



## 2009 LOTE: Japanese First Language GA 3: Examination

### Oral component

#### GENERAL INFORMATION

The Japanese First Language oral examination primarily assesses students' knowledge and skill in using spoken Japanese. In the Presentation section, students must present the results of the Detailed Study they undertook in class on a topic of their own choice. In the Discussion section, students engage in a discussion with the assessors and elaborate on the results of their study.

The Detailed Study requires well-developed reading comprehension and research skills, including the ability to use an analytical approach. These may not usually be part of the Japanese secondary school curriculum. 'Reading comprehension' in the Japanese school system often means picking up 'key words/phrases' from a text or condensing the contents into one or two short sentences, or a short paragraph.

Teachers of Japanese First Language must be well acquainted with the study design requirements. Some of them may benefit from attending a professional development session.

There was a decline in the number of Japanese First Language students this year due to fewer exchange students from Japan. However, there were two or three outstanding performances among this small cohort. Most students performed at an average level. Students' language levels were appropriate in most cases.

Generally speaking, students' performances suggested an insufficient understanding of the Presentation and Discussion requirements. It appears that students equate the Presentation with a speech or a talk, both of which are one-sided communications by the speaker to the audience. For this reason, it appeared that many students were not adequately prepared for the Discussion. They simply summarised the contents of the resources, picking up key words and expressions without analysing and understanding the gathered information. They often neglected to include any of their own opinions or ideas.

Students are increasingly relying on downloaded Internet resources for the Detailed Study. The study design specifies that the aim of the Detailed Study is for 'the student to understand and appreciate aspects of language and culture through the study of texts in Japanese drawn from Literature and Arts' and suggests that 'at least three texts, drawn from the field of Literature and/or the Arts, are selected.' Teachers should guide their students carefully when selecting their source materials, and remind them that they should not limit themselves to the Internet as a source material.

Similarly, news items from newspapers and magazines are not considered to be 'texts drawn from Literature and Arts', although they can be used as supplementary information in addition to the main resources. However, materials from Japanese newspapers and magazines such as essays, reproductions of interviews, short stories and by-line articles can be used as resources.

Perpetual topics such as 'bullying' and 'barrier free society for the physically disabled' were replaced with other topics such as *Ikiru* (to live), *Freetaa* (job-hopping part-time worker), *Bushido* (the way of warriors), *Yutori Kyoiku* (freer education) and *Furooshi* (aged people maintaining good health and active lifestyles until the end of their lives). This is a welcome change as repetition of the same topics year after year using the same source material often leads to excessive 'borrowing' from past students' work.

Students performed better when they chose a topic to which they could relate, for example, *Ikiru* (to live) referring to pop music and sports in the life of youths. On the other hand, topics such as *Bushido* (the way of warriors) may be too profound for many students of this age group to adequately understand.

A problematic area was the use of cue cards. Page 29 of the *VCE Japanese Study Design* specifies that only one side of the card should be used. This was clarified at the LOTE Chief Assessors Training Meeting and the information was passed on to the relevant teachers. Although most students used their cue cards correctly, there were some who did not.



## SPECIFIC INFORMATION

### Section 1 – Presentation

#### Communication

Overall, students demonstrated an average to above-average ability to convey the results of their Detailed Study. Most students concluded their oral presentation within the set time limit.

Assessors noted that some students spoke too fast or in a mumbling manner, presumably because of tension or a lack of confidence. Clarity of speech is important in the Presentation.

#### Content

Choosing a good topic and using three or more authentic materials is of fundamental importance to doing well in the Presentation.

### Section 2 – Discussion

This is the area in which many Japanese First Language students are unprepared.

#### Communication

A few students were able to maintain a meaningful discussion with the assessors on their chosen topic. A common response was to wait for assessors to ask questions, which students would answer by repeating the content of the presentation.

Such passive attitudes by students may be culturally influenced. However, for the VCE oral examination it is expected that students will take the initiative by adding to, elaborating on and clarifying the results of their study, and readily discussing issues and their own views and opinions with assessors.

#### Content

The content of the Discussion must be relevant to the selected topic and drawn from authentic resources. Short, abridged versions of a source are not suitable as main resource material, since such material does not have substantial information, or the 'flavour' of literary work. Students should remember that visual materials such as films, paintings, *manga*, *anime* and televised theatrical performances can be used. Generally speaking, the content of the discussions were thin and lacking in substance.

A lively discussion between the assessors and student could have ensued if the student had talked about the famous episode of *Kumagai Naozane* from *Heike Monogatari* or 47 *ronin* avenging their Lord's shame. Or students may like to consider whether members of Japanese secondary schools' extra curricular martial arts (*Kendo* or *Judo*) clubs are able to learn the spirit of *Bushido* by practising such martial arts.

Students should consider an interesting aspect to the topic that may enrich the content and enliven the discussion.

