



2012 Languages: Japanese First Language GA 3: Examination

Written component

GENERAL COMMENTS

Most students responded to all questions on the 2012 Japanese First Language examination. A few strong students presented exemplary responses, showing maturity of thinking and sophistication in their writing skills. Most students performed at an average level, with a few students performing at a poor level.

In general, students performed best in Section 1 – Listening and responding. However, students' responses were not always accurate as they failed to pay close attention to details in the spoken text. Some answers used vocabulary that was not mentioned in the text or that was too simplistic to be awarded marks.

Students produced some well-written responses in Section 2 – Reading and responding, showing their ability to understand the content of the two texts that were provided. On the other hand, some students failed to grasp a good understanding of the overall theme of 'Pet boom and its social background in Japan'. As a result, some students wrote mostly about their own experience and time with their own pets.

Some solid responses were produced in Section 3 – Writing in Japanese. To answer questions that require extended written responses, it is vital that students have a clear understanding of the text type, the required length of the response, the audience and the purpose. A number of students failed to satisfy these requirements. Other students failed to understand the text type, whereas other students failed to use an appropriate tone for the audience. There were only a few students who showed a clear understanding of these requirements.

Common mistakes were made in all three sections. When writing in hiragana, katakana and kanji, students must be aware that the shapes of the characters and stroke order are critical in order to avoid any misunderstanding.

Students should also pay attention to the neatness of their handwriting. Handwriting is not directly assessed, but some students' writing of the characters was so messy that the shapes of the characters were incorrect or incomprehensible. Attention to accurate use of grammar is also very important. The misuse of particles and mismatches between subjects and verbs (主語のねじれ) were the most common mistakes.

SPECIFIC INFORMATION

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Listening and responding

It is important that students focus on understanding exactly what the keywords in the questions require, work out the appropriate length of the answers, and carefully extract words and expressions from the text. This year the text was about Japanese Nobel prize-winners and their thoughts on science. After listening to the text, students should answer each question precisely and concisely.

Question 1a.

(目的) (Purpose)

科学との関わりについて考えるきっかけを提供すること – To provide an opportunity that encourages viewers to think about the relationship between science and themselves.

(テーマ) – (Theme)

ノーベル賞を受賞した日本人科学者 – Japanese scientists who have won Nobel prizes

Question 1b.

- 野依博士：化学賞 – Doctor Noyori: Chemistry prize
- 小柴先生：物理学賞 – Mr Koshiba: Physics prize
- 益川教授：物理学賞 – Professor Masukawa: Physics prize



Question 1c.

<p>(強調していること)</p> <p>ぶれない</p> <p>(その意味)</p> <p>流行や周りの雑音に流されないということ</p> <p>(説明)</p> <ul style="list-style-type: none"> 自分の周りの研究者が脚光をあびると、つい、その人の研究テーマをしたくなる。 他人のまねから始まった研究は長続きしない。 	<p>(About 'the concept that all three scientists emphasised')</p> <p>Being consistent</p> <p>(About 'its meaning')</p> <p>It means you would not be influenced by trends or comments made by others.</p> <p>(Explanation)</p> <ul style="list-style-type: none"> total dedication to research strong determination
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Question 1d.

<p>次の点がすべて入っている</p> <ul style="list-style-type: none"> 目標から目をそらさないぶれない心 色んな物に飛びつく好奇心 	<p>The answer should have included both points below.</p> <ul style="list-style-type: none"> consistent determination to stick to a goal curiosity, which makes people jump into various things
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Question 1e.

