

2016 VCE Japanese Second Language written examination report

General comments

Many students responded adequately to most sections of the 2016 Japanese Second Language written examination. A large number of students were able to produce good pieces of writing in Section 3.

However, many students' responses to the listening part of the examination were not as well done. They appeared to have a general understanding of the texts but missed vital specific pieces of information required for their responses. Consequently, many students did not achieve high marks.

Students are reminded of the importance of effective note-taking during the listening section of the examination. They are also encouraged to take time to review what they have written to ensure that they respond coherently to the set questions before moving on to the next section of the examination.

Students should read all questions carefully and ensure that their responses make sense and match the questions asked. A considerable number of students did not realise that Question 8b. required two different responses.

Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual 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.

For Part B in both Section 1 and Section 2, the answers could have been written in plain form or *desu/masu* form.

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

Text 1

Text 1 was not handled well by many students and very few received high marks for this part.

Question 1a.

This Wednesday

A large number of students had trouble identifying that it was this Wednesday and not just Wednesday.

Question 1b.

She had to work from Monday to Friday.

Question 1c.

Yoko and her children

Many students wrote 'Yoko and friends'.

Text 2

In general the questions on Text 2 were not answered well. Only a small number of students provided the correct answer to Question 2b. しぜんが多い、一番めずらしい、やせい and なかなか were problematic for many students.

Question 2a.

- an abundance of nature
- Australian people are very kind or/and you can make friends easily
- Australian animals are the rarest (in the world)

Question 2b.

It is rare to see these animals in the wild.

Text 3

Many students experienced difficulties extracting the required information for their responses. A number of students had trouble with key words such as れんらく、おこづかい、早く、安く and ねむれません、より/ほう、(勉強)しないで and (夜 おそく)まで. Some students responded by assuming the content of the text from their general knowledge about a smart phone rather than using specific information from the listening text.

Question 3a.

About 4 hours

Question 3b.

Positive points

He is able to:

- contact/reach friends quickly
- shop quickly and cheaply
- search for it easily if there is something he doesn't know.

Negative points

He does:

- a lot of online shopping, so pocket money runs out quickly
- message friends more than seeing them
- not study and play games instead
- when he does play games until late, he can't sleep.

Part B – Answer in Japanese

The answers in this section needed to be written in full sentences in Japanese. In order to score high marks, students were required to give correct and relevant information in response to each question. They should also have used VCE prescribed *kanji* and accurate script and grammar patterns in their responses.

Text 4

Many students responded satisfactorily to the questions on this text. However,

火、ガラスのまど caused problems for some. A considerable number of students misspelled ドア、テーブル、ガラス and エレベーター. Students should check their dictionary if they are uncertain about a word meaning or spelling.

Question 4a.

Two of:

ドアとまどをあける。

火をけす。

テーブルの下に入る。

The following is an example of a high-scoring response.

ドアとまどをあけることとひをけすことです。

Question 4b.

Two of:

ガラスのまどの近くに行く。

外に出る。

エレベーターに乗る

The following is an example of a high scoring response

じしんの時、外に出たり、エレベーターに乗ったりしてはいけません。

Text 5

Most students were able to write their answers to the questions but did not receive high marks because they made errors in Japanese. Many students mistook おばさん for おばあさん and (レストランが) 多い for おいしいレストラン. A considerable number of students did not realise that Yuji will stay at his father's friend's house in Bondi. It was evident that these students did not identify the relative clause in this sentence.

Question 5a.

おばさんが仕事をしょうかいしてくれた会社で仕事をするようになったので、おばさんにおれいを言いたいから。

Question 5b.

ボンダイにあるお父さんの友だちの家に住むこと。

海が近いこと。

レストランが多いこと。

会社に近くて、バスで5分でいけること。

The following is an example of a high-scoring response.

ゆうじさんのお父さんの友だちはボンダイに住んでいるので、その友だちの家ですむからです。そして、レストランは多いし、海が近いからです。さいごに、会社に近くて、バスで5分行けるからです。

Section 2 – Reading and responding

Part A – Answer in English

Text 6

Students understood this text and responded adequately to most of the questions. Some students failed to include 'per adult' in their responses and others did not know 大人 in Question 6b. Many students seemed to be confused by 小学生まで as this can be interpreted in various ways. In Question 6c. しゃしんをとってもらおう was problematic for some students as they did not understand the use of てもらおう。

Question 6a.

Kimono rental shop (business)

Question 6b.

- When you book online, the price of 5000 yen per adult will become 3500 yen.
- If you book as a family, children up to primary school age will be free.

Question 6c.