## Written component

### GENERAL COMMENTS

Most students completed the paper in time and responded to all three sections. There were a few students whose responses were exemplary, showing maturity in thought and sophisticated writing skills. The majority of students performed at an average level.

Students performed best in the Listening and responding section, followed by Reading and responding. When answering comprehension questions it was common for students to transcribe sentences word for word from the original texts. These questions should be answered by rephrasing or paraphrasing **in the students' own words**.

Most students used *genkoo yooshi* correctly and placed punctuation in the correct positions. *Kanji* continued to be a weak area. A common mistake was to use incorrect *kanji* for homonyms, for example, 必用 for 必要 and 野性 for 野生. *Okurigana* and particles (おくりがな及び助詞の使い方) also require some attention.



## SPECIFIC INFORMATION

### Section 1 – Listening and responding

#### Question 1a.

- 動物が病気にならないように（毎日）世話をする飼育員
- 飼育員で、動物が病気にならないように世話をする

#### Question 1b.

- - （1点）動物本来の姿を見せる（展示する）こと／  
動物本来の能力を展示すること
- - （2点）例を下記のうちから二つ挙げる
  - オランウータンの空中散歩
  - ペンギンの園内散歩（X ペンギンの散歩）
  - 白熊が飛び込むのを水中トンネルから見る（X 白熊の水中飛び込み）
- 『ととりの村』／「広々とした囲いの中」で自由に飛ぶ鳥

#### Question 1c.

正答； 300万人、約4割（40%、40%ぐらい）、韓国、台湾

3つ～4つ 正解

#### Question 1d.

「動物たちの幸せを考える飼育」（という信念）

#### Question 1e.

Unfortunately, the number of *ji* exceeds the word limit in the following response. The last sentence could not be included in the assessment.

これまでの動物園では、携帯展示という動物の姿や形を見せる展示方法をしていた。その為、元気がない動物が多かった。しかし、旭山動物園では行動展示により、元気な動物を見せている。自分の目で野生動物たち（と）の共生や生命の尊さを見てもらうことを望んでいる。そして、修学旅行生を招いたり、サマースクールを開くことにより、生命の大切さを教える教育機関のような役割（を果たしたいと願っている）。

### Section 2 – Reading and responding

#### Question 2

The following is an example of a high-scoring response; however, it contains some instances of incorrect *kanji* and lacks paragraph indentation. The latter is very important in the correct use of *genkoo yooshi*.

携帯電話の実状および利点と問題点

（名前）

今日は、携帯電話の実情、そしてそれらの利点と問題点について話したいと思います。

現在、携帯電話を持っている小学生は3割、そして、中学生は6割、さらに、私たち高校生は9割にも昇ります。実際、私自身も携帯電話を所持していますし、私の周りの友達でも、持っていない子は珍しいです。しかし、日本では、携帯電話を使ったことによって起きた事件がたくさん起きています。携帯電話には、必ずしも悪い点ばかりではなく、良い点もあります。

携帯電話の利点として、2つ挙げる事ができます。1つ目は、携帯電話はとても便利であるという事です。指一本の簡単な操作で、いろいろな情報を得る事ができますし、GPS機能を使う事により、小中学生の子



供の、登下校時の安全を、両親が確認する事ができます。2つ目は、なにか困った事や、悩みがあれば携帯電話を使って、すぐに人に相談する事ができるという事です。相談相手が近くにいなくても、携帯電話を使えば、いつでも相談することができます。良いアドバイスが、いつでもすぐに返ってくるのは、とても良いことだと考えます。

しかし、今では、小中学生だけでなく、高校生も、携帯電話の校内への持ち込みを禁示されています。小学校では、94.2%の学校が、中学校は、98.9%にものぼり、高校は、19.9%の学校が、携帯電話の持ち込みを禁示しています。しかし、禁示になるには理由があります。それらの理由は、携帯電話の問題点として挙げられます。

問題点は、2つあります。1つ目は、携帯を使った事件が多発していることです。例えば、性的な情報を簡単に得る事が可能、つまり、有害な情報を簡単に得られてしまう事や、出会い系サイトで、知らない大人との犯罪が起きてしまうという物です。そして、最近では、携帯を使ったネットいじめなどの事件也多発していて、これもまた、携帯電話持込禁示を高める原因だと考えます。そして、2つ目は、自分で考えるという事ができなくなってしまう、という事です。悩み事や、困った事を自分の力で解決できなくなるという事は、大人になった時に大きなダメージを与えることになります。

今後、校内への携帯電話の持込を禁示するだけでは、このような問題はなくならないと思います。まずは、インターネット社会の規制をもっと厳しくすることで、子供たちに害を与えない事からはじめるべきだと思います。

これで、スピーチを終わります。ありがとうございました。

### **Section 3 – Writing in Japanese**

In Section 3, Writing in Japanese, students' results ranged from excellent to poor. The choice of topics was well spread and all topics produced high-scoring responses.

The conventions for different kinds of writing (a diary entry, a report, a contribution to the reader's column and a newspaper article) were not always followed.