



2009 LOTE: Japanese Second Language GA 3: Examination

Written component

GENERAL COMMENTS

The majority of students made good attempts at each question and completed 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, the responses of less successful students often lacked sufficient detail or included irrelevant information. Students are encouraged to be aware of the importance of identifying the information relevant to the questions in order to answer them succinctly.

As in previous years, students would benefit from developing their examination technique. They should write their answers neatly as marks cannot be given if the writing is illegible. When answering the questions, students should avoid rewriting the question as there is only limited space on the examination paper. Some students wrote too much in their responses; they should look at the marks allocated for each question and the space provided for an answer and respond appropriately.

It is most important that questions and texts are read carefully in order to avoid unnecessary errors. For example, in Question 7c. although most students identified the number of Australian visitors to Niseko in 2001 and 2005, many wrote that the number of Australian visitors increased by 15 per cent. The correct response was ‘now 15 per cent of all visitors are Australian’.

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.

For Part B in both Section 1 and Section 2 the answers were written in plain form but desu/masu form could also be used.

Section 1 – Listening and responding

Part A – Answer in English

Text 1

Most students were able to answer the questions on Text 1. However, many did not know the word まずしい.

Question 1

	Future occupation	Reason for choosing that work
Tomomi	Journalist	Any of: <ul style="list-style-type: none"> • she likes studying foreign languages • she likes writing essays • she is interested in politics and sport.
Yuuji	Any of: <ul style="list-style-type: none"> • doctor • paediatrician • children’s doctor. 	He likes to help children in poor countries.

Text 2

Some students still struggled with dates and times. Many students found the word 一回 tricky. In this case the meaning of this word is ‘once’ not ‘first floor’.

Question 2a.

- Date: 8 November
- Time: 9.30 am
- Gate: 84

Question 2b.

A passenger can make one telephone call of no longer than three minutes.



Text 3

This text proved to be more challenging. Most students identified the prices for Question 3c. The relative clause ‘買った店’ was not recognised by many students. Few students received full marks for Question 3e.

Question 3a.

At the shop where you purchased it

Question 3b.

Because the shop is too far away.

Question 3c.

- TV: 2860 yen
- Refrigerator: 4930 yen

Question 3d.

It costs a lot of money to recycle.

Question 3e.

Before you go to the recycle centre, you should go to a nearby post office or convenience store and buy a recycling ticket. You then take the recycling ticket with the TV and refrigerator to the centre.

Part B – Answer in Japanese

The answers in this section had to be written in Japanese. In order to score full marks, students were required to provide correct and relevant information to questions. They also needed to use VCE Kanji and accurate script and grammatical patterns in their responses. Students must pay attention to the instructions for this section and ensure that they answer the questions in full sentences in Japanese.

Text 4

Text 4 covered basic vocabulary. The majority of students understood the recorded text and were able to attempt to answer all questions. However, few students were given full marks as their responses did not have the required details or included irrelevant information. Many students had difficulty with the sentence オーストラリアでホストした友だちのたけしくん and merely mentioned that he wanted to go to visit his friend. Some students did not know the word ただ. A number of students wrote オーストラリアのレールパス instead of オーストラリアで買ったレールパス for Question 4b. Students should familiarise themselves with the relative clause as it is used frequently in the Japanese language.

Question 4a.

Any two of:

- オーストラリアでホストした友だちのたけしに会いたいから
- へいわきねんこうえんに行きたいから
- しんかんせんにのってみたいから.

Question 4b.

Both of:

- オーストラリアで買ったレールパスを**使う**ので、しんかんせんはただだから
- たけしくんの家にとまるから.

Question 4c.

オーストラリアのりょうしんにそうだんする

Text 5

This was a challenging task. Capable students demonstrated a good understanding of the recorded passage and responded in accurate Japanese. However, most students found it difficult to extract the relevant information required to answer the question. Many students left out **まで** in 10時まで and **自分のへや** in **自分のへやに家族や友だちをとめることはできない**.



Question 5

- 朝と夜の食事の時間をまもること
- 10時になったら、自分のへやにもどらなければならない
- テレビは10時まで見てもいい
- 自分のへやに家族や友だちをとめることはできない
- 自分のへやはいつもそうじして、きれいにしておく

Section 2 – Reading and responding

Part A – Answer in English

Text 6

Most students were able to respond to all questions satisfactorily. However, some students wrote ‘applicants must be able to teach’ for Question 6b. Those students failed to recognise the word しかく, meaning ‘qualification’. Students should know the difference between 食事 (meal) and 食べ物 (food).

Question 6a.

- Name of the organisation that is advertising: NISEKO Australian Ski Club
- Job position: Ski instructors

Question 6b.

Both of:

- applicants must be able to speak English.
- applicants must have a ski teaching certificate.

Question 6c.

