



2013 Languages: Japanese Second Language GA 3: Examination

Written component

GENERAL COMMENTS

The majority of students performed satisfactorily in almost all sections of the 2013 Japanese Second Language examination. In particular, it was pleasing that many students were able to produce good pieces of writing in Section 3 – Writing in Japanese.

Most students were able to answer the questions in Section 1 – Listening and responding. However, some responses lacked detail or included irrelevant information. It is very important that students identify the information relevant to the questions in order to answer them correctly and succinctly.

Text 7 in Section 2 – Reading and responding proved to be challenging for students. The majority of students experienced difficulties with Question 7a. and very few students received full marks for this question. Question 8d. in Text 8 was also problematic for many students, and only a few students provided a correct response. It was evident that students were not familiar with this kind of question and very few students were able to respond to the question appropriately. Students needed to interpret the author's feelings and intended message from the last sentence in the text, which was 学習はなくなってしまうのでしょうか.

For Part B in both Section 1 and Section 2, the answers are written in plain form, but *desu/masu* form can be used. Words that appear in brackets in an answer are optional.

SPECIFIC INFORMATION

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

**Section 1 – Listening and responding
Part A – Answer in English**

Text 1

Most students understood the text and were able to respond to the questions for Text 1. Some students did not recognise この (たてもの) and wrote 'the building' instead of 'this building' in their answer to Question 1b. Question 1d. required a comparison between Australia and Japan, but a number of responses focused on only one country.

Question 1a.

Science (or Chemistry)

Question 1b.

It is on the third floor of this building.

Question 1c.

10.50/ten to eleven

Question 1d.

Going to various classrooms is difficult. In Japan, students usually study in the same classroom.

Text 2

Question 2a. was answered correctly by most students. In their responses to Question 2b., a considerable number of students did not include せっけんを使って. Moreover, うがい caused a problem for many. Some students provided information that was not in the text and were not awarded marks.

Question 2a.

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Question 2b.

Suggestion (any two of)	When to do it (any two of)
• washing your hands with soap	• after the toilet and before meals/eating
• gargling	• when you get home
• wearing a mask	• when you go out

Text 3

This text seemed to be a challenge for students. Identifying 一人よりの小さいへや and 一人ずつ proved difficult for many students. In their responses to Question 3b., many students wrote 'in front of friends' when they should have written 'in front of others' (other people), as the recorded conversation said 人の前でうたいたくない. Many students responded to Question 3c. with 'in Australia, people go to karaoke together' instead of 'sing together'. This was a careless error.

Question 3a.

To sing by oneself in a single room and/or using headphones

Question 3b.

- They want to practise by themselves.
- They like singing but do not want to sing in front of others.

Question 3c.

The Japanese sing one person at time, whereas the Australians sing together.

Part B – Answer in Japanese

In order to receive full marks, students were required to give correct and relevant information for each question. Their responses should have been written in Japanese. Therefore, VCE *Kanji* and accurate script and grammar patterns should have been used in responses.

Text 4

The majority of students were able to complete the note. However, few students received full marks. Generally, students handled the first four entries satisfactorily. Yet very few students spelt 'metre' in Japanese correctly. Many students were confused by the last entry and wrote チケットをよやくする. They failed to understand that it was Hiroshi who was planning to book the tickets. They also did not recognise までに in あさってまでに, and から in 東京駅からのシャトルバス. Words such as までに (by) and から (from) were significant words.

Question 4

	Answer
行く日	来週の土曜日
東京スカイツリーのデッキの高さ	450 メートル
何ができるか	東京の町を見る。
チケットの料 金	2600 円
その前に何をしなければならぬか	<ul style="list-style-type: none"> • あさってまでにひろしさんに電話する。 • 東京駅からのシャトルバスの時間をしらべる。

Text 5

Students generally understood the recorded conversation about sport climbing and were able to attempt all questions. However, many failed to include all the necessary information appropriately in their responses. Once again, many

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students did not pay attention to words such as ほとんど（どうぐを使いません） and あまり（お金があまりかかりません）, which were the key words to answer Question 5b. Question 5c. was problematic as many students misunderstood むずかしいコースにチャレンジしたくなることです.

Question 5a.

手と足を使ってかべをのぼるスポーツです。

Question 5b.

ほとんどどうぐを使わないので、お金があまりかかりません。

家族みんなでいっしょにすることができるからです。

Question 5c.

いろいろなコースがあるので、むずかしいコースにチャレンジしたくなることです。

Section 2 – Reading and responding Part A – Answer in English

Text 6

Most students handled this text well. However, some students did not understand ダイエットしすぎたり.

It does not mean ‘too much dieting’ or ‘many diets’, but ‘dieting excessively’. Precise translation was necessary in order to answer Question 6c. この町 should have been ‘this town’ not ‘the/a town’.

Question 6a.

Young people are either dieting excessively or overeating.

Question 6b.

Shokuiku is education about eating. It is carried out at primary school because people should start practising proper eating habits from childhood.

Question 6c.

Students will learn about

- a nutritionally balanced diet
- growing vegetables
- their town’s traditional dishes
- the merits of school lunches.

