



**2011 Languages: Japanese Second Language GA 3: Examination**

**Written component**

**GENERAL COMMENTS**

The majority of students made good attempts at each question and were able to complete the tasks in all sections of the examination. Successful students gave excellent responses and their answers were clear, specific and relevant to the questions. However, it was noted that the responses to Section 1 – Listening and responding often lacked sufficient detail or included irrelevant information. Students are encouraged to pay closer attention to the listening text(s) and to appreciate the importance of identifying the information relevant to the questions in order to answer them succinctly.

As in previous years, students should write their answers neatly in English or Japanese as appropriate. Rewriting the questions should be avoided as there is only limited space on the examination paper. In addition, some students wrote too much. Students should look at the marks allocated for each question and the space provided for the answer and respond appropriately.

In Part B of Section 2 – Reading and responding, a number of students copied a section of the text in their answers. Simply copying a chunk of writing from the text is an inappropriate way to respond to any question. Moreover, the copied sentences from the text frequently did not answer the question asked. Students who did not have a good understanding of the text usually left out relevant words and sentences.

It was pleasing to see that almost all students were able to complete the task in Section 3 – Writing in Japanese. Many students produced good pieces of writing.

More specific comments on student performance appear in the section below. For Part B in both Section 1 and Section 2 the answers are written in plain form, but *desu/masu* form could also be used.

**SPECIFIC INFORMATION**

For each question a recommended answer (or answers) is provided. In some cases the answer given is not the only answer that could have been awarded marks.

**Section 1 – Listening and responding**

**Part A – Answer in English**

**Text 1**

Students were able to respond well to the questions on Text 1. However, many answers lacked sufficient detail to gain full marks. In Question 1a. 'next to the window' was often missing, and some translated そば as 'noodles'. Question 2b. was answered correctly by many, although some students wrote 'Australian' instead of 'Australia'. The correct answers for Questions 1c. and 1d. should have included 'Monday' and 'about'.

**Question 1a.**

It is under the table beside the window.

**Question 1b.**

It is blue and it has 'Australia' written on it in English.

**Question 1c.**

It is Monday tomorrow so the restaurant is only open for dinner.

**Question 1d.**

About 6.30 pm

**Text 2**

Students understood what the speaker was talking about in Text 2; however, many failed to identify key words such as あますぎた、仕事でおそくなる、新しいケーキ.

# 2011 Assessment Report



## Question 2a.

He made it for Mother's Day.

## Question 2b.

He thought it was a little too sweet.

## Question 2c.

Because his mother is late from work.

## Question 2d.

He enjoys making new cake recipes while he looks at cookery books.

## Question 2e.

He dislikes washing the things that he used for cooking afterwards.

## Text 3

Most students correctly answered Question 3a., but this text seemed to be more challenging. Identifying the four special features of the phone proved difficult for many students. At the same time, some students included their own knowledge of mobile phones and wrote irrelevant information.

## Question 3a.

The gift was for his grandfather.

## Question 3b.

All of:

- you can hear the voice loud and clear
- the letters are big
- you can set telephone numbers using large, one-touch buttons
- if you talk into the telephone, the telephone writes the email for you.

## Part B – Answer in Japanese

The responses in this section needed to be written in Japanese. In order to receive full marks, students were required to give correct and relevant information to the questions. VCE Kanji and accurate script and grammatical patterns were also needed in students' responses. Students must pay attention to the instructions for this section; that is, they must answer the questions in **full sentences** in Japanese.

## Text 4

The majority of students attempted to answer all questions. However, few students were given full marks as their responses did not have the required details or they included irrelevant information. Many students had difficulty with explaining what Golden Week is. Again, some students gave their own knowledge about Golden Week in Japan and wrote the dates. In Question 4b., many students failed to include 家族といっしょに and some had ゲームパーク instead of テーマパーク. よやく also caused problems for many.

## Question 4a.

4月の終わってから5月のはじめの休日が多い週のこと

## Question 4b.

Change

近くのテーマパークやえいがやレストランなどで家族のいっしょに一日を楽しむ人がふえた。

## Question 4c.

Reasons

ゴールデンウィークの間はしんかんせんやひこうきやホテルのよやくがむずかしくて、お金もかかる。



## Text 5

This was a challenging task. A large number of students managed to give some answers for this section; however, most students found it difficult to extract the relevant information required to answer the question. ちゅう車、駅からとおかったら was not handled well and 週末 and 3人で行けば were omitted by many.

### Question 5a.

Any three of:

- 電車の中で本が読める
- きれいなけしきを見ながらおべんとうが食べられる
- (うんてんしなくてもいいから、) リラックスできる
- ちゅう車するところをしばいしなくてもいい
- ゴールデンウィークは車だと道がこむから電車のほうがはやい。

### Question 5b.

Any three of:

- 行きたいところが駅からとおかったら、(車の方が) べんり
- おもいいスーツケースを持たなくてもいい
- 週末は、こうそくどうろは、どこまで行っても千円だから安い
- 3人で行けば、車のほうが安い。

## Section 2 – Reading and responding

### Part A– Answer in English

Most students were able to respond to all questions satisfactorily. Some students did not know what パソコン was, and 'home' was missing from some answers.

## Text 6

### Question 6a.

This is an advertisement on computer home service.

### Question 6b.

Any three of:

- connect the computer to the Internet
- set up/install the printer
- do/organise a data backup
- make a homepage
- advise/consult on troubles/difficulties/things you do not understand.

