

**Victorian Certificate of Education  
2020**

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

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**JAPANESE  
SECOND LANGUAGE**

**Written examination**

**Thursday 26 November 2020**

**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>
1 – Part A	1	1	10
– Part B	1	1	10
2 – Part A	1	1	20
– Part B	1	1	15
3	4	1	20
			Total 75

- 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 correction fluid/tape.
- No calculator is allowed in this examination.

**Materials supplied**

- Question and answer book of 19 pages, including **assessment criteria** on page 19

**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.

**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

### Part A – Listening and responding in English

#### Instructions for Section 1 – Part A

#### Text 1, Question 1 (10 marks)

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 receive no credit.

You may make notes  
in this space.

#### Question 1

- a. According to the podcast, what are *ekiben*? 2 marks

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- b. Where can people eat their *ekiben*? 1 mark

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- c. What kind of *ekiben* can you buy at big train stations? 2 marks

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- d. Provide details about what the speaker did on his recent trip. 3 marks

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- e. What does the speaker ask listeners to do? 2 marks

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**Part B – Listening and responding in Japanese****Instructions for Section 1 – Part B****Text 2, Question 2 (10 marks)**

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 receive no credit.

You may make notes  
in this space.

**Question 2**

- a. According to Satsuki, what do many Japanese people do during *hatsumode* on New Year's Day?

さつきさんによると、たくさんの日本人は、お正月の  
はつもうで  
初詣で何をしますか。

2 marks

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- b. What percentage of Japanese people do *hatsumode*?

日本人の何パーセントの人がはつもうで  
初詣をしますか。

1 mark

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- c. According to Satsuki, how can Shinto shrines be distinguished from Buddhist temples?

さつきさんによると、神道の神社とぶっきょう仏教のお寺をどうやって  
みわ  
見分けますか。

2 marks

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d. What did Satsuki do for her New Year's Day celebrations?

さつきさんは、お正月のお祝<sup>いわ</sup>いに何をしましたか。

3 marks

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e. What does Satsuki think of New Year's Day?

さつきさんはお正月についてどう思っていますか。

2 marks

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You may make notes  
in this space.

**SECTION 2****Part A – Reading, listening and responding in English****Instructions for Section 2 – Part A****Texts 3A and 3B, Question 3 (20 marks)**

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

## 日本旅行の新しいスタイル

近年、海外から日本への観光客かんこうきやくが多くなりました。日本のいなかにも旅行に行くようになりました。海外からのわかい人たちの旅行が、どうか変わったかについてしょうかいします。

20年前、外国人の観光客かんこうきやくはツアーを使って、ガイドといっしょに旅行をしていました。ツアーでは日本の有名な町ゆうめいに行ったり、ホテルに泊まるだけでした。

しかし、今「体験たいけん型の旅行」をすることが人気になりました。旅行のけいかくと、し方が大きくかわりました。ガイドブックにある観光地かんこうちだけでなく、日本のしぜんやかんきょうと、日本人の生活たいけんを体験たいけんしに行きます。

たとえば、春のお花見をしに行ったり、着物レンタルでしゃしんをとるなどです。また、書道のワークショップにさんかしたり、道場でけんどうやからてを習ったりできます。

わかい人たちは自分の好きな日本の旅行をけいかくして、日本へ行った後に自分のしたことをブログにレビューとして書きます。また、ソーシャルメディアなどのためにビデオを作ります。インターネットを使えば旅行の楽しみが多くなります。

仕事りゅうがくや留学で日本に長く住んでいる外国人もたくさんいます。海外の人々が日本のしぜんとかんきょうをとおして、私たちの文化ぶんかと伝統でんとうを知ってくれたら、うれしいと思います。

いちむら 市村 けん (トラベル ジャーナリスト)

たいけんがた  
体験型 – hands-on, experience-based

たいけん  
体験 – experience

You may make notes in this space for Text 3A and Text 3B.

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 receive no credit.

You may make notes  
in this space.

**Question 3**

- a. Complete the following table to show the differences in the way past and present tourists organise their trips, and what their main destinations are, when visiting Japan. Use information from the reading text (Text 3A) and the listening text (Text 3B). 4 marks

	<b>How tourists organise their trips</b>	<b>Main destinations</b>
<b>Past</b>		
<b>Present</b>		

- b. Using information from the reading text (Text 3A), describe ways in which contemporary tourists record their trips to Japan. 2 marks

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c. During their conversation, Simon shows an interest in Ms Nakamoto's hometown. Provide details about Ms Nakamoto's hometown.

6 marks

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d. Using information from the reading text (Text 3A), provide **four** activities that give contemporary tourists the opportunity to experience the authentic traditions and lifestyle of Japan. Provide details in your response.

8 marks

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You may make notes in this space.

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## Part B – Reading and responding in Japanese

### Instructions for Section 2 – Part B

#### Text 4, Question 4 (15 marks)

Read the text and then answer the question in approximately 300 *ji* in **JAPANESE** on page 14.  
Your response **must** be based on the text.

