



JAPANESE: SECOND LANGUAGE

Stage 3

WACE Examination 2015

Marking Key

Marking keys are an explicit statement about what the examiner expects of candidates when they respond to a question. They are essential to fair assessment because their proper construction underpins reliability and validity.

Section One: Response (listening and responding)

25% (35 Marks)

Text 1: A Year 12 student, Kim, is talking to an exchange student from Japan, Takeshi.

Question 1

(2 marks)

Does Takeshi think the ball is a special occasion? Explain your answer.

Description	Marks
No	1
because you can eat and dance at a party	1
Total	2

Question 2

(4 marks)

Why does Kim suggest booking a limousine early?

Description	Marks
other schools also have balls	1
the limousine company	1
will be (become) busy	1
Seems/appears difficult to book	1
Total	4

Question 3

(1 mark)

Why is Takeshi not going to attend the ball?

Description	Marks
(because) he is not interested	1
Total	1

Text 2: An exchange student from Japan, Tomoko, is calling home.

Question 4

(1 mark)

Who is Tomoko ringing to talk to?

Description	Marks
her mother	1
Total	1

Question 5

(1 mark)

Why can't Tomoko talk to that person?

Description	Marks
she has/they've/her mother/her mum gone shopping	1
Total	1

Question 6

(2 marks)

What is the reason for Tomoko's call?

Description	Marks
her friend	1
is getting married	1
Total	2

Question 7

(1 mark)

What does Tomoko plan to do after high school?

Description	Marks
go to university	1
Total	1

Text 3: A Year 12 student is giving a speech in the last Japanese class for the year.

Question 8

(2 marks)

Why does this student think the Year 12 sweater is special? Give **two** reasons.

Description	Marks
no one but/only Year 12s can/allowed to wear it	1
everyone has their name written on it/my name written on it	1
Total	2

Question 9

(2 marks)

How did this student feel the day before Year 12 started?

Description	Marks
Happy/excited	1
Could not sleep/did not sleep	1
Total	2

Text 4: John, an Australian student living in Japan, is in the middle of a job interview.

Question 10 (3 marks)

What were John's responsibilities when he was working in Perth?

Description	Marks
Wash/washing only	1
cups and plates (note to markers needs word 'wash')	1
Total	3

Question 11 (1 mark)

How many hours will John be expected to work at this new job?

Description	Marks
7 hours with a 1 hour (lunch) break/6 hours/8am to 3pm with one hour break	1
Total	1

Question 12 (2 marks)

When may John need to use Japanese and for what purpose?

Description	Marks
when busy to take orders (in Japanese)	1
Total	2

Text 5: On the radio

Question 13 (1 mark)

What is being advertised?

Description	Marks
Mirai (Future) Bank/mobile banking	1
Total	1

Question 14 (2 marks)

What **two** things can you do with this service? Choose from the following:

- a. withdraw cash
- b. chat online with staff
- c. pay the bill
- d. check the balance
- e. exchange currency.

Description	Marks
c	1
d	1
Total	2

Note to markers: If more than two answers are given, no further mark will be awarded.

Question 15

(4 marks)

What devices do you need to use this service? Write down all devices that are mentioned.

Description	Marks
smart phone	1
Ordinary/normal (mobile) phone	1
tablet	1
PC/computer	1
Total	4

Question 16

(1 mark)

What is the number given at the end of the advertisement for?

Choose **one** from the following:

- a. log in code for the registration
- b. log in code for the website
- c. the product code
- d. telephone number to start using telephone banking
- e. telephone number to ask questions.

Description	Marks
e. Phone number to ask questions	1
Total	1

Text 6: At a theme park

Question 17

(5 marks)

Complete the table below by filling in the spaces.

	Description	Marks	Description	Marks
Name of the attraction	Who can enter/ride?		How long does it take?	
Magic Broom	People over 122cm		5 mins	1
Magic House	anyone	1	20 mins	1
White Dragon	people over 95cm (if accompanied by someone whose height is over 122cm)	1	2 mins	1
Total				5

End of Section One

Section Two: Response (viewing, reading and responding)

30% (42 Marks)

Text 7: An email message

Question 18

(2 marks)

What recent change to her schedule has made Katie tired?

Description	Marks
she has become	1
very busy.	1
Total	2

Question 19

(5 marks)

Describe Katie's current sporting commitment.

Description	Marks
she is in (belongs to) a swimming team	1
<ul style="list-style-type: none"> • get up (gets up) • 4:30am • for (to attend) a practice • every morning 	1 1 1 1
Total	5

Question 20

(2 marks)

What does Katie say about her future sporting commitment to the activity mentioned in the previous question?

Description	Marks
she does not know whether or not/if	1
she can continue	1
Total	2

Question 21

(3 marks)

Explain why Katie has started a part-time job.

Description	Marks
she doesn't get pocket money/allowance	1
she needs money	1
to/in order to/so that/enjoy herself/muck around with her friends	1
Total	3

Question 22

(6 marks)

What advice did Katie's older friend give her about stress management?