- having a traditional Japanese hairstyle done
- having one's photos taken by a cameraman while sightseeing
- being guided around Kyoto by a taxi

Text 7

A large number of students did not receive full marks for the question on this text. It was evident that many students had trouble translating the meaning of the words such as 朝、昼、夕方、夜、あたたかい、すずしい、あつい、さむい、つめたい、おばさん、おばあさん、男性、女性、男の子、女の子、男子高校生、天気、気候、and 気温 into correct English. Students should revise the exact meaning of these words.

Question 7a.

The customer can purchase juice, cola, water and coffee (and tea).

Question 7b.

In order to check the customer's age and gender

Question 7c.

The vending machine recognises:

- the temperature whether it is cool or warm
- the current time whether it is morning or night
- popular drinks because it connects to the internet and access to the data.

Question 7d.

| Customer | Item |
|----------------------------|-------------------------------|
| • old lady | • a small bottle of cold tea |
| • male high school student | • a large bottle of cold cola |

Question 7e.

- pay by cash or put money in the machine
- pay by electric train money card

Part B – Answer in Japanese**Text 8**

Most students managed to provide satisfactory answers for this section. Low-scoring students found it difficult to discriminate between relevant and irrelevant information. Some copied sections of the text in their responses. Higher-scoring students responded as much as possible in their own words, showing their skills at paraphrasing. However, many missed out on marks in Question 8a. Some students did not realise that (中山さんは) 宿泊のお金をぜんぜんもらいません needs to change to (旅行者は)お金をはらいません (はらわなくてもいいです) . It was evident that a large number of students did not read Question 8b. carefully and consequently they failed to gain a high mark.

Question 8a.

中山さんは、旅行しゃにのうぎょうを手つだってもらえます。

外国人旅行しゃは、しゅくはくのお金をはらわなくてもいいです。そして、日本のいなかの生活もけいけんできます。

Question 8b.

中山さんは、いなかの生活を楽しくして、旅行しゃに、このむらに長くいてもらいたいです。そうすれば、旅行しゃは、いろいろな物を買って、お金を使うのでむらのけいざいもよくなります。

The following is an example of a high-scoring response.

いなかの生活をもっと楽しくしたら、旅行者がもっと長く村にいてくれて、色々な物を買ひ、お金を使くれるから。そうしたら村のけいざいがよくなる。

Section 3 – Writing in Japanese

Students could select one question from questions on five topics with five text types and five kinds of writing. They were a letter (personal), a speech (persuasive), a report (informative), a review (evaluative) and a story (imaginative). The majority of students selected Question 9 and very few students chose Question 11 or Question 13.

The majority of students produced satisfactory pieces of writing in this section. Their responses were of a good length and demonstrated good understanding of the format of text type, the requirements of each style of writing and use of *genkooyooshi*. However, the areas of greatest weakness were in the accuracy, range and appropriateness of vocabulary and grammar. There

were also many spelling errors in *kanji* and *kana*. Students should be reminded of the importance of paying closer attention to these areas in order to enhance the quality of their written responses.

Question 9

This was the most popular question. It required students to write about challenges and positive experiences during a year as an exchange student in Japan. It was important to create a sense of personality, emphasising feelings and thoughts rather than information. Most students had a good understanding of a letter format. However, some of the letters seemed to be too polite as it was a personal letter to his/her friend. Others spent too much of their writing thanking the person they were writing to. High-scoring students included original and specific challenges and experiences. However, lower-scoring students wrote about their lives as an exchange student in general.

Question 10

This topic required students to write a formal speech, in which they attempted to persuade a city council in Japan to choose his/her city as a sister city. This was the second-most popular question. Students struggled to write a persuasive speech with polite expressions. Most students wrote about the features of Melbourne that make the city unique such as the parks, the zoo and the MCG, while others focused on the multicultural diversity in Melbourne. Very few students produced an interesting persuasive speech that convinced the readers with powerful arguments.

Question 11

A very small number of students chose this topic. It required students to write an informative report about Japanese eating habits and table manners. Some students wrote information about eating habits that they had studied for their presentation of the Detailed Study in the oral examination. As a result the pieces of writing were not effective, with inconsistent structuring and sequencing of information.

Question 12

The students attempting this question had various interpretations of the task. Many compared bullet trains with planes in Japan, while others compared bullet trains and planes with other forms of transport. Some students were successful in giving a range of points about bullet trains and planes. These included convenient and cheap travel by JR pass, food on the bullet train, travel times are faster by plane but travellers can see the scenery of Japan from the train. Some students struggled to produce a sophisticated piece of writing when they had only a superficial knowledge about travel in Japan.

Question 13

Very few students attempted this question. Those students who did had difficulties developing a convincing storyline about an exciting adventure with the cat. Many responses lacked the qualities of a good narrative such as using descriptive language to set the scene clearly, develop the plot and bring the piece to a climax.