<p>解答例</p> <p>中学の時期は、今後の人生を考えるべき時期だ。そのためにも、学生には科学を勉強してもらいたい。我々は科学に囲まれて暮らしており、科学抜きでは現代社会の物事を理解できない。それでは、現在のことはもちろん、未来の変化も予測できず、将来を見据えることもできない。科学を学ぶことが、未来図を描く第一歩になるのだ。</p>	<p>The following is a sample response.</p> <p>Junior high school is when students should think about their future. For that reason, students are expected to study science. We live our lives surrounded by science and, therefore, we cannot fully understand things in the modern world without understanding science. That means, we cannot anticipate only about the current situation, but about future changes too. We cannot foresee the future. Learning science is the first step towards preparing one's plan for the future.</p>
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<p>採点に関わる言語的要素</p> <ul style="list-style-type: none"> 構成、事柄の配列、つながり 適切かつ正しい漢字の使用 ひらがな、カタカナを正しく書いている 適切に、かつ、正しく語彙と表現を使用している 文法を正しく使用している 原稿用紙、句読点などが正しく使えている 字数が適切である 	<p>Linguistic aspects affecting the marks given to students</p> <ul style="list-style-type: none"> structure and sequence accuracy, range and appropriateness of vocabulary and grammar punctuation
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Common errors made by students

- omitting words or expressions – (incorrect) 流行に流されない (correct) 流行や周りの雑音に流されない
- changing words completely or using words that were not in the text – (incorrect) 理科を考える機会を与えること (correct) 科学との関わりについて考えるきっかけを提供すること
- missing keywords – (incorrect) ノーベル賞を受賞した科学者 (correct) ノーベル賞を受賞した日本人科学者

Section 2 – Reading and responding

Students' responses in this section varied from excellent to quite poor. In Section 2, it is important for students to pay attention to the key words in the question. The question clearly indicated that students were required to cover the causes



and results of the pet boom, the advantages and problems of pet ownership, solutions to problems and students' own opinions. Students needed to identify and synchronise ideas and information from the texts. There were some cases where students copied the texts verbatim; they merely made a few changes to word endings and added some conjunctions. To answer questions of this kind, students need to have practised the skill of relating their responses to the texts while not copying directly from the texts.

<p>テキスト2と3から抽出すべき情報</p> <p>ペットブームの原因と結果</p> <ul style="list-style-type: none"> 人々は物質的に豊かな生活を求め、家族間の絆^{きずな}（心のつながり）が薄れた。 豊かな家庭生活が実現すると、理想の家庭と現実の家庭のギャップに気付いて、ペットを飼うことでギャップを埋めようとした。 人々の生活が自然から離れ、生物の自然な生きかたが理解できなくなり、ペットロスの患者が増えた。 ペットは愛玩動物から家族の一員として扱われるようになりペットの数が急増した。 一部に、ペットのしつけを怠り、甘やかしすぎる者が出て問題を起こした。 ペットは多く屋内で飼われるようになり、好まれる犬の種類が変わった。 ペットを飼う環境が改善され、屋内でもペットを飼える賃貸住宅が増加した／新築マンションの80%がペットを飼うことを承知するようになった。 <p>ペットを飼うことの利点と問題点</p> <ul style="list-style-type: none"> 癒^{いや}し効果がある。（血圧が下がる、認知症患者の気分を安定させる、動物介護療法＜アニマルセラピー＞、ボランティア犬などの例を挙げて答える） 無責任な飼い主が、しつけを怠ったために手におえなくなったペットを（犬・猫が主）捨てる。 ブリーダーが利益を主に考えて、売れ残った動物を処理したりする。 <p>解決策</p> <ul style="list-style-type: none"> 動物管理制度の見直しが必要である。 悪質ブリーダーに対する法的規制を強める。 ペットの衛生環境に気を配る。（トラブルの三大理由を挙げる） 飼い主の責任を明確にする（ペットに避妊手術をする、マイクロチップをつけて行く方不明になった時にも飼い主が分かるようにする） 	<p>Relevant information and ideas to be identified from Texts 2 and 3</p> <p>Causes and results of the pet boom</p> <ul style="list-style-type: none"> people pursued affluent lifestyles and lost close ties with family members when people realised the gap between the ideal family life they wanted and the real situation, they tried to fill that gap with pets people lost touch with nature and could not understand the natural way in which animals live, resulting in an increase in the number of patients with 'pet loss syndrome' pets have come to be seen as family members rather than just pet animals, resulting in a sudden increase in the pet population some pet owners neglected to give the necessary training to their pets many people raised their pets at home, so their preference as to the type of dog has changed the general environment for raising pets improved; many rental properties accepted pets being raised in the house; 80% of newly constructed luxurious apartments accept pets inside <p>Advantages and problems associated with keeping pets</p> <ul style="list-style-type: none"> therapeutic effect (answer should include examples such as keeping pets lowers blood pressure, relaxes patients with dementia, works as animal therapy, the case of a dog especially trained to work as a voluntary hospital assistant) irresponsible pet owners abandon their pets when their pets become difficult to handle due to improper training when young profit-pursuing breeders dispose of unsold pet animals <p>Solutions</p> <ul style="list-style-type: none"> review legal control systems, such as the Animal Protection and Management System tighten up legal controls over irresponsible breeders improve sanitary environments for pets clarify pet owners' responsibilities (e.g. desexing pets, microchipping pets so that when lost pets are found, their owners can be identified)
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<p>答えに加えるべき要素</p> <ul style="list-style-type: none"> ペットブームは何を象徴しているかについての自分の意見 	<p>A key element that must be included in students' responses</p> <ul style="list-style-type: none"> express their own thoughts about what the pet boom symbolises
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<p>採点に関わる言語的要素</p> <ul style="list-style-type: none"> 形式(スピーチ原稿)、構成、事柄の配列、つながり 適切かつ正しい漢字の使用 ひらがな、カタカナを正しく書いている 適切に、かつ、正しく語彙と表現を使用している 文法を正しく使用している 語彙、表現、文法が多彩である 原稿用紙、句読点などが正しく使えている 字数が適切である 	<p>Linguistic aspects affecting the marks given to students</p> <ul style="list-style-type: none"> structure and sequence accuracy, range and appropriateness of vocabulary and grammar punctuation
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Common errors made by students

