



**2003**

**LOTE: Japanese Second Language GA 3: Examination**

**Oral Component**

**Strengths**

Students were generally well prepared. They knew about examination procedure, including entering the examination room and leave-taking and coped well with the general conversation and attempted to extend answers. Overall there was a good understanding of interrogative words. Student pronunciation has improved over the years.

Most students gave an appropriate introduction to their discussion and showed good ability in manipulating materials. Some had obviously spent considerable time identifying appropriate materials, which enabled them to present an interesting and excellent discussion.

**Areas for improvement**

It is important for students to develop flexibility in their responses, including the ability to rephrase. Students should avoid memorising responses. This was especially evident in the Discussion section where many students were able to provide facts, but struggled to give opinions.

Accuracy of grammar and the ability to demonstrate knowledge of a variety of sentence patterns must be emphasised. Students who were able to provide good sign-posting gave examiners a clear understanding of their topic, which enabled an easier discussion.

**Choice of topics**

Teachers must assist students with the selection of topics for the detailed study. A good topic has issues, that is, opposing points of view and it should be of interest to the student and audience. Familiarity with associated vocabulary is essential and students should be able to explain the meanings of words used. If more than one sub-topic is studied, they should be closely related. If students choose to bring materials to the examination to support their discussion, they must be materials appropriate to the selected topic of Year 12 standard. Furthermore, students need to be able to refer to them at suitable times and in an appropriate manner. Students need to know and justify why they have brought their support materials.

Teachers are reminded that the Detailed Study requires fifteen hours of scheduled class time and, accordingly, they must train students to refer to texts they have selected, incorporating them in a natural way. In some cases, it was evident that students had not studied any materials formally and instead, relied on their own personal experiences and consequently were penalised. Such students were unable to expand on the topic or explore issues more deeply.

The student should give a brief introduction to the Detailed Study, and this should be no more than one minute in length. As well as the topic, the student should indicate the resources used to research the topic and any objects they have brought to support the discussion. Students who give a memorised speech about a topic rather than a brief introduction will be interrupted by the examiners.

**Common responses**

One frequent occurrence was a tendency for students to memorise responses. Students must learn to answer the question rather than producing long-winded sentences before finally giving the necessary response. Short, succinct answers are effective and students should not feel compelled to produce lengthy sentences.

Students should remember that the 'oral' is a discussion and therefore regular interaction is natural. Students need further practice in learning to express their opinions, extending them beyond the basic level. Students who mastered *aizuchi* were able to give a natural performance. However, in some cases, students needed to develop a variety, rather than relying on the same responses.

Repair strategies and requests for clarification need close attention and students should be familiar with several ways of doing this. Successful students used linking words effectively.

**Common mistakes**

The omission of *だ* with *思います* caused problems for students. Appropriate tenses and correct *て* forms are required and interval words such as *よく*、*ときどき*、*ぜんぜん* should be practised. Interrogative words also caused problems for some. *英語* was confused with *えいご*, likewise *家族* and *かもく*, and *日本* and *日本語*. For the discussion

students should be quite familiar with terms such as

もんだい、いいてん、わるいてん、いいところ、わるいところ、よくないてん and かいけつする. Other mistakes included difficulties with particles such as に and で with time phrases and で for places of activities. Past tenses of adjectives and the use of こと proved problematic for some students. 外国語、読書、さいきん and のほかに need to be practised. Similarly, あまり and しか and たくさん and とても require clarification. The expression じゃ was frequently used to mean ‘then’ rather than そして. Pronunciation that still requires attention is long and short vowel differentiation, that of して and したり and がいらいご 外来語.

## Written component

### Section 1 – Listening and responding

Many students find the listening part of the examination more difficult than the written section. Times and dates continue to cause problems and must be practised regularly. Switching from Japanese to English and then English to Japanese is confusing for students and some wrote their responses in the wrong language. Good students use their dictionaries intelligently, ensuring that appropriate vocabulary is selected. Students should be trained in the art of dictionary usage from an early stage.

Students should be encouraged to use the note-taking space (the right hand column on each page of the examination paper), in particular during the listening task, so that they can jot down any difficult words and consult their dictionary at the conclusion of the recorded information.

For Question 2, Section 1, where four points were required, students should note that examiners only assess the required number of answers in the order in which they have been written. This also applies to the rest of the examination paper. When responding in Japanese, the correct kanji included in the Study Design should be used.

