



2013 Languages: Japanese First Language GA 3: Examination

Oral component

GENERAL COMMENTS

The Japanese First Language oral examination assesses students' knowledge and skills in spoken Japanese.

Students are asked to give their first name, a brief outline of the issues to be addressed in the presentation (in no more than one minute), followed by the presentation itself (in no more than four minutes). The brief outline requires each student to describe their Detailed Study topic, the titles of the main texts they studied and their main viewpoints on the issues. Students are permitted to bring one cue card (maximum 20 cm × 12.5 cm) containing notes written in point form.

The majority of students demonstrated good preparation and showed confidence. Some skilled students expressed their viewpoints analytically and elaborated on ideas with reference to the texts studied. They were able to discuss issues readily and logically. However, a small number of students did not deliver a proper presentation or exchange ideas and opinions with the assessors. These students had not completed sufficient research and had poor comprehension skills. Some students failed to demonstrate personal evaluation of their topics or simply summarised the texts they had studied.

It was evident that a large number of students failed to use a sufficient number of texts or appropriate types of texts. The *VCE Japanese Study Design* suggests that 'at least three main texts, drawn from the field of Literature and Arts' should be used. These can be novels, poems, films, TV dramas, songs, etc. This year a few students used an English movie as one of their main texts but this was not acceptable for the purpose of this examination. Teachers and students are asked to consult the *VCE Japanese First Language Study Design*, which clearly states that the study of texts in Japanese is required for the Detailed Study.

The use of cue cards was problematic this year. Further information relating to the use of objects and speakers' notes can be found in the *VCE Exams Navigator*.

In addition to the requirements for specified texts and cue cards, teachers and students are expected to know the procedures and requirements of the examination. For example, students should not wear their school uniform or mention their full name, and the presentation should be no more than four minutes. This year many students were asked to stop because their presentation exceeded the set time limit.

Topics chosen for the Detailed Study included Bullying, Identity, Global issues and Current issues in Japanese society. Students should aim to develop their own individual approach and responses to issues. The shallowness of certain topics caused students to struggle to demonstrate analytical perspectives and develop further views in the discussion. Topics should attract a broad and deep range of perspectives.

SPECIFIC INFORMATION

Section 1 – Presentation

Students must present the results of their research in a manner that demonstrates analytical research skills and critical thinking. The use of specified main texts provides breadth and depth of perspectives.

Communication

This year students struggled to complete their presentations in the allocated time, which was partly attributable to the incorrect use of cue cards and inadequate preparation. Stronger students expressed opinions clearly and confidently, whereas weaker students paused for lengthy periods or frequently hesitated. Students are expected to rehearse their presentation repeatedly.

Content

Most students demonstrated well-developed ideas and opinions with a clear stance on issues. They were also able to show their understanding and appreciation of texts. A small number of students did not explore their own topics adequately or comprehend texts sufficiently.



Section 2 – Discussion

Students are required to engage in a discussion with assessors about aspects of the nominated topic and to clarify and elaborate on any points they present. They are expected to discuss broader related issues beyond their topics. Students may be asked questions directly relating to their main texts as well as questions about an author's or director's intent and personal background.

Communication

Students' communication skills were good. The majority of students were able to engage in discussion with assessors and maintain the appropriate register and style. Strong students responded confidently and convincingly, whereas weak students did not address the questions or form logical responses.

Content

Many students demonstrated in-depth knowledge of issues and expressed their opinions and ideas logically. They used evidence to support their views effectively. However, some students expressed simplistic and one-sided views, and the same responses delivered in the presentation were used in the discussion.