

2018 VCE Japanese First Language written examination report

General comments

Students achieved a wide range of scores in the 2018 VCE Japanese First Language written examination. Many students did not complete answers in Sections 2 and 3 of the examination.

The following are examples of common errors in writing *kanji*. The correct translations are also given.

Incorrect <i>kanji</i>	Correct <i>kanji</i>	English meaning
巡回、順回	巡回	around
郵便社	郵便車	postal car
運転主	運転手	driver
小エネ	省エネ	energy conservation
通交	通行	passing
以外	意外	unexpected
想象	想像	imagination
繁職	繁殖	propagation
渋待	渋滞	traffic jam
同事に	同時に	at the same time
医療	医療	medical treatment
整利	整理	arrangement
中意	注意	care, watch, caution

Students who achieved high scores clearly understood the examination texts, were able to identify specific key concepts and words in the text, and consequently were able to convey appropriate and correct information in their answers. Their answers were logically sequenced. Students who did not score well, on the other hand, had difficulty identifying concepts and key words in the questions asked. Not thoroughly understanding the texts resulted in responses that were poorly worded and often unclear.

Advice to students

- Students need to ensure that they manage their time in the examination so that they can complete all questions. This is best done by practising with previous years' examinations, under examination conditions.
- The correct use of *kanji* requires consistent and regular practice, which should be done at every opportunity throughout the year in class and at home.
- Students need to be careful when writing *kanji*. For example, some of the correct *kanji* characters in the table above were used in the examination questions but were incorrectly transcribed by students in their responses.
- Students should ensure that they are familiar with various text types for Sections 2 and 3 of the examination. Students are encouraged to practise their writing skills using various text types.
- The use of *genkooyooshi* (manuscript paper) to practise writing Japanese is encouraged. It can assist in developing appropriate ways of setting out text, including punctuation and paragraphing.

Specific 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.

Section 1 – Listening and responding

Students were required to listen to a reading of Text 1. The questions assessed the capacity of students to understand general and specific aspects of the text and to convey information accurately and appropriately in their written responses in Japanese.

Appropriate answers were given by most students, but many missed some key aspects of Question 1d.

Students who scored highly understood the text well. They identified key words in the text and conveyed information accurately in their responses. Students who scored less well had difficulties identifying key words and struggled to formulate their answers appropriately.

Text 1

Question 1a.

- 車なしの生活に慣れたこと・慣れてきた (Granny is getting used to life without driving.)
- (田舎でも) 巡回バスが頻繁にあり (よく出ていて) 、 (利用していること) ([Even in the country area] buses are circulating quite often [which she uses.]

Question 1b.

- バスが思ったよりも (意外と・案外) 走っていること (There are more buses running than she expected.)
- バスが郵便物を載せて (運んで) いること (Local buses carry and deliver mail and containers.)

Question 1c.

- 高速道路が整備されて (An expressway was constructed.)
- トラック輸送が主になった (から・為) (Because trucking has become the main means of transport.)

Question 1d.

- 貨物輸送をトラック輸送から他の大量輸送手段（鉄道や船）に変換し省エネを図り/環境を改善すること (Modal shift means replacing truck transport with other transport modes [rail or ship] because they are more efficient and improve the environment.)
- 車内には) 空席がなさそう (There might not be a vacant seat on the train.)
- 時間的に無理があるだろう/停車時間が短い (There will not be enough time for loading and unloading.)

Question 1e.

過疎地での貨客混載輸送の利点は、空席利用は合理的で省エネであり、廃線危機にある電車やバスの路線維持につながり、地域住民の活性を保つためにも有意義である。豪雪地帯では雪国仕様の列車でトラックや郵便車よりも確実に配達できる。また、都心でのモーダルシフトが実現すれば、慢性化している道路網渋滞が緩和され、輸送車が減ることによりトラックドライバー不足問題の解消にもなり、かつ二酸化炭素の排出も減り、環境の改善にもなる。

(The advantage of freight and passenger consolidated transport in sparsely populated areas is that it leads to better route maintenance of train and bus services in the affected areas, and is significant in providing an adequate level of service for local inhabitants. A train in heavy snow affected districts can deliver passengers and cargo more reliably than a truck or a postal coach. Furthermore, if the modal shift from road to rail in city areas is realised, road traffic congestion may be significantly eased as well as the shortage of truck drivers as a result of fewer trucks on the road. And, in addition, carbon emissions will decrease, and the overall environment improved.)

Question 1f.