Description	Marks
Even if she is busy	1
do something that she has an interest in	1
reading her favourite book and/or blog	1
going for a walk	1
cooking	1
exercise	1
Total	6

Text 8: A form

Question 23

(2 marks)

What is this document for?

Description	Marks
applying for/application form for	1
exchange program/study abroad (for 2016)	1
Total	2

Question 24

(2 marks)

State the **two** main reasons why the author wants to go to Australia.

Description	Marks
to improve her English speaking skills/speak English better	1
to learn about/she is interested in Australian houses how Australian people (people in foreign country) live	1
Total	2

Question 25

(1 mark)

What skill does the author want to improve in Australia?

Description	Marks
English speaking/conversation	1
Total	1

Question 26

(2 marks)

What **two** facts does the author wish to clarify about living in Australian people's houses?

Description	Marks
If they don't take their shoes off/whether they take their shoes off	1
how they clean (their houses)	1
Total	2

Text 9: A report

Question 27

(2 marks)

According to the report, what do high school students spend their money on?

Description	Marks
Food/eating with friends	1
Transport/traffic	1
Total	2

Question 28

(1 mark)

Choose the graph that **best** represents the survey results on part-time jobs.

Description	Marks
a	1
Total	1

Question 29

(1 mark)

Choose the graph that **best** represents the survey results on money.

Description	Marks
a	1
Total	1

Question 30

(2 marks)

What did the majority of students think about credit cards?

Description	Marks
the same as	1
prepaid cards	1
Total	2

Note to markers: 'debit cards', 'bank cards', or 'cash cards' not accepted. If the word 'prepaid' is not used but explained correctly, that answer can be accepted.

Text 10: An advertisement

Question 31

(2 marks)

If you want to rent a car, when do you need to book by?

Description	Marks
seven days before departure	1
	1
Total	2

Question 32

(5 marks)

Why is the Sapporo Grand Hotel convenient?

Description	Marks
5 second walk from Sapporo station	1
you don't need an umbrella when raining	1
10 minute walk to sightseeing spots	1
Also accept airport shuttlebus to hotel/use credit card/extend stay by 7 days, to maximum of five marks total	
Total	5

Question 33

(2 marks)

What information is given regarding breakfast?

Description	Marks
cost is 1900 yen per person	1
booking (reservation) is by 8pm previous night/day	1
Total	2

Question 34

(2 marks)

Your budget is 45,000 yen per person for accommodation and you are travelling with your parents. On what days can you travel?

Description	Marks
Monday, Tuesday, Wednesday, Thursday, and Sunday (if 3 or 4 out of 5 correct then 1 mark) or any day except Friday and Saturday	2
Total	2

Section Three: Written Communication

20% (30 Marks)

Part A: Stimulus and response

(10 marks)

Question 35

Respond to the son who is coming to stay with your family in 250–300 *ji* using **plain form**.

Criteria	Marks
Content and relevance of response to the stimulus text	3
Writes an email message with appropriate length that provides advice relating to the information in the stimulus text which are: <ul style="list-style-type: none"> • types of part-time job available • the estimated wage of each job. The message also includes all formalities of an email message (i.e. acknowledgement in reply, beginning, ending, signature).	3
Writes an email message that includes most of the content above. Generally relevant and briefly covers all of the aspects in the stimulus text with some superficial treatment. Some formality of an email message is apparent.	2
Writes an email message, which includes some of the content above that superficially addresses only part of the information in the stimulus text. Appropriate formality of an email message is missing.	1
Little or no content, or heavy reliance on content that has no relevance to the stimulus text.	0
Grammar	3
uses a wide range of stage-appropriate grammar and complex sentence structure.	3
Uses a wide range of grammar and sentence structures, but relies upon earlier-stage grammar and sentence structure.	2
Repetitively uses a limited number of basic structures.	1
No evidence of Japanese sentence structure.	0
Accuracy (grammar, vocabulary spelling and Kanji)	4
Uses grammar and vocabulary with a high level of accuracy. Minor errors do not affect meaning or flow. Consistently uses plain-form endings. Writes kanji and kana appropriately.	4
Uses grammar and vocabulary fairly accurately. Errors may affect flow. Consistently uses plain-form endings. Mostly accurate use of kanji and kana.	3
Errors evident in sentence structures, word choice, spelling and orthography. Meaning often difficult to comprehend. Inaccurate and/or limited use of kanji. Inconsistent use of plain-form endings.	2
Difficult to comprehend meaning due to errors in sentence structures, word choice, spelling and orthography. Inconsistent use of plain-form endings.	1
No application of rules.	0
TOTAL	10

Part B: Extended writing

(20 marks)

Question 36

Write a speech for school assembly.

