はカタカナ語が増えすぎると、伝統<sup>でんとう</sup>的な日本の言葉<sup>ことば</sup>がなくなると心配<sup>しんぱい</sup>している。

カタカナ語はこれからも増えるだろう。しかし、カタカナ語を上手に使いながら、外国から来た言葉<sup>ことば</sup>を、日本の言葉<sup>ことば</sup>に変える<sup>か</sup>努力<sup>どりよく</sup>もしなければならぬと思う。

たしかに    certainly                      つたえて (つたえる)    convey, transmit  
そのまま    as it is                              努力<sup>どりよく</sup>    effort

### Question 18

According to the writer, what are the benefits of *katakana-go*? Give two points.

筆者<sup>ひっしや</sup>によると、カタカナ語のよい点<sup>てん</sup>は何ですか。二つ書きなさい。

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

### Question 19

What are the concerns of older people regarding the recent increase in the use of *katakana-go*? Give two points.

さいきん 最近カタカナ語が増えたことについて、年寄りの人が心配していることは  
よ しんぱい  
何ですか。二つ書きなさい。

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

### Question 20

There is a sentence, “外国から来た言葉を、日本の言葉に<sup>ことば</sup>変える努力も<sup>ことば</sup>しな<sup>か</sup>ければなら<sup>どりよく</sup>ない” in the last paragraph. Why does the writer think this is necessary?

最後の段落に「外国から来た言葉を、日本の言葉に変える努力もしなければならぬ」とあります。筆者はどうしてそれが必要だと思うのですか。

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Total 10 marks

You may make notes  
in this space.

## SECTION 3 – Writing in Japanese

### Instructions for Section 3

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 21

Your friend works for a children's English conversation centre in Yokohama called 'Kids' English'. The centre is looking for another assistant teacher who can speak Japanese. Write a **letter** to your friend asking him/her to recommend you to the director of the centre, Ms Tomoko Yamashita, for this position. Make up a name for yourself and your friend.

あなたの友だちは横浜よこはまの「キッズ・イングリッシュ」という子どもの英会話センターではたらいしています。このセンターは今、日本語のできるアシスタントの先生をもう一人さがしています。センター長の山下友子さんにあなたのことをすいせんしてくれるように、友だちに手紙を書きなさい。友だちの名前は自分で考えなさい。そして、自分の名前はちがう名前にかえなさい。

OR

#### Question 22

You are an exchange student at a Japanese high school. Your homework task is to present an informative speech to the class about 'Recycling activities in my hometown'. Your teacher told you to talk about Australia. Write your **speech script**, including what kinds of activities are carried out and how they are useful.

あなたは日本の高校に留学りゅうしています。その高校で、「私の町のリサイクル活動かつ」についてクラスで発表はつぴょうするしゅくだいが出ました。あなたは先生にオーストラリアのことについて話すように言われました。あなたの町はどんなリサイクル活動かつをしているか、それがどう役に立やくっているかを入れて、発表はつぴょうのげんこうを書きなさい。

OR

#### Question 23

One day, all the electricity in Kaoru's town went off due to a severe storm the previous night. Write a **story** about his/her experiences on that day.

ある日、前の晩のひどいあらしで、かおるさんの町の電気がぜんぶとまってしまいました。かおるさんのその日の話を書きなさい。

OR

#### Question 24

You have just seen a film and had previously read the book on which it was based. Compare the film and book versions in an evaluative **review**. Make up a name for yourself.

あなたは最近、前に自分が読んだ本をもとにした映画を見ました。映画と本を比べて批評くら ひひょう記事きじを書きなさい。自分の名前はちがうものにかえなさい。

OR

**Question 25**

Your Japanese friend wants to come to visit you in Australia in August. Write an **email** to your friend and persuade him/her to come in January instead. Make up a name for your friend and for yourself.

日本人の友だちが8月にオーストラリアに遊び<sup>あそ</sup>に来ると言っています。その友だちにEメールを書いて、8月ではなく、1月に来るようにせつとくしなさい。友だちの名前は自分で考えなさい。そして、自分の名前はちがう名前にかえなさい。

Total 15 marks

You may make notes in this space.

Write your response on the following pages.

[illegible]

This image shows a full page of primary-ruled paper. It features horizontal dashed lines spaced evenly down the page. Vertical solid lines divide the page into columns of varying widths, typical of handwriting practice paper. The entire page is white and contains no text or other markings.

**END OF SECTION 3**

## **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