### Part A

The questions provided scope for a number of possible responses and the answers provided are samples of correct responses.

#### Text 1

##### Question 1

He heard she was looking for a part-time job.

##### Question 2

- have to be over 18
- be able to speak Japanese
- be able to drive a car
- be able to work from 10 to 7 at the weekend.

#### Text 2

##### Question 3

Polite language OR honorific OR repetition.

##### Question 4

Because of heavy rain in Sydney.

##### Question 5

Wait at Gate 9.

##### Question 6

10:30

#### Text 3

##### Question 7

- sore throat
- headache
- temperature of 37 degrees.

##### Question 8

4 days ago.

##### Question 9

Take medicine twice a day after breakfast and dinner.

#### Text 4

##### Question 10

Last picture on the right.

##### Question 11

16 years old or two years older than sister.

##### Question 12

- She goes to karaoke on weekends.
- She teaches singing to neighbours.

##### Question 13

- Her parents are teachers and they are always busy with preparation
- She said that she does not want to be a teacher.

#### Part B

##### Text 5

##### Question 14

山川りよかん

1 四月八日から九日まで

2 二十日から二十四日まで

一時間

9360 8642 (OR 九三六〇 八六四二)

##### Text 6

##### Question 15

その人が行った中学校がある町

##### Question 16

あついから着物を着なくてもいい

##### Question 17

かみのけをきれいにしたり、着物を着たりするために朝6時ぐらいから店にいかねばならないOR  
じゅんぴのため、朝はやくからいそがしい

##### Question 18

スピーチの時、お酒を飲みすぎて、大きいこえで話したり、歌ったりする

#### Section 2 – Reading and responding

Note-taking space needs to be used effectively. As this section deals with comprehension, students are reminded to use only information given, and not fabricate responses. Students must answer the questions succinctly.

#### Part A

##### Text 7

##### Question 19

They were only for shopping.

##### Question 20

Buy concert (or plane or movie) tickets OR send faxes OR recharge mobile phone batteries.

##### Question 21

- sell smaller than usual *obentoo* (lunch box)
- sell women's accessories
- have bright toilets for putting on makeup
- have a change room.

##### Question 22

Young women spend the most money.

##### Text 8

##### Question 23

- dolls entertain at festivals
- water the fields for farmers.

### Question 24

From beginners to advanced learners.

### Question 25

- eyes are a video camera
- mouth and ears are a speaker and microphone
- can be operated over a mobile phone.

### Question 26

- goes on business trips for you
- attends business meeting for you
- looks after child (children) home alone
- goes shopping
- looks after parents living far away.

### Question 27

- Westerners think of robots as only doing work.
- Japanese see them as friends and/or pets.

### Text 9

#### Question 28

Students must base their response on the content of the text. They must read the instructions carefully in order to respond appropriately and within the word limit. Either です/ます or plain form is acceptable in this response. Good students managed to give advice on both Internet and bullying in schools. Some students did not understand Hiro's message and chose instead to write about their own experience, omitting any information for Text 9 and this was not acceptable.

## Section 3 – Writing in Japanese

In Question 29, students were expected to write a story, but many did not do this. In Question 30 the English and Japanese instructions about sport or sports were ambiguous but examiners accepted either interpretation, so that students were not disadvantaged. Some were able to give detailed information about a sport and went on to write an interesting article. Question 31 needed a speech about learning Japanese in Australia, including the advantages and disadvantages. Students needed to include both aspects, but many did not address the task adequately. Most students selected Question 32 and handled it quite well.

In general, students should pay attention to the text type and kind of writing requested. Word length must be adhered to; use of genkoo yooshi and all scripts need to be written accurately. Common katakana words, especially sports and familiar places need frequent practice. The correct writing of kanji should be scrutinised by teachers. Many poorly written kanji were obviously copied directly from the dictionary. Conjunctions often marked the difference between successful and not so successful writing. Students who were able to include a variety of sentence patterns often succeeded in producing an interesting piece of writing.

© VCAA 2003

Published by the Victorian Curriculum and Assessment Authority  
41 St Andrews Place, East Melbourne 3002

Photocopying: This publication can only be photocopied for the use of students and teachers in Victorian Schools.

