

**2011 Languages: Japanese First Language GA3: Examination**

**Written component**

**GENERAL COMMENTS**

Most students responded to all questions on the 2011 Japanese First Language examination. A few strong students presented exemplary responses, showing maturity of thinking and sophistication in writing skills. However, most students performed at an average level.

In general, students performed at their best in Section 1 – Listening and Responding. However, students’ responses were not always accurate as they relied on their own ‘world knowledge’ and guesswork rather than the information provided in the text.

Students produced some well-written responses in Section 2 – Reading and Responding, showing their ability to understand the contents of the two texts provided. On the other hand, some students failed to grasp the overall theme of ‘Eating Habits Now and in the Future Based on Food Education’ and wrote mostly about their own thoughts and experiences. *Shokuiku* 食育 (food education) was not understood by a number of students, despite this topic being clearly explained in the first paragraph.

Some solid responses were produced for Section 3. For questions requiring extended written responses, such as those in Sections 2 and 3, 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 did not understand the text type requirements. Some students wrote a script for a speech instead of an essay and this resulted in them missing out on some valuable marks. For example, a speech script starts with a customary introductory remark and the topic of the speech, such as 「これから、私は～について話そうと思います。」\*(*Korekara watashi wa ...ni tsuite hanasoo to omoimasu*), and finishes with a concluding remark such as 「これで終わります／以上です。ありがとうございます。」(*Kore de owarimasu/ijoo desu. Arigatoo gozaimashita.*) 「ご静聴ありがとうございます。」(*Goseichoo arigatoo gozaimashita*) may also be used in a formal speech situation, but not in more casual/friendly situations such as at a students’ gathering or a friend’s wedding reception. To produce excellent work, students must learn the correct format for the different text types. (Refer to the *VCE Japanese First Language Study Design* pages 13, 66 and 67.)

*Kanji* and grammar also require attention. Misuse of particles was noticeable; for example, 車を乗る (*Kuruma o noru*), バスに停める (*Basu ni tomeru*). As for *kanji*, phonetic use disregarding meaning, was prevalent.

The following are examples of incorrect usage.

直段 (値段 *nedan*)、課程 (過程 *katei*)、講入 (購入 *koonyuu*)、最的 (最適 *saiteki*)、期体 (期待 *kitai*)、構習 (講習 *kooshuu*)、若物 (若者 *wakamono*)、進加 (進化 *shinka*)、不登行 (不登校 *futookoo*)、注輪 (駐輪 *chuurin*)、食宅 (食卓 *shokutaku*)、車を停める *kuruma o tomeru* (to stop a car).

When learning *kanji*, students must be aware that the shapes of 筆記体 (*hikkitai* handwriting style) and 印刷体 (*insatsutai*-printing font style) are sometimes very different; for example, *shinnyuu* and *shokuhen*.

\*Transcription in italic font is the phonetic representation of Japanese words/sentences throughout this report.

## SPECIFIC INFORMATION

### Section 1 – Listening and responding

このセクションでは、初めに質問の内容をよく頭に入れて正確に聞き取るようにすることが大切である。また、今回はトピックが iPad だったことで、自分の経験を基に答えを書いた例が目立った。

It is important that students focus on understanding exactly what questions require. After listening to the recording of the text, they should have answered each question precisely and concisely. Because the topic was the iPad, some students answered based on their own world experience rather than on the information provided in the text.