**TEXT 4** – Answer the following question in complete sentences in **JAPANESE**.  
Responses in the wrong language will receive no credit.

みふねとしろう えいが  
「三船敏郎 映画まつり」  
(12月1日～12月31日)

みふねとしろう  
今年(今年は)は三船敏郎のたんじょうから 100 年目になります。  
スター シネマ青山では 12 月から「三船敏郎 映画まつり」が始まります。

みふね はたち えいが  
三船は 20 歳の時にカメラマンになって、8 年後、映画のはいゆうになりました。1954 年の「七人の侍」は一番有名で、「世界の三船」と言われました。

みふね  
三船のせいかくはまじめでした。さつえいの時間におくれたことはありませんでした。また、天気があつくても、さむくても、ふへい(不平)を言いませんでした。自分でそうじもしたそうです。

えいが  
また、映画のトップ スターですが、フレンドリーで楽しい人でした。そして、とくいなことは「シュークリームを作ること」だったそうです。

みふね えいが  
あるインタビューで、三船は「日本と日本人のために、映画の中でがんばる」と言っていたそうです。

えいが みふね えいが  
映画まつり中、毎週土曜日はコスプレ デーです。三船の映画のコスチュームを着た人は、シュー クリームをもらうことができます。

せかい みふねとしろう えいが  
世界のスターの三船敏郎の映画を、見に来てください。

Due to copyright restrictions, this material is not supplied.

(1920-1997) みふねとしろう 三船敏郎

Source: Mifune Productions,  
<[www.mifuneproductions.co.jp/filmography/film\\_detail\\_027.php](http://www.mifuneproductions.co.jp/filmography/film_detail_027.php)>

さつえい – filming/shooting movies

コスプレ デー – costume play day

シュー クリーム – cream puff

ふへい – complain

コスチューム – costume

せかい – world

**Question 4**

You have been given two tickets to go to the Mifune Toshiro Film Festival on a Saturday. Using information from Text 4 and the image, write an email to your Japanese friend to persuade your friend to go to the film festival with you.

「三<sup>みふね</sup>船<sup>としろ</sup>敏<sup>ろ</sup>郎<sup>う</sup> 映<sup>えい</sup>画<sup>が</sup>まつり」の土<sup>まい</sup>曜<sup>り</sup>日のチケッ<sup>まい</sup>トを2枚もらいました。テキ<sup>ない</sup>スト4にある内<sup>よう</sup>容<sup>う</sup>と、イメ<sup>えい</sup>ー<sup>が</sup>ジを使<sup>せ</sup>っ<sup>と</sup>く<sup>く</sup>て、日<sup>えい</sup>本人<sup>が</sup>の友<sup>せ</sup>だ<sup>と</sup>ち<sup>く</sup>にこの映<sup>えい</sup>画<sup>が</sup>まつりにいっ<sup>せ</sup>しょ<sup>と</sup>に<sup>く</sup>行く<sup>せ</sup>よう<sup>と</sup>に説<sup>せ</sup>つ<sup>と</sup>く<sup>く</sup>するEメ<sup>え</sup>ー<sup>る</sup>を書<sup>か</sup>きなさい。

You may make notes in this space.

Write your response to Question 4 on the following page.

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

**Question 4**

A large empty rectangular area with a grid of dashed lines, intended for writing the answer to Question 4. The grid consists of approximately 24 rows and 24 columns of small squares.

## SECTION 3 – Writing in Japanese

### Instructions for Section 3

#### Questions 5–8 (20 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 5

Your Japanese friend Yuka is planning to visit you and your family in Australia next summer. Yuka would like to know what kind of activities she will be able to try in summer. Write a personal letter to Yuka and suggest some suitable Australian activities she could try with your family.

あなたの日本人の友だちのゆかさんが、こんどの夏にオーストラリアにいるあなたと、あなたの家族をほうもんしよう<sup>けいかく</sup>と計画しています。ゆかさんは夏にどんなことができるか知りたがっています。ゆかさんにあなたの家族とオーストラリアでいっしょにできることをていあんするための手紙を書きなさい。

OR

#### Question 6

You are an exchange student in Japan. Your teacher in Japan has asked you to give a speech to the class about how Australian students balance their use of the internet and social media with their senior studies. Write the script of your informative speech.

あなたは日本にいる交換留学生<sup>こうかんりゅうがくせい</sup>です。あなたの先生がクラスで、オーストラリアの学生が高校の勉強とインターネットやソーシャルメディア<sup>しやう</sup>の使用のバランスをどのようにとっているかについて、あなたにスピーチをするように言いました。そのことを紹介<sup>しょうかい</sup>するためのスピーチの原稿<sup>げんこう</sup>を書きなさい。

OR

#### Question 7

While on holiday in Japan, you attended a Japanese cultural festival in a small town. You noticed many differences between celebrations in Japan and in Australia. Write an evaluative article for your school newsletter, in which you describe some of the significant differences that you noticed.