- 過疎地の路線維持につながる (It leads to route maintenance in the depopulated area.)
- (田舎ではバスの座席は空いているから) 合理的・効果的で省エネ ([It would be much more efficient and energy-saving.] There are vacant seats to fill.)
- トラックドライバー不足問題の解消 (Solution to the problem of shortage of truck drivers.)
- 都心の渋滞の緩和 (Easing of the traffic congestion in the downtown area.)
- 豪雪地帯では雪国仕様の列車が運行するため、トラックや郵便車よりも確実に配達できる (Because trains are better suited for snow-affected districts, they can deliver more reliably than a truck or a postal coach.)
- 二酸化炭素 (CO₂) 削減となる (環境改善となる) (It results in the reduction of carbon dioxide [and contributes to environmental improvement].)

Section 2 – Reading and responding

Students were required to read Texts 2 and 3 and then answer Question 2. The question assessed the capacity of students to identify and synthesise information, write their responses accurately, present information in a structured and sequenced way, and use appropriate language and vocabulary.

Texts 2 and 3

Question 2

The following is a summary of the key areas of the two texts to be identified.

- AI についての説明・背景。急激に発展していて、それによって人間の仕事の増減があり、社会に影響を与えていることの説明。働き方への影響。(Explanation and background of AI. Explanation that AI is developing rapidly, and that this impacts on the level and nature of employment and so influences society.)

- AI が今まで人間がしていたことを早く正確に（安く）できる具体例。それによって、AI が人間に置き換わる例。AI の各種業種における利用例。(Examples of AI's ability to do jobs that people have been doing, but that AI can do more quickly, accurately and cheaply. Examples of AI being used in different industries and of AI replacing human workforces in those industries.) It was not necessary to mention all the examples covered in the texts.
- AI の発展によって人間の新しい仕事が生まれる可能性（AI を管理する仕事・セキュリティーの仕事が増える）AI が人間の仕事を奪うのではなく、少子高齢化や人手不足など今までの問題を解消するということ。(The possibility of new jobs resulting from the rise of AI, for example, jobs that develop and manage AI and jobs ensuring the security of AI. AI can be viewed, therefore, not so much as reducing employment opportunities but, rather, providing solutions emerging in an aging society that is lacking in enough workers.)
- AI によって急速に変わる未来社会で生き抜くためにどうすればいいか。今の子供たちの教育に必要なこと。「共存」できるのか。(What does society need to do in order to accommodate the rapid development of AI? Education of our children is one important area to be identified. Is it possible for society to peacefully coexist with AI, or is significant disruption inevitable?)

Most students were able to give some of these points, but it was evident that many need to better prepare for this section of the examination. Text summarising skills are crucial for preparing responses to given texts, and students must spend enough time practising those skills until they become proficient.

Students who scored highly demonstrated their summarising skills, identifying the key concepts and words in the given text and then crafting their responses logically and in a proper sequence based on the identified concepts and words. Conversely, students who did not score well tended to lack an understanding of the texts and had difficulties in finding appropriate concepts and key words on which to build their answers. Some answers were not based on the given texts.

Section 3 – Writing in Japanese

In Section 3 of the examination students were required to write a response to one of five questions. The questions assessed the capacity of students to write with appropriate relevance, breadth and depth, to structure and sequence their responses appropriately and to accurately use appropriate vocabulary and grammar.

Students who scored well understood the question and presented their texts in a thoughtful, logical and appropriate manner using text type structures appropriately and consistently.

The main difficulty faced by students was the lack of complete answers, indicating a lack of time management skills and a lack of preparation. Students are advised to practise completing previous years' examinations under examination conditions, the reading and writing of Japanese, and composing a text that is presented grammatically correctly and in a logically sequenced manner.

Question 3 was the most commonly selected question. It required students to write an article for a primary school's newsletter addressed to parents and guardians. Students were required to set out the benefits and difficulties of studying in the living room at home, rather than in a study.

Question 4 was the next most commonly selected question. It required students to write a speech script for a high school speech competition on international awareness, setting out the positive and negative aspects of the Japanese proverb 'When you enter a territory, follow the customs of the territory'.

Question 5 required students to write an imaginative story for a high school magazine about a student whose hobby is to take photos and share them on the internet, one of which goes viral and causes the student to become the talk of the town.

Question 6 required students to write, as a teacher of English, a letter to an education resource company introducing unique/innovative English language teaching methods and their effects.

Question 7 required the writing of a journal entry about time travel into the past. Students were to imagine an encounter with a historically significant person and describe unusual and unexpected facts and experiences in their journal.