Text 7

Although the topic and content of this text were familiar to students, this text was the most problematic in the examination. (外食することが) 多い, 自分に合った, よく売れるらしい, 走っている人もよく見る, バランスのよい食事, ちょうどいい運動, and いい and よい were some expressions in this text that were difficult for students to understand and translate into English. Furthermore, よく in よく売れる means ‘(sell) well’ and よく in よく見る is ‘often (see)’. バランスのよい食事 was translated as ‘balanced and good meals’ instead of ‘well-balanced meals’. As a result, many students missed out on marks. The majority of students were able to respond to Question 7a., but only some received full marks. A large number of students omitted ‘often’, ‘always’, ‘at home’ and ‘with her family’ in their responses to Question 7a. 昼ご飯は手作りのおべんとうだ was also misunderstood by many students. It does not mean ‘she makes her lunch’. It is important to read the text very carefully. Students need to consider the context of the text when they are choosing words from the dictionary.

Question 7a.

Mr Hayashi

State of health: He worries about gaining weight.

Reasons

- He often eats out when he is busy.
- He eats a boxed lunch from a convenience store or instant noodles late at night.

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Miss Machida

State of health: She does not get sick often.

Reasons

- She always has dinner at home with her family.
- She has a homemade boxed lunch.

Question 7b.

Exercise can help to develop a healthy body as well as decrease stress.

Question 7c.

Any three of

- healthy food seems to be selling well
- there are many exercise books in bookshops
- we often see runners in the parks at lunchtime
- there are sports clubs open for 24 hours.

Question 7d.

To develop a healthy body and mind, it is important to have well-balanced meals and to do proper exercise.

Part B – Answer in Japanese

This part assessed students' capacity to understand general and specific aspects of the text, as well as their ability to convey information accurately and appropriately in Japanese. Students must use the prescribed VCE *Kanji* in their responses. Some students missed out on marks due to misspelled words and grammatical errors.

Text 8

Many students copied sections of the text in their responses and these copied sections frequently did not answer the questions adequately. Most students were able to provide correct answers to Questions 8a. and 8b. However, only a few students received full marks for Question 8c., and very few students were able to respond appropriately to Question 8d.

Question 8a.

アイパッドを使うこと

Question 8b.

子どもたちが楽しみながら学んでいること

Question 8c.

Any two of

- 前は先生に本を読んでもらっていたが今はアイパッドでえ本を読んでいる。
- 前はクレヨンでえをかいていたが、今はアイパッドでいろをつけている。
- 前はえんぴつで字を書いたが今はアイパッドのひらがなのゲームを使っている。

Question 8d.

今までのあそびや学しゅうがなくなってしまうことが心ばいだ。



Section 3 – Writing in Japanese

In this section, students were assessed according to the following criteria.

- relevance, breadth and depth of content
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar

It was pleasing to see that the majority of students were able to complete the task in this section. Many students produced good pieces of writing. They used *genkooyooshi* correctly and wrote within the word limit. On the whole, students understood the task, demonstrated knowledge of the characteristics of the text types and were familiar with the kind of writing required in this section.

A surprising number of students did not seem to recognise that journal entries (as in Question 10) should be written in plain form. Students also needed to understand that they had to persuade the audience (as in Question 11) rather than just describe past experiences.

Question selection is important and students must feel comfortable with the question chosen. It is essential that students have sufficient practice throughout the year in writing on a broad range of topics and for different text types. It is equally important that students read the question carefully and be mindful of its main focus. They should create lists of useful words and grammar patterns appropriate to each of the text types in preparation for the examination.

Students should use the prescribed VCE *Kanji* where necessary in their responses. Many students made spelling errors in *katakana* and *hiragana*. Incorrect use of particles and inconsistent use of tense continue to be problematic.

Students should avoid writing lengthy introductions as some students' introductions used up half of the writing space and the overall content frequently lacked sufficient detail.

Question 9

This was the second most-popular question. Most students wrote about the ways in which multiculturalism can be seen in Australia; for example, in the variety of restaurants offering international cuisine, the number/array of cultural festivals and the fact that foreign languages are taught in schools. Some students failed to understand that the task required some objective evidence of multiculturalism.

Question 10

A small number of students chose this question. A good response emphasised feelings and impressions rather than objective information. Students should have outlined communication problems and cultural differences between Australia and Japan. Some responses just described everyday occurrences with the simple use of adjectives, such as 楽しかった, おもしろかった, つまらなかった and こまった.

Question 11

A small number of students chose this question. There were a number of interesting, persuasive speeches that outlined environmental issues and described the aspects and benefits of volunteer work at the mountain camp. The speech format was generally well managed.

Question 12

This was the most popular question and students handled it quite well. There were some excellent responses that clearly outlined the advantages and disadvantages of sharing a house with other students near the university. These responses included some evidence to support the ideas in the email. As this was an email to a friend and not an evaluative article for a newspaper or magazine, it was inappropriate to use expressions such as まずさいしょにいいてんは, 次に, けれどもわかっていてもあります, さいごに, けつろんとして and まとめて.

Question 13

Very few students attempted this question. Students who did attempt this question often did not handle it satisfactorily had difficulties structuring and developing their ideas into creative pieces of writing. Writing a story in Japanese requires sufficient control of grammar and knowledge of vocabulary.