## Text 7

Many students understood Question 7a. and knew where the relevant response was in the text. However, some students wrote that 'the number of people reading eBooks increased', rather than 'the number of books'. Moreover, very important words such as 'in America', 'in Japan' and 'the years' were omitted by some. Question 7b. caused problems for many students. They were confused about how to write their answers in the table and had difficulty organising the relevant information. It was disappointing that から、ので and だから in the key sentence were not recognised by a large number of students. It was surprising that many students did not recognise そだった.

### Question 7a.

In America, 8.5% of books in 2010 were e-books, which had increased almost three times from 2.9% in the previous year. In Japan, it is planned for all primary and middle schools to use digital textbooks by around 2015.

### Question 7b.

Positive points	Explanation
Convenient when travelling	Many books will be put on one machine.
Cheaper	There is no need to make/print books and transport them to booksellers.
Good for the environment	It saves paper and energy.
More interesting	It has sounds.



**Question 7c.**

Any three of:

- many people still do not use computers, so those people read normal/conventional books
- many people find their eyes get tired when they read scripts on a screen
- it is fun to go to a bookshop and find a new book while looking at various books
- people want to cherish memorable books and books received from special people forever.

**Question 7d.**

They are appealing to young people who have grown up with computer technology.

**Part B – Answer in Japanese**

This task assesses students' capacity to understand general and specific aspects of the text as well as to convey information accurately and appropriately in Japanese. Students must use the prescribed VCE Kanji in their responses. Misspelling of the scripts and grammatical errors resulted in lower scores for some students. Some students extracted the sentences from the text directly without changing them appropriately to answer the question. However, this section seemed to be better handled than in past years, with the majority students attempting all answers. This was very pleasing.

**Text 8**

**Question 8a.**

20 さいから 40 さいぐらいの会社員(です)

**Question 8b.**

Any of:

- 家ぐがついているから (です)
- そうじをしてくれるから (です)
- デザイナーがとくべつにたてるから (です)

**Question 8c.**

オーストラリアでは一人で住むよりずっと安いから、お金をためて車や家を買うことができる (ます)

日本では、シェアをするとちがう仕事の人と友だちになれるから。広いネットワークができて、生活が楽しくなる (なります)。そして、女せいにとっては、女せいだけのシェアハウスに住むと、こまった時にたすけてもらえるし、安ぜんだから。

**Section 3 – Writing in Japanese**

This section was handled well by most students. In general, students who understood the task demonstrated good knowledge of the characteristics of the text types and recognised the kind of writing required in this section. Most students used *genkooyooshi* correctly and wrote within an appropriate word length. It was, however, disappointing to find a number of students writing pieces which had nothing to do with any of the tasks asked. It is not acceptable to write on topics which do not appear in the questions. These responses were heavily penalised, as they did not exhibit an understanding of the tasks or the required vocabulary in any way. Moreover, the grammar requirements were not addressed.

Students should use the prescribed VCE Kanji where necessary in their responses to Section 3 – Writing. It was noted that there were many spelling errors in *katakana*. Incorrect use of particles and inconsistent use of tense were widespread problems. Students are encouraged to include a range of grammatical patterns and to use them accurately in order to improve their performance in essay writing. Moreover, appropriate use of conjunctions and linking words is also effective in a piece of writing and makes the difference between a successful and not so successful essay.

Students are reminded that when choosing an author's name, they should choose a suitable name and not the name of a popular pop singer or character. This shows a lack of respect for the reader as it is less formal.

**Question 9**

Successful students wrote in detail about the significant influence of Japanese people living in their town or city. They referred to specific examples rather than making generalisations about Japanese culture in Australia. On the other hand, some students just concentrated on one aspect of Japanese culture, such as まんが or カラオケ.



This was something they may have been expected to refer to in their Detailed Study in the oral examination. Some wrote a personal essay about how certain Japanese people influenced them. These students did not seem to appreciate the difference between informative writing and personal writing.

## Question 10

Good pieces of writing in response to this question emphasised feelings and impressions, rather than factual, objective information. There were several very moving and interesting pieces of writing that reflected in detail on personal experiences which occurred during their trip and on how the trip affected their decisions for the future. However, many students who chose the topic wrote instead about their school trip to Japan. They gave details of where they went and what they did, but they failed to include what impact this trip had on them.

## Question 11

This was another popular choice. In general, students wrote letters conveying a range of relevant reasons and explanations to persuade the principal to employ them. This task involved a formal letter to a principal of a kindergarten. Therefore, formal language should have been used. Expressions such as お元気ですか。よくかんがえて、私をえらんで下さい。私は日本語が上手ですよ。すぐ私に手紙を書いて下さい。were not appropriate. The ending of the letter should have been, for example, おへんじを楽しみにしています。よろしくおねがいします。.

## Question 12

A considerable number of students selected this topic and it was generally well handled. There were some interesting articles which clearly outlined the advantages and disadvantages of city and country living in Australia, using evidence to support the ideas presented.

## Question 13

Very few students chose this topic and, of these, very few wrote well-developed stories that aroused the reader's interest. Students tended to have insufficient control of the grammar and inadequate knowledge of the vocabulary required for this task. Students are reminded that a story needs a title and author's name. Convincing stories also have a beginning, middle and ending or, more accurately, an orientation, a complication and a resolution. Some students were able to write a beginning and an ending, but their complication or turning point lacked interest. As the task was for a specific audience, this meant that some students scored less well on this topic.