

SUPERVISOR TO ATTACH  
PROCESSING LABEL HERE

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Write your **student number** in the boxes above.

**Letter**

# Japanese Second Language

## Question and Answer Book

VCE Examination – Wednesday 20 November 2024

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- Reading time is **15 minutes**: 3.00 pm to 3.15 pm
- Writing time is **2 hours**: 3.15 pm to 5.15 pm

### Approved materials

- Any printed monolingual and/or bilingual dictionary in one or two separate volumes

### Materials supplied

- Question and Answer Book of 24 pages

### Instructions

- You may consult dictionaries during reading time and also during the examination.
- Write all your responses 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 unauthorised electronic devices into the examination room.

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## Section 1

### Part A – Listening and responding in English

#### Instructions for Text 1, Question 1

- 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 **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.

Write your notes here. Notes will **not** be assessed.

#### Question 1 (10 marks)

a. When was the photograph taken? 1 mark

\_\_\_\_\_

b. According to the text, where would you see illuminations in Japan? 2 marks

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. Describe the characteristics of Japanese illuminations. 3 marks

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d. At what time of the year can you see illuminations in Japan? 2 marks

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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e. According to the text, what kinds of illuminations can be seen in Australia?

2 marks

Write your notes here. Notes will **not** be assessed.

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**Part B – Listening and responding in Japanese**

**Instructions for Text 2, Question 2**

- 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.

Write your notes here. Notes will **not** be assessed.

**Question 2 (10 marks)**

a. What is *shōgi*? 2 marks

しょうぎ  
将棋は何ですか。

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b. When does the club activity occur? 2 marks

いつクラブ活動がありますか。

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- c. What kind of people is this club looking for in order to form the new high school *shōgi* team?

3 marks

新しい高校生の将棋<sup>しょうぎ</sup>チームを作るために、このクラブは  
どんな人を探<sup>さが</sup>していますか。

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- d. Outline the fun things that happen at this *shōgi* club.

3 marks

この将棋<sup>しょうぎ</sup>クラブでの楽しいことを書きなさい。

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Write your notes here. Notes will **not** be assessed.

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## Section 2

### Part A – Reading, listening and responding in English

#### Instructions for Texts 3A and 3B, Question 3

- 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

### 日本での就活しゅうかつ

ダニエル・スミス

しゅうかつ 就活は、仕事をさがす活動のことです。日本では、たいてい大学3年生の夏から大学4年生の秋まで就活しゅうかつをします。そして、次の年の4月に会社で働き始めます。

まず、学生はきょうみがある会社をたくさんしらべてから、色々なセミナーに行きます。そして、セミナーに行った後で、働きたい会社しよにりれき書しよをおくります。りれき書しよがよかったら、学生はその会社しけんが作った試験しけんをうけます。その後で、めんせつしけんに行けます。オーストラリアの就活しけんとくらべると、日本の就活しけんはとてもたいへん大変です。

しけん 就活しけんに色々なマナーがあります。たとえば、学生はめんせつしけんの時だけではなく、セミナーと試験しけんをうける日にも、リクルートスーツしけんという服ふくを着なければなりません。ヘアスタイルのルールもあります。たとえば、かみをそめてはいけません。そして、かみが長い人はむすばなければなりません。

## Text 3A – continued

日本での就活<sup>しゅうかつ</sup>は大変<sup>たいへん</sup>ですが、色々な<sup>しゅうかつ</sup>いい点<sup>ことば</sup>もあります。たとえば、就活<sup>しゅうかつ</sup>の間、多くの学生は正しい言葉<sup>ことば</sup>の使い方を習ったり、社会で働くためのマナーが学べたりすることです。

しかし、日本社会も多様化<sup>たようか</sup>していますから、日本の会社は、就活<sup>しゅうかつ</sup>をする学生のアイデンティティー<sup>たいせい</sup>を大切にすべきです。そして、海外の会社のように、日本の会社は、学生<sup>しゅうかつ</sup>の就活スタイル<sup>じゅう</sup>に自由<sup>じゆう</sup>をあげた方がいいと思います。

これからの日本の学生<sup>しゅうかつ</sup>の就活スタイル<sup>へんか</sup>の変化<sup>ちゅうもく</sup>に注目<sup>しゅうかつ</sup>したいです。

就活<sup>しゅうかつ</sup> job hunting

りれき書<sup>しよ</sup> resumé

多様化<sup>たようか</sup>する to diversify

注目<sup>ちゅうもく</sup>する to pay attention

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

Do not write in this area.

Write your responses to **Question 3** on the following pages.

**Texts 3A and 3B**

- Answer the following questions in **ENGLISH**.
- Responses in the wrong language will **not** receive credit.

**Question 3 (20 marks)**

a. According to the article, when does job hunting take place for Japanese university students?

2 marks

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b. Explain the process of gaining employment after attending the seminars, as mentioned in the article.

3 marks

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c. Describe the job-hunting manners and rules that they have to follow in Japan, as mentioned in the article.

3 marks

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Write your notes here. Notes will **not** be assessed.