#### Question 1a.

<ul style="list-style-type: none"> <li>辞書機能 (がある) OR</li> <li>言葉や漢字を教えてくれる機能 (がある)</li> </ul>	<ul style="list-style-type: none"> <li>It has a dictionary function, which you can use to find out meanings and reading of words and <i>kanji</i>.</li> </ul>
<ul style="list-style-type: none"> <li>字の大きさ (サイズ) を変えられる (ところ)</li> </ul>	<ul style="list-style-type: none"> <li>You can change the size of the letters.</li> </ul>
<ul style="list-style-type: none"> <li>重たい本を (いちいち) 持ち運ばなくても良い</li> <li>本を持ち運ばなくても良い</li> </ul>	<ul style="list-style-type: none"> <li>You do not have to carry heavy books around or you do not have to carry books around.</li> </ul>
<ul style="list-style-type: none"> <li>本棚/本箱を買わなくてもいい</li> <li>本棚/本箱が要らない</li> </ul>	<ul style="list-style-type: none"> <li>You do not have to buy a bookcase or you do not need bookcases.</li> </ul>
<ul style="list-style-type: none"> <li>半日は充電なしで使える OR</li> <li>充電しながらでも使える</li> </ul>	<ul style="list-style-type: none"> <li>It can be used for half a day without recharging or it can be used while it is being recharged.</li> </ul>
<ul style="list-style-type: none"> <li>紙の本より安い</li> </ul>	<ul style="list-style-type: none"> <li>It is cheaper than printed books.</li> </ul>

#### Question 1b.

<ul style="list-style-type: none"> <li>20冊ぐらい/ほど</li> </ul>	<ul style="list-style-type: none"> <li>about/approximately 20 books</li> </ul>
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#### Question 1c.

<ul style="list-style-type: none"> <li>著作権の問題 (がいやだから)</li> </ul>	<ul style="list-style-type: none"> <li>(don't want to be involved in) copyright issues</li> </ul>
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#### Question 1d.

次の点がすべて入っている

- 最近は何もかも電子化で、手紙や年賀状を書く代わりに携帯でメールを送る
- そのために字を書かなくなるし、漢字もあまり読めなくなる

All of:

- in recent times, everything is becoming more digitalised, leading people to use mobile phones to send messages instead of writing letters and New Year greetings
- therefore, in time, they will use less *kanji* in writing and gradually lose their ability to read many *kanji*.

#### Question 1e.

下記の六つのポイントを聞き取ったうえで、約 150 字に要約する。

<ul style="list-style-type: none"> <li>字を書かなくなる</li> </ul>	<ul style="list-style-type: none"> <li>People don't write by hand.</li> </ul>
<ul style="list-style-type: none"> <li>漢字や文法といった国語力が落ちる。</li> </ul>	<ul style="list-style-type: none"> <li>People's ability in Japanese language deteriorates.</li> </ul>
<ul style="list-style-type: none"> <li>次世代の日本語がもっと悪くなる。</li> </ul>	<ul style="list-style-type: none"> <li>The Japanese language ability of future generations worsens.</li> </ul>
<ul style="list-style-type: none"> <li>コミュにケーション力が落ちる。</li> </ul>	<ul style="list-style-type: none"> <li>Their communication skills will worsen.</li> </ul>
<ul style="list-style-type: none"> <li>愛着心が育たない。</li> </ul>	<ul style="list-style-type: none"> <li>Machines will not develop people's minds.</li> </ul>
<ul style="list-style-type: none"> <li>物を大切にする心が育たない。</li> </ul>	<ul style="list-style-type: none"> <li>Machines will not help people to learn to look after</li> </ul>



	inanimate things.
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回答例：

電子化が進み、大学生が手紙や年賀状を携帯からメールするようになった。字を書かなくなると漢字や文法を含む国語力が落ち、コミュニケーション力も衰える。次の世代はさらに国語力が落ちるだろう。また、本に手垢がつくほど愛読したり、余白に書き込んだりすることから生まれる愛着心や、物を大切に<sup>てあか</sup>する心が育たないと心配している。(149字)

As digitalisation progresses, university students send him messages from mobile phones instead of writing letters and posting New Year greeting cards. The father is concerned that when people stop writing by hand, they become less capable in their language ability, including the use of *kanji* and grammar. At the same time, their communication skills will worsen. Furthermore, they will not nurture an attachment to inanimate things and learn to value them as they would if they read a book repeatedly and make notes in its margins until their finger marks have stained the pages.

