

# 2018 VCE Japanese Second Language written examination report

## General comments

Students were generally well prepared for the 2018 VCE Japanese Second Language written examination. Many students demonstrated a good understanding of Japanese language across the listening, reading and writing sections of the examination.

In Section 1 – Listening and responding, the majority of students performed well. However, in Part B some students found it difficult to convey their responses accurately in Japanese.

In Section 2 – Reading and responding, many students experienced difficulty with Questions 6c., 6e. and 7c.

A large number of students were able to produce a good piece of writing in Section 3. However, there were some students who did not complete this section. It is important that students plan their time so as to ensure that each section of the examination is completed. In addition, they should allow time to proofread their work.

Students are advised to use the 15-minute reading time efficiently. They are reminded that dictionaries may be used during reading time.

## 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 Sections 1 and 2, the answers could have been written in plain form or in *desu/masu* form.

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

### Text 1

A large number of students had trouble identifying 一番安かった (cheapest), 持って行く (take) and ながら (while). Some students seemed to confuse じてん車 (bicycle) with 電車 (train) and, in their answers to Question 1a., wrote that it was cheaper than the train.

### Question 1a.

It was the cheapest and he wanted to take his bicycle.

### Question 1b.

It took 40 hours.

### Question 1c.

- He watched a movie in cinema.
- He ate delicious meals at a restaurant
- He had a bath while watching the ocean.

Many students did not include 'cinema' and 'delicious' in their responses.

## Text 2

The words ぬいぐるみ (stuffed toy) and 半ズボン (shorts) were problematic for many students. A large number of students did not recognise the phrases 一かい (first floor) and 五かい (fifth floor) and therefore failed to include these words in their responses. The phrase 7時半まで (until 7.30 pm) was also difficult for some students. A number of students did not respond to Question 2b. Students need to pay more attention to Japanese numbers, counters and vocabulary to express time.

### Question 2a.

A stuffed/soft toy kangaroo

### Question 2b.

It was lost in the toy section on the fifth floor (of the Sakura Department Store).

### Question 2c.

- It has big eyes.
- It wears a brown hat/cap.
- It wears a pair of blue shorts.

### Question 2d.

The customer needs to come and pick up the lost toy from the information counter on the first floor, which is open until 7.30 pm.

### Question 2e.

He will come tomorrow afternoon.

### Question 2f.

She used polite forms (honorifics)./She used *sama* after the caller's name.

## Part B – Answer in Japanese

The answers in this section should have been written in full sentences in Japanese. Students who scored highly provided correct and relevant information in their answers to each question. Their responses were expressed in clear and well-structured Japanese. They used VCE-prescribed *kanji* and accurate script and grammar patterns.

Students who did not score as well did not provide sufficient detail or included irrelevant information. Their answers lacked structure and clarity. In addition, they made many errors in their use of *kana* and *kanji*.

### Text 3

Students generally were not able to identify the phrase 学校の外から (from outside school) and the word どうぐ (equipment).

#### Question 3a.

午前八時から四時までです。(They practise from 8 am until 4 pm.)

#### Question 3b.

Any two of:

- 学校の外から (めんきょをもっている) コーチがきます。(Coaches from outside, who have a licence, will come and teach the techniques of soccer.)
- せんぱいがやさしいから、ぶ活が楽しいです。(The senior students are kind, so the club activity is fun.)
- みんながんばっているから、上手になれます。(Everyone tries their best, so you will become better.)

#### Question 3c.

Any two of:

- 大きいこえであいさつすること。(Greet everyone in a loud voice.)
- どうぐをたいせつに使うこと。(Use the equipment with great care.)
- いつも元気に話すこと。(Always speak enthusiastically.)
- マナーに気をつけること。(Pay attention to your manners.)

### Text 4

This text proved to be challenging for many students. Some students mixed up the word ぎじゅつ (skills) with the word びじゅつ (arts) in Question 4a. Very few students understood the phrase 勉強以外にもいろいろけいけんできる (to be able to experience various things apart from learning how to bake) in Question 4b. Students generally responded well to Question 4c.

#### Question 4a.

パンの文化やぎじゅつを学びたいから。(Because she wants to learn the skills and culture of baking from a French chef.)

#### Question 4b.

Any two of:

- 学校のいっかいのパン屋でアルバイトができるから。(There is a bakery on the first floor of the school and students can have a part-time job there.)
- ほうか後アクティビティがあるから。(There are activities after school.)
- パンの勉強いがいにもいろいろけいけんできるから。(You can experience various things apart from learning baking.)

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

学校の一かいはパン屋ですから、学生はそこでアルバイトができるし、ほとんど毎日、アクティビティがあるので、パンを作るいがいにも色々けいけんができる理由でその学校は有名だそうです。

#### Question 4c.

Both:

- フランスに行く前に) オンラインでフランス語を勉強するつもりです。(Before going to France, Takako will have French lessons online.)
- フランスに行ったら) 学校でりゅう学生のためのフランス語のクラスで勉強します。(When Takako is in France, she will study French in French classes for the overseas students at that school.)

## Section 2 – Reading and responding

### Part A – Answer in English

In this section, students have to demonstrate clearly their understanding of the texts. It is important that students do not include information that is not in the text.

#### Text 5

##### Question 5a.

at the camping ground

##### Question 5b.

All of:

- Take your rubbish home.
- Do not cut trees.
- Do not drain oil into the river.
- Do not feed wild animals.