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d. According to the interview, what are **four** reasons why Mr Honda finds the job-hunting process challenging?

4 marks

Write your notes here. Notes will **not** be assessed.

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e. Explain the positive aspects of job hunting, according to the interview and the article.

4 marks

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**Part B – Reading and responding in Japanese****Instructions for Text 4, Question 4**

- Read the text and then answer the question in approximately 300 *ji* in **JAPANESE** on pages 14 and 15.
- Your response **must** be based on the text.
- Answer the question in complete sentences in **JAPANESE**.
- Responses in the wrong language will **not** receive credit.

**Text 4**

## ウェルネスツーリズム

<sup>さいきん</sup>最近、日本でウェルネスツーリズムは人気があります。けんこうのために、日本に来る人がふえているそうです。

ウェルネスツーリズムに人気がある理由<sup>りゆう</sup>はいくつかあります。たとえば、ストレスをへらしたり、エネルギーレベルを上げたりできます。それに、旅行の後で、もっとよくなることができるかもしれません。

なぜ日本はウェルネスツーリズムにいい国なのでしょう。日本には、たくさんの自然<sup>しぜん</sup>があるので、色々な所に、だれでも楽しめるハイキングコースや山のぼりコースがあります。自然<sup>しぜん</sup>の中で、自分のペースでアウトドア活動をして、リフレッシュする旅行者<sup>しや</sup>がふえています。また、お寺でヨガやめいそうをすることも人気です。お寺のにわを見ながら、リラックスすることができます。

日本のでんとうてきな料理<sup>りょうり えいよう</sup>は栄養バランスがいいので、健康<sup>けんこう</sup>的です。ベジタリアンの料理<sup>りょうり</sup>もありますから、ベジタリアンの人でもだいじょうぶです。さらに、書道<sup>しどう</sup>や茶道などの色々な日本<sup>ぶんか</sup>の文化をけいけんするきかいもあります。



<sup>こんど</sup>今度日本に来たら、ウェルネスツーリズムをしてみませんか。

**Question 4** (15 marks)

You saw this brochure and photo about wellness tourism in Japan. You went to Japan for a week-long trip to improve your health and wellbeing. Using the information from this brochure, write a personal journal entry about your own experience and how this trip benefited you.

日本でのウェルネスツーリズムについての写真付きのパンフレットを見ました。自分のけんこうとウェルビーイングをよくするために、あなたは一週間日本に旅行をしに行きました。このパンフレットに書いてある情報を使って、自分の経験とこの旅行がどうよかったかについて日記に書きなさい。

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

Write your response to **Question 4** on the following pages.





## Section 3

### Writing in Japanese

#### Instructions for Questions 5–8

- Answer **one** question in 400–500 *ji* in **JAPANESE**.
- Responses in the wrong language will **not** receive credit.
- Space is provided on page 17 to make notes. These notes will **not** be assessed.

#### Question 5 (20 marks)

You decide to enter your school's annual essay competition. The topic is to evaluate the positive and negative aspects of teenagers not using technology for a week. The winning essay will be published in the school magazine.

あなたの学校で毎年あるエッセイコンテストに参加することにしました。そのエッセイのトピックは、十代のわかものが一週間テクノロジーを使わないで過ごすことのいい点とわるい点を評価することです。優勝したエッセイは学校の雑誌に載ります。

OR

#### Question 6 (20 marks)

You joined the environment club at your Japanese school while studying abroad. Recently, you participated in a volunteer activity and you took the photograph below. Using the information in the photograph, write an email to your Japanese friend, persuading them to do the activity with you next month.

留学している間に、あなたは、日本の学校のかんきょうクラブに入りました。そして、最近、ボランティア活動に参加して、下の写真を撮りました。この写真の情報を使って、あなたの日本人の友達に、来月、この活動と一緒に参加するのをすすめるEメールを書きなさい。



Source: <[www.nippon-foundation.or.jp/journal/2019/31324](http://www.nippon-foundation.or.jp/journal/2019/31324)>. Photograph: Eizaburo Togawa

OR

**Question 7 (20 marks)**

Write the script of an informative speech, to present to the students at your Japanese sister school, on the ways in which students in Australia often celebrate their final day of Year 12.

オーストラリアでは、よく生徒がどのように高校三年生の最後の日をいろうのか、あなたの学校の姉妹校の生徒にむけて、発表するためのスピーチ原稿を書きなさい。

OR

**Question 8 (20 marks)**

During your recent stay in Japan, you visited Aoshima Island, known for its population of cats. One morning while walking, a cat approached you and, to your surprise, started talking to you. Write an imaginative story for a children's magazine about your adventures with this cat on Aoshima Island.

最近、日本に滞在した時、あなたはねこの数で有名な青島に行きました。ある朝、散歩をしていたら、ねこが近づいてきて、びっくりしたことに、あなたに話しかけてきました。子どもの雑誌に載せるために、この青島のねこのぼうけん物語を書きなさい。

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

Write your response on the following pages.





## 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
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