**Criterion 2 : The capacity to convey information accurately and appropriately**

Structure and sequence of ideas	<ul style="list-style-type: none"> <li>質問の内容に、適切・正確に答えている。</li> <li>簡潔・明確に要点を述べている。</li> <li>全体的にまとまっている。</li> </ul>	<ul style="list-style-type: none"> <li>Gives appropriate and accurate answers to the question.</li> <li>Explains main points concisely and precisely.</li> <li>Sequencing well and structurally sound.</li> </ul>
Accuracy, variety and appropriateness of vocabulary and grammar, including punctuation and script.	<ul style="list-style-type: none"> <li>適切な語彙を幅広く使っている。</li> <li>句読点の使い方が正しい。</li> <li>文法的に正しい。</li> <li>漢字・おくりがなが正しく使われている。</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide variety of vocabulary.</li> <li>Uses punctuation correctly.</li> <li>Uses correct grammar.</li> <li>Uses <i>kanji</i>, <i>okurigana</i>, <i>katakana</i>, <i>hiragana</i> correctly.</li> </ul>

**Section 2 – Reading and responding**

**Question 2 トピック：「食育から見た食生活の現在と将来」**

全体についてのコメント：

非常に良い答案が 2-3 あったが、全般的には平均的な出来だった。中には違うテキストタイプで書かれたために減点された優秀な答案もあった。読解問題では、まず質問を注意深く読んで、テキストタイプと目的を確かめることが大切である。この場合は、ヘルスマガジンに発表する、約 900 字から 1100 字の小論文である。質問中に題名が明示されているにもかかわらず、題名を書かなかつたり自分で題をつけたりしていた例が数編あった。下記に示した何を書くべきかのヒントも、質問から読み取ることができる。なお、食育とは何かを理解した生徒は少なかった。また、答案を書くに当たっては、引用がごく短い場合を除いて、テキストから書き写さずに、内容を自分の言葉で表現しなければいけないのに、語尾を変えたり、つなげるための言葉を足したりしただけの作品があった。

- 食育の目的は何か。食育とは何を指しているか。
- 食生活の現状はどうか。なぜそうなったか。
- 健康上の問題：子どもに成人病の兆が現われ、若者にも糖尿病予備軍がある。その原因と理由。
- 将来、食生活はどうあるべきか。テキストの内容と自分自身の体験に基づいて気づいた点や意見を述べる。

There were a few excellent responses; however, most students produced work that was of an average level. Students are reminded that it is important to pay attention to the details contained in the question. Unfortunately, some well-written pieces were written in the wrong text type. This question asked students to write an essay of approximately 900 to 1100 *ji* for a health magazine. The title of the essay was provided in the question, but some students ignored this and wrote their own titles. Only a few students understood *shokuiku*. There were some cases where students copied the texts verbatim; they merely made a few changes to word endings and added some conjunctions. When completing items of this kind, students are reminded not to copy directly from the texts, but instead make brief references to them when answering the question.

The following points should have been considered in students' responses.

- what *shokuiku* means; what its purposes are
- the current eating habits in Japan and what has led to them
- health issues: symptoms of diabetes appearing in children, borderline diabetics being found among young people, its causes and reasons.
- Expression of students' own ideas, observations and opinions on what the future eating habits should be based on the two texts, and the students' own experiences.

### Criterion 1: The capacity to identify and synthesise relevant information and ideas from the texts

下記ののエリアについて情報を抽出する。特に、1-3 までには必ず入れる。

1. 食育について
2. 食生活の現状
  - 添加物が健康に及ぼす影響
  - 「食 DRIVE」調査に現れた結果。添加物の味をおいしいと感じる、等。
3. 今後の食生活はどうあるべきか。
  - テキストの内容を理解した上で達した結論。
  - 主婦が要求する「簡単、安い、便利」について、等。
4. 添加物の使用が激増した事実が及ぼした影響
  - 食物生産コストの大幅な削減ができる。
  - 莫大な量の簡易食品が廃棄されている。
  - 食は生命、食物を大事にしよう、等。
5. 食物生産面：
  - 生産者が食べていけない（安い添加物食品に押される）
  - 安い添加物は正直な生産者・食品メーカーを圧迫する要因になっている、等。
6. その他：
  - 自分の体験、その他気づいた点。それに関する意見

Students' responses should have included information about the following areas.