A large number of students did not read this question carefully and included information that was not relevant.

#### Text 6

Questions 6a., 6b. and 6d. were handled well by the majority of students.

##### Question 6a.

Because they can forget about their busy life.

##### Question 6b.

All of:

- barbecuing at a river and/or park
- going to the beach to swim
- camping in the mountains

##### Question 6c.

- You can expect beds and chairs.
- There is a fridge and bath in the tent.
- A chef cooks for you.
- You feel like you are staying at a 5-star hotel.

The sentences シェフが作ってくれる。(A chef cooks for you.) and とまっているようだ。(You feel like you are staying.) were not conveyed correctly by many students.

### Question 6d.

Both:

- people who want to experience nature but also want a convenient life
- people who have money, but have no time.

### Question 6e.

The author thinks that even though normal camping is not convenient, it is more fun than glamping, because it is fun to pitch a tent, cook and sleep together in a small tent. Preparation for camping is also fun.

Only a small number of students gave a correct answer to this question. Some students did not sufficiently understand the phrases 楽しめるだろうか. (I wonder ...), みんなで (together, with others), ほう/より (... than ...) and ふつう (normal).

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

*The author believes regular camping is more enjoyable than glamping. This is because he says it is a little inconvenient but building the tent with everyone, cooking and sleeping in a narrow tent is more fun and preparing for camping is also enjoyable.*

## Part B – Answer in Japanese

### Text 7

#### Question 7a.

家で子どものせわをする男の人です。(It is a male who often looks after his children at home.)

Some students omitted 家で (at home) from their answers.

#### Question 7b.

むかし、男せいは家の外で仕事をして、女せいはけっこんしたら家の中で、家事やいくじをしました。でも今はけっこんしても赤ちゃんができて仕事をつづける女せいがふえました。だから男せいも家の中の仕事やいくじを手つだうようになりました。(A long time ago, it was common for males to work outside the home and for females to get married and become housewives. The women did the housework as well as nurse the children. But now the number of females who are married and have babies but continue to work has increased. Therefore, there are more males [*ikumen*] who help their wives with housework and nursing the children at home.)

There were some well-crafted answers that expressed the comparison clearly and that gave reasons why *ikumen* is becoming more common nowadays. Responses were written in the students' own words showing their skills at paraphrasing.

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

むかしの日本では男性は家の外で仕事をして、女性はけっこんしてしゅふになることがでんとうでした。特に、女性がいくじをするのはあたりまえことでした。しかし、最近、女性は大学をそつぎょうして、はたらくことになりました。特に、けっこんしても、赤ちゃんがいても、仕事をつづける女性がふえているので、男性もいぜんとちがって、仕事やいくじを手つだうようになった理由でイクメンはふえています。

#### Question 7c.

男性がいくじで会社を休みやすくしたり、仕事をへらしたりできるように会社がはたらきやすいかんきょうをつくるべきです。(Companies should make the work environment easy to work in.)

In order to do that, it should make it easier for males to take a day off and should be able to reduce the workload for caring for children.)

Although many students seemed to have understood much of the text, they struggled to organise their responses to this question. Many students just copied the sentences about the problems rather than providing solutions.

## Section 3 – Writing in Japanese

The text types and kinds of writing that students could select were an essay (personal), a story (imaginative), a letter (persuasive), a speech (informative) or an article (evaluative). Question 8 was the most popular topic. Very few students chose Question 9.

A large number of students produced well-organised pieces of writing in this section. They demonstrated good understanding of the format of the text type and of the requirements of each style of writing. Some students did not read the question carefully and did not include the necessary information.

### Question 8

A large number of students chose this question. The topic required students to write a personal account of memorable experiences of their favourite club. There were some excellent pieces of writing that created a personal atmosphere and emphasised feelings and reflections about their memorable experiences.

Some students talked about the success they had with these clubs. For example, some students described their excitement when they performed particularly well in their chosen sports or when they received a most valuable player of the year award. However, the lower-scoring responses lacked personal reflections on their experiences. As many students wrote about sports club activities, there were many *katakana* spelling mistakes in words such as サッカー (soccer), バスケ ットボール (basketball), トーナメント (tournament) and チャンピオン (champion).

### Question 9

This question required students to write a story for a Japanese magazine. The story needed to be about a raccoon dog granting them a wish. A small number of students attempted this topic but they found it difficult to develop a convincing storyline as required in the task.

### Question 10

This topic required students to write a letter to a Japanese friend in order to persuade her/him to participate in a volunteer activity with the author. Many students were able to provide good reasons for participating in a volunteer activity, such as making friends, caring for the environment or job opportunities. However, some students failed to persuade their friend to engage in the activity. Students who scored highly used persuasive expressions effectively and included evidence to support their ideas in their essays.

### Question 11

Many students chose this topic. It required students to write a speech about differences in lifestyle between Japan and Australia to a group of students who are about to have a homestay in Australia. Some students wrote about differences between Japanese and Australian school rules, Australian fauna or famous Australian places, rather than concentrating on home life.

### Question 12

Most of the students who chose this question provided interesting information about the advantages and disadvantages of driving to school by themselves. They provided evidence and

examples such as the freedom having a car brings, not having to rely on their parents, the cost of a car, the price of petrol and the dangers of driving a car. They also included their own opinions in the conclusion.