Criteria	Marks
Content and relevance	5
Provides detailed information in the speech and elaborates on the following information with appropriate length: <ul style="list-style-type: none"> possible paths that Australian high school leavers can take specific information about what you are planning to do after you graduate from high school the reasons you would like to do that. 	5
Includes most of the information above. Uses examples to elaborate at times but may be superficial with treatment of some information.	4
Above content is generally relevant and covers some of the aspects with occasional elaboration.	3
Above content is somewhat relevant and attempts to clarify some of the information.	2
Includes some information that is irrelevant to the question and highly repetitive.	1
Content that has no relevance to the question.	0
Grammar	4
Uses a wide range of stage-appropriate grammar and complex sentence structure.	4
Uses a range of grammar and sentence structures, but relies upon earlier-stage grammar and sentence structure.	3
Relies predominantly on earlier-stage grammar and sentence structures.	2
Repetitively uses a limited number of basic structures. Sentence structure may be heavily influenced by another language.	1
Uses single words and/or short phrases..	0
Accuracy (grammar, spelling and Kanji)	4
Uses grammar and vocabulary with a high level of accuracy. Minor errors do not affect meaning or flow. Consistently uses polite-form endings. Writes kanji and kana appropriately.	4
Uses grammar and vocabulary fairly accurately. Errors may affect flow. Consistently uses polite-form endings. Mostly accurate use of kanji and kana.	3
Errors evident in sentence structures, word choice, spelling and orthography. Meaning often difficult to comprehend. Inaccurate and/or limited use of kanji. Inconsistent use of polite-form endings.	2
Difficult to comprehend meaning due to errors in sentence structures, word choice, spelling and orthography. Inconsistent use of polite-form endings.	1
No application of rules.	0
Organisation	2
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable.	2
Some sequencing is evident. Connections are simple and straight-forward.	1
Limited organisation affects the flow and understanding. The connection between the ideas is sometimes unclear.	0
Vocabulary	3
Uses a wide range of stage-appropriate vocabulary, kanji and expressions.	3
Uses a range of vocabulary, kanji and expression.	2
Limited use of vocabulary, kanji and expression.	1
Uses basic vocabulary.	0
Conventions of text type	2

Uses all the key conventions of a speech using polite form: <ul style="list-style-type: none">• appropriate beginning• appropriate ending/conclusion• consistently uses polite-form endings• appropriate ji length	2
Uses some of the conventions of the text type. Generally uses register appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing.	0
TOTAL	20

or

Question 37

Write a letter to the sister school in Japan.

Criteria	Marks
Content and relevance	5
Provides detailed information in the letter and elaborates on the following information: <ul style="list-style-type: none"> • your experience of visiting the place • what they can see and do there • why they should visit the place. 	5
Includes most of the information above. Uses examples to elaborate at times but may be superficial with treatment of some information.	4
Above content is generally relevant and covers some of the aspects with occasional elaboration.	3
Above content is somewhat relevant and attempts to clarify some of the information.	2
Includes some information that is irrelevant to the question and highly repetitive.	1
Heavy reliance on content that has no relevance to the question.	0
Grammar	4
Uses a wide range of stage-appropriate grammar and complex sentence structure.	4
Uses a range of grammar and sentence structures, but relies upon earlier-stage grammar and sentence structure.	3
Relies predominantly on earlier-stage grammar and sentence structures.	2
Repetitively uses a limited number of basic structures. Sentence structure may be heavily influenced by another language.	1
Uses single words and/or short phrases.	0
Accuracy (grammar, spelling and Kanji)	4
Uses grammar and vocabulary with a high level of accuracy. Minor errors do not affect meaning or flow. Consistently uses polite-form endings. Writes kanji and kana appropriately.	4
Uses grammar and vocabulary fairly accurately. Errors may affect flow. Consistently uses polite-form endings. Mostly accurate use of kanji and kana.	3
Errors evident in sentence structures, word choice, spelling and orthography. Meaning often difficult to comprehend. Inaccurate and/or limited use of kanji. Inconsistent use of polite-form endings.	2
Difficult to comprehend meaning due to errors in sentence structures, word choice, spelling and orthography. Inconsistent use of polite-form endings.	1
No application of rules.	0
Organisation	2
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable.	2
Some sequencing and paragraphing is evident. Connections are simple and straight-forward.	1
Limited organisation affects the flow and understanding. The connection between the ideas is sometimes unclear.	0
Vocabulary	3
Uses a wide range of stage-appropriate vocabulary, kanji and expressions.	3
Uses a range of vocabulary, kanji and expression.	2
Limited use of vocabulary, kanji and expression.	1
Uses basic vocabulary.	0
Conventions of text type	2
Uses all the key conventions of a letter using polite form: <ul style="list-style-type: none"> • appropriate beginning/salutations/weather 	2

<ul style="list-style-type: none">• paragraphing/sequencing of ideas/organisation• appropriate ending/conclusion• signing off/date• appropriate ji length	
Uses some of the conventions of the text type. Generally uses register appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing.	0
TOTAL	20

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