1. *Shokuiku*
2. Eating habits in Japan
  - effects of food additives on health
  - results of the 'Shoku DRIVE' survey. People like the taste of food additives, etc.
3. Future of eating habits: how it should be.
  - students' own conclusions after reading the texts.
  - why housewives seek 'inexpensive, economical and convenient' food, etc.
4. Effects of an explosive increase in the use of food additives
  - use of additives, enabling the food manufacturing industry to cut production costs.
  - a huge amount of convenience food being thrown away
  - food meaning life; let's value food
5. Food production
  - food producers not being able to maintain their businesses because of the proliferation of inexpensive food additives
  - inexpensive food additives putting pressure on honest producers and food manufacturers
6. Others
  - own experiences, thoughts and observations on the topic

### Criterion 2: Appropriateness of structure and sequence

ここでは、下記の項目を見る。

- 形式：小論文に相応しい形をとっている。
- 構成：冒頭（問題提起）、意見表示、展開部、結論
- 事柄の配列が適切（つながりかた）
- 文章の流れがいい
- 引用部分を理解した上で自分の言葉で書いている。短文は OK。長文のコピーは減点



This criterion assessed format, structure, sequencing and flow of ideas of the writing. When references were made to part of the text, these should have been rephrased in the students' own language, not lifted directly from the text. Students who produced verbatim copies of the given text were penalised.

### Criterion 3: Accuracy, range and appropriateness of vocabulary and grammar (including punctuation and where relevant, script)

ここでは、下記の項目について見る。

- 原稿用紙の使い方が正しい（段落・句読点）
- おくりがな・ひらがな・カタカナを正しく使っている
- 漢字を正しく書いている
- 適切な漢字を十分使っている
- 適切な語彙と表現を幅広く使っている
- 文法の用法が正しく、バラエティーがある
- 字数：

Students were required to:

- use *genkoo yooshi* and *okurigana* correctly
- write *hiragana* and *katakana*
- write *kanji* correctly
- use a sufficient number of appropriate *kanji*
- use a wide variety of vocabulary and expressions
- use a wide range of grammar patterns correctly
- use the correct number of *ji*.

## Section 3 – Writing in Japanese

It was evident that students who had read widely were equipped with well-developed reading and writing skills. Students were required to synthesise extracted information in their own words. Text types and *kanji* skill require attention and improvement. Students' work should reflect that they have supplemented literary resources with audio and visual materials such as films, animated stories, theatre performances, music and paintings, as suggested in the study design.

In this section, students were assessed against the following criteria.

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

When practising, students are advised to consider all aspects of these criteria.

### Question 3

This question was the most popular question in this section. Excellent pieces weighed up the benefits and problems of using a bicycle for transport, considered the pros and cons in a balanced manner from a personal as well as community viewpoint, and offered practical solutions for future improvements.

Unfortunately, some students used the wrong text type in this question, leading to a less polished piece.

### Question 4

Question 4 required students to give advice to a cousin about arranging English lessons for a 2-year-old toddler. Students who chose this topic provided sound opinions, considered the matter from a

wide perspective, called on their own childhood experiences as well as their experience studying English as a second language in Australia. As the recipient of this email was an older person, the language level should not have been too casual and informal.

**Question 5**

Students' responses to Question 5 showed a personal interest in and general knowledge of this topic, which is a part of Japanese culture. There were a few excellently written pieces that considered the advantages and disadvantages of actively seeking possible future spouses through an agency or website such as Facebook.

**Question 6**

Students were required to write a memoir as an inventor who recently achieved great success and had become a celebrity. The memoir was for a science publication. In their responses, students should have included what triggered their motivation and what happened after their success.

**Question 7**

This topic was the second most popular among the students. The stories tended to follow a somewhat similar line. Students generally managed to write amusing stories starting with answering a telephone caller dialling the wrong number.