- failing to offer own thoughts about what the pet boom symbolises (some answers included an opinion, but it was copied from the text)
- copying relevant information and ideas from the texts exactly as provided on the paper
- ignoring the text type
- failing to use the title given in the question

Section 3 – Writing in Japanese

Responses for this section showed that some students read books widely and, therefore, were equipped with well-developed writing skills. There was strong evidence to suggest that the quality of answers was clearly influenced by the number of books read as well as students' levels of knowledge of films, stories, performances and social issues in general. These are critical factors leading to students scoring highly in this section. Also, when practising writing, students are advised to consider using language and grammar that is relevant to this section.

<p>採点に関わる言語的要素</p> <ul style="list-style-type: none"> 形式、構成、事柄の配列、つながり 適切かつ正しい漢字の使用 ひらがな、カタカナを正しく書いている 適切に、かつ、正しく語彙と表現を使用している 文法を正しく使用している 語彙、表現、文法が多彩である 原稿用紙、句読点などが正しく使えている 字数が適切である 	<p>Linguistic aspects affecting the marks given to students</p> <ul style="list-style-type: none"> structure and sequence accuracy, range and appropriateness of vocabulary and grammar punctuation
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Common errors made by students

- inappropriate text types
- wrong kanji
- wrong use of grammar

Question 3

This question was the most popular in this section. Excellent pieces of writing weighed up the benefits and problems of Facebook, considered the pros and cons in a balanced manner from a personal as well as community and business viewpoints, and offered personal opinions for future improvement.

The following are examples of key contents and ideas that could have been included in students' responses.

<ul style="list-style-type: none"> 本名登録なので、情報に信憑性がある。 昔の友達など、連絡の途絶えている人が登録してい 	<ul style="list-style-type: none"> As it requires people to register their real names, the information is relatively accurate. You can find your former friends if they are on
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<ul style="list-style-type: none"> • 場合、連絡できる。 • ビジネスにも使える。 • 本名を使うので、個人情報ともれる恐れ。 • 友達同士のつながりが誰にでも見られてしまう。友達の多い・少ないも見られる。 • コメントをつけたり、つけられたりすることで、人間関係がそこにあり、ストレスになる。 • 本名登録とはいえ、虚偽の登録もでき、情報を鵜呑みにしてはならない。 	<ul style="list-style-type: none"> • Facebook. • It can be used for business. • Because you use your real name, personal information may possibly be leaked. • People can see who your friends are. They can see if you have many or few friends. • When sending and receiving comments, you may feel stressed about the obligation to reply. • Even though people are supposed to register their real names, some may register a fake name and supply fake information.
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Question 4