All of:

- accommodation at the club’s apartment
- meals
- a pass for all the types of transportation on the ski fields.

Text 7

Text 7 covered a range of vocabulary and grammar required for VCE students. This was not a difficult text and if students had read and translated it carefully using a dictionary, their performance in this section would have been much better. In Question 7d. many students wrote ‘It’s much cheaper than America or Europe,’ whereas the text said that ‘It is much cheaper than going to America or Europe.’ Moreover, in Question 7d. some students answered ‘Lakes in beautiful and dense mountains,’ instead of ‘Beautiful lakes in dense mountains’. かわって in 古くからあるたてものかわって caused a problem for many students who translated it as ‘to change’ but the word in this case means ‘in the place of ...’

Question 7a.

Because it was named by the Ainu who have lived here since early times.

Question 7b.

Beautiful lakes in dense mountains

Question 7c.

- In 2001 there were 214 Australians who visited and in 2005 the number reached 8000.
- Now 15% of all visitors are Australian.

Question 7d.

Any four of:

- it’s much closer and cheaper than going to America or Europe
- there are direct flights from major cities in Australia to Sapporo
- there is only one hour’s time difference
- there is lots of snow
- it is the best powder snow in the world.



Question 7e.

The number of hotels, apartments and restaurants has increased, replacing long standing houses and ryokans.

Question 7f.

Japanese skiers who visit only stay two or three days. However, Australians who visit stay for about two weeks.

Question 7g.

Some local people think that becoming internationally famous is good. However, some people, who are opposed to recent development, are sorry to lose the image of an old hot spring town.

Part B – Answer in Japanese

This task assessed 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 a deduction of marks. The majority of students answered Questions 8a–c. correctly, but very few provided appropriate responses to Question 8d.

Text 8

Question 8a.

おこづかい お年だま アルバイト

Question 8b.

おこづかいがたりない時使う or ぎんこうにちよきんする

Question 8c.

食べ物とCDやDVDとようふく

Question 8d.

日本では毎月おこづかいのほかに、おやがけいたい電話のりょうきんやランチなどはらってくれるものがたくさんある。それにアルバイトをしている生とでも月におこづかいをもらっている人が多い。

Section 3 – Writing in Japanese

It is very important to pay attention to the wording of the chosen topic in both English and Japanese. Some students did not follow the instructions contained in the selected question carefully and consequently the content of their essays lacked depth and relevancy. In general, students who understood the task demonstrated knowledge of the characteristics of the text types and the kind of writing required in this section.

Most students used *genkooyooshi* correctly and wrote within the set word limit. Students should use the prescribed VCE Kanji where necessary in their essays. There were many spelling errors in *katakana*. Incorrect use of particles and inconsistent use of tense were also widespread problems. Students are encouraged to include a range of grammatical patterns and 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 piece of writing and a less successful one.

Students are reminded that the essay in Question 10, the article in Question 12 and the story in Question 13 required titles and authors' full names. Several students gave just the authors' first names.

Question 9

This was the most popular topic in 2009. The task required the students to write about specific, lesser known places in Victoria which Hiromi might not have seen when she visited the state last year. There were a number of interesting responses in which students wrote about places such as the Grampians, Ballarat and camping in Wilson's Promontory. Less successful pieces were too general and mentioned major tourist spots or events. Some students wrote about the things they would do such as eat ice cream, go shopping or go to the beach, without referring to specific places. Good emails in response to this question included some special places in Victoria that the students knew, why these places are special for them and why Hiromi would enjoy the places.



Question 10

Students had to write an essay reflecting on some old photographs from their childhood. There were several very moving and interesting pieces of writing which reflected on personal experiences in detail while looking at the photographs. A considerable number of students failed to refer to the old photographs found when tidying the desk and wrote about their childhood memories without mentioning the photographs. Some students wrote about recent events or even the school trip to Japan, which was irrelevant to the task in this topic. Good essays in response to this question emphasised feelings and impressions, rather than simply factual, objective information.

Question 11

Students needed to write the script of a speech to persuade the school council of their ideas for final day activities for the Year 12 class. A number of students did not realise that the task is set in a Japanese school in Japan. Good responses to this question clearly conveyed a range of suggestions and ideas for final day activities. They also persuaded the student council using appropriate language.

Question 12

Students were required to write an evaluative article on the advantages and disadvantages of taking a year off after Year 12. Many students selected this topic and it was generally handled well. There were some interesting articles with original ideas about the advantages and disadvantages of taking a year off before going to university. Good evaluative pieces of writing in response to this question clearly outlined the advantages and disadvantages and used evidence to support the ideas presented.

Question 13

Very few students chose this topic, which required them to write an imaginative children's story about taking a ride on a dolphin to the depths of the sea. Of the small number of responses, very few were well-developed stories that aroused the reader's interest. Students tended to have insufficient control of grammar and knowledge of the vocabulary required for this task.