日本を旅行<sup>りょこう</sup>をしている間、小さな町で日本文化のお祭り<sup>にほんぶんか まつ</sup>に行きました。あなたはオーストラリアと日本のお祭りのいろいろなちがう点<sup>まつ てん</sup>について気がつきました。学校のニュースレターに、あなたが行ったお祭り<sup>まつ</sup>で、とてもちがうと思ったことについて、評価<sup>ひょうか</sup>する記事<sup>きじ</sup>を書きなさい。

OR

**Question 8**

Two children were walking through the streets of Nara, a city in Japan. When they saw a deer looking at them, they stopped. The deer asked the children where they were going. What happened next? Write an imaginative story for young children aged five to seven.

二人の子供たちが日本の奈良の街の通りを歩いていました。子供たちは鹿が二人を見ているのを見て立ち止まりました。鹿は子供たちにどこに行くのかたずねました。その後、どうになりましたか。5さいから7さいぐらいの小さな子どもたちのために想像の物語を書きなさい。

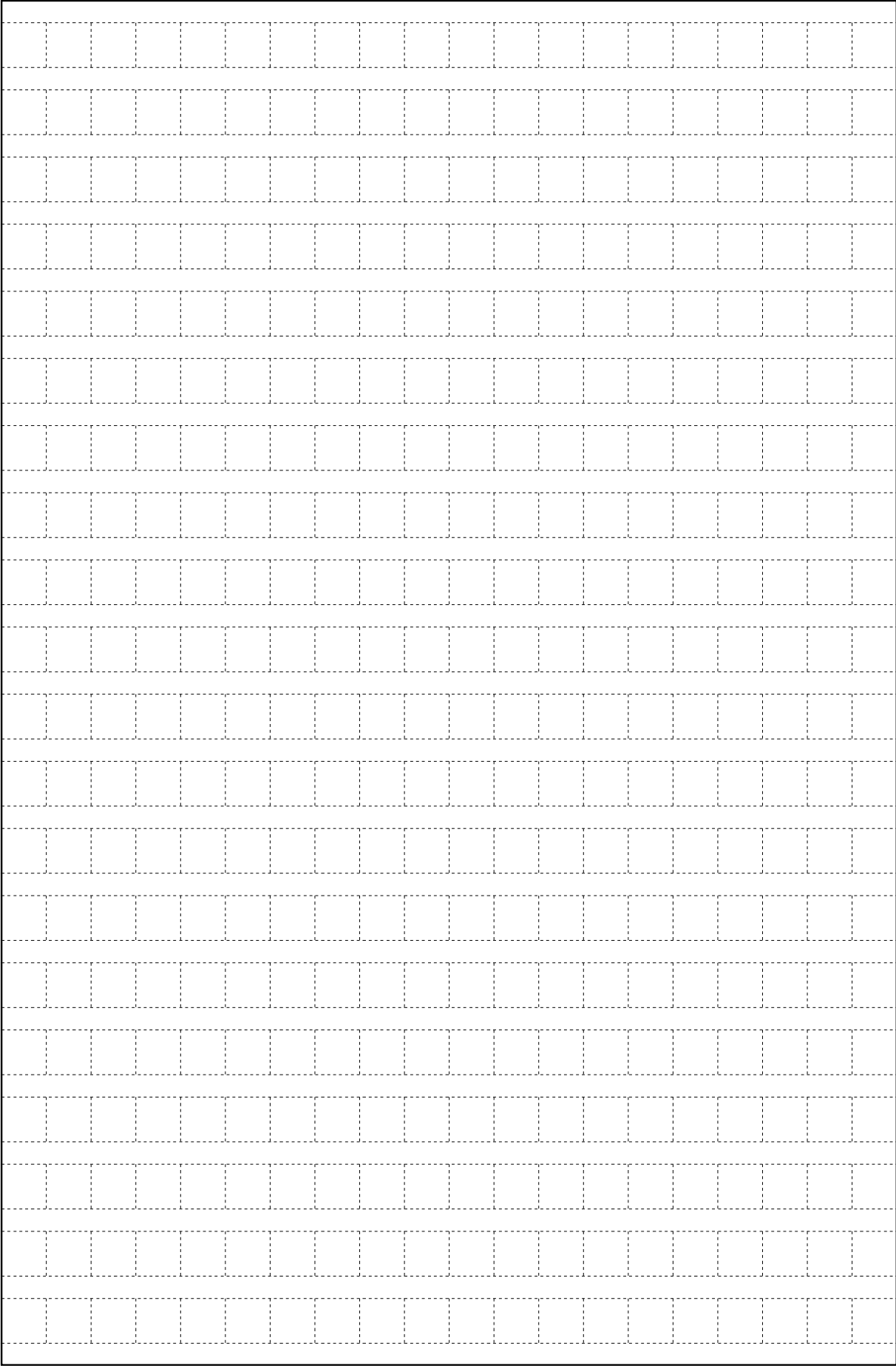
You may make notes in this space.

Write your response on the following pages.

**SECTION 3** – continued







## 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

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