Students' responses to this question required some general knowledge of the Japanese economy and currency. A few students attempted this question. Some answers were developed on a strong understanding of the economy and consequently were written well. Others were written well linguistically, but were based on a limited understanding of the Japanese economy.

The following are examples of key contents and ideas that could have been included in students' responses.

<ul style="list-style-type: none"> • 海外からの輸入が安くでき、輸入産業や消費者にとって得。 • 海外に行きやすくなる。 • 海外にとって日本の商品が割高になり、輸出しにくくなるか、値段を上げて利益を下げなければならない。—輸出産業に打撃 • 海外からの旅行者が減る。また、日本での消費が減る。 • 国内企業による製品が、安い外国製に負ける。 • 人件費も外国のほうが安く、国内企業のものでも海外で作られ、日本での雇用が減る。 	<ul style="list-style-type: none"> • Imports from overseas become cheap, and import companies and consumers can benefit. • Overseas trips become cheaper. • Products made in Japan become expensive for overseas customers. Therefore, the products sell less or companies need to make them cheaper. • The number of foreign tourists in Japan decreases. Also, they do not buy in Japan. • Japanese products are beaten by cheap products from overseas. • Employing people overseas becomes relatively cheaper and so Japanese companies start making their products overseas, causing people in Japan to lose their jobs.
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Question 5

This question required students to give advice to an uncle regarding his child studying abroad. As the recipient of this letter was an older person, the language used should not have been too casual or informal. The text type required was a letter, so an appropriate style, greeting and ending were essential.

The following are examples of key contents and ideas that could have been included in students' responses.

<ul style="list-style-type: none"> • 日本の講義中心型ではなく、参加型の授業。 • 日本を離れることで、違ったものの考え方ができる。成長できる。 • 豪の大学で習得したことを持ち帰ることで、日本の産業に貢献できる。 	<ul style="list-style-type: none"> • Instead of lecture-centred classes in Japan, there are more student-centered classes to participate in. • In a different environment, you can gain different ways of thinking and become more mature. • You can contribute to Japanese industry by bringing back what you have learned in Australia.
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| • 英語も上達する。 | • Your English will improve. |
| • 大学で取得した資格が、日本でそのまま通用しない場合もある。 | • Your qualification may be not valid in Japan. |
| • 留学はお金がかかる。 | • Studying overseas is expensive. |
| • 文化や生活が違い、日本の常識が通用しない。 | • Understanding lectures in English may be hard. |

Question 6

This question required students to write a journal entry advertising/promoting his/her new product aimed at high-school students, at the convenience store.

The following are examples of key content and ideas that could have been included in students' responses.

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|--------------------------|---|
| • 商品について、どんなものかよく説明している。 | • explain the details of the product |
| • なぜ高校生にうけると思うか説明している。 | • explain the reason why you think high-school students would buy the product |
| • 発売された日の状況を描写している。 | • describe the scene on the day that the product starts being sold |
| • 結果、自分がどう感じたか心境を描写している。 | • describe what you thought at the end |
| • 読者の興味をひく内容である。 | • create interest in the reader |

Question 7

This question was the second most popular writing task. Students generally crafted stories that started with picking up someone else's bag, as the question required.

The following are examples of key contents and ideas that could have been included in students' responses.

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|---------------------------------|---|
| • かばんの発見が発端で、物語の結末に結びついて
いる。 | • start the scene with finding a bag and finish it with a
relevant scene |
| • 物語が発展していく経過を描写している。 | • describe the progress of the story well |
| • 登場人物の外見と心理を描写している。 | • describe the appearance and thoughts of the
characters |
| • 読者の興味を引く内容である。 | • create interest in the reader |