



2003

LOTE: Japanese First Language GA 3: Examination

Oral Component

GENERAL COMMENTS

All students had studied a sub-topic based on Language and Culture through Literature and the Arts. Most students were well informed of the oral examination procedure. Fluency, pronunciation and accuracy of linguistic elements were generally of a very high standard. However, there is a need for improvement in some areas. Students had to show more depth of research and elaborate on ideas and opinions linked to the texts studied. Some students occasionally used casual style speech and this trend was more apparent during the discussion. Colloquialisms should be avoided wherever possible.

Compared to previous years, a wider range of topics and resources was selected by students in their Detailed Studies and there were some interesting topics, such as 'Dialects', 'Changes in the Japanese language', 'Human rights', 'World War II' and 'Physically handicapped people and society'.

The choice of topic for the Detailed Study is very important. A few students did not study the minimum three texts drawn from the field of Literature and/or the Arts. Students should be reminded that they are required to study at least three different kinds of text.

Section 1 – Presentation

Most students could successfully separate the introduction of the sub-topic and the presentation because of the clear cue from assessors. A few students used support objects and they were generally used appropriately and effectively in the presentation.

Students' linguistic abilities were not very diverse but presentation skills varied dramatically. Those who gave monotonous presentations did not engage with assessors and sometimes spoke too quickly. There were instances where students used their cue cards inappropriately and this often resulted in a lack of eye contact with assessors and an unnatural tempo, for which students were penalised. Students should be reminded that they are not allowed to read from a script except when referring to a cue card on which only notes in point form may be written.

Some students lacked breadth and depth in their presentation and were weak at supporting the issue with evidence. They tended to try to support the issue with their own experiences and opinions rather than reliable evidence from the texts they had studied.

Students who performed at a high level included a range of resources in their Detailed Study and were able to establish conceptual links between different resources and highlight examples that supported their view. There was a wide variety of resource materials used including novels, journals, films, TV dramas, Internet sites and statistics.

Section 2 – Discussion

Students who had not studied sufficiently during their Detailed Study struggled to maintain a relatively simple discussion and tended to ramble on with little evidence of research. The same problem that occurred in presentation occurred in discussion. Lack of resources or lack of knowledge of the texts resulted in simply repeating the statements from their presentation and giving only their own experiences and opinions. It was evident that those students found it difficult to expand their opinions convincingly with clear reasons and examples, and to move beyond the issues concerned. In order to obtain higher marks, students need to add depth to their discussions by referring to examples that support their stance, and make reference to the resources and texts.

Written component

GENERAL COMMENTS

Students were most successful in the listening and responding section of the examination and had had little trouble identifying the key information in the oral texts. However, there were a number of students who did not fully understand what the questions required them to do. This applies to the other two sections of the examination. Students need to make sure that they follow all the instructions and cover all aspects of the tasks.

Accuracy in grammar and appropriate use of vocabulary were a strength demonstrated by many students. However, the use of the *kanji* characters including spelling and *okurigana* was less successful. There were a number of students who did not use many of the *kyoiku kanji* they are required to know.

Some general advice for students is:

- read the questions carefully; you will not be awarded a high mark if the purpose of the task is not fulfilled
- build more knowledge of vocabulary and *kanji*
- plan your time carefully and complete all questions; you cannot afford to run out of time.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A

Criterion 1 (the capacity to understand and convey general and specific aspects of texts) covers all questions in Part A. Students generally answered the questions correctly, but some incorrect answers included irrelevant and/or inaccurate information or missing key information. For Question 1, the fact that Mr Tanaka had an interview in his uniform at work is not the reason why people were surprised to learn that he had won a Nobel Prize. For Question 2, some students missed the information 職場.

Text 1

Possible answers

Question 1

大学院で博士号を取っていないから。

OR

日本の学会では無名の人が受賞したから。

OR

日本で学者でない人が(自然科学の分野で)受賞したから。

電気工学が専門で、科学の分野は専門分野と違っていたから。

Question 2

従来常識に捕らわれずに、全く新しい発想で研究できたから。

利益を考えずに研究してよいと言う職場で働けたから。

Question 3

日本人は独創力が弱いということ。

Part B

Many students gave correct responses to Questions 4 to 6. Question 7 required students to identify the differences between Japan and America regarding the source and the use of pocket money. However, some students wrote about the similarities using the same information they used to answer Question 6. There were also a number of students who did not mention all four examples.

Text 2

Question 4

(小学校から高校までの)子供たちの社会生活がどう変わっているか。

Question 5

アメリカ: 親からもらうお小遣いやアルバイトで得る収入など、全部を含めてポケットマネーと考える。

日本: 親から月々一定額をお小遣いとして貰うものだけを考え、お年玉やアルバイトの収入は含めない。

Question 6

1. おやつ OR 食べ物

2. CD

3. 洋服

Question 7

アルバイト:

アメリカではお小遣いの出所は8割の子供がアルバイトと答えているが、日本の生徒たちは5割以下。(日本の生徒は親からお小遣いを貰う)

ガソリン代:

アメリカでは15, 6歳で車の運転免許が取れるので、ガソリン代がお小遣いの用途の2位に挙がっている。

劇や映画鑑賞： アメリカでは用途の3位。日本では親が別にお金をくれる。

食費：

アメリカでは用途の1位で、お小遣いから食費も出しているが、日本では学校給食があったり、軽食に使うお金はお小遣いとは別に親から貰っている。

本、漫画： 日本の子供の用途の1位。

化粧品やヘアケア： 日本の子供だけが挙げた用途。

Section 2 – Reading and responding

Students were asked to identify three main opinions of *Seijinshiki* in Japan. These opinions were accepted as the main three opinions.

Seijinshiki should be abolished.

Seijinshiki should continue.

Seijinshiki should change its forms as a reunion.

or

Seijinshiki should be abolished.

Seijinshiki should continue as it is.

Seijinshiki should be modified.

As these three opinions were not necessarily clear from the texts, many students covered only one or two opinions.

Some students mainly wrote what they thought about *Seijinshiki* and did not use the information provided in the texts.

Teachers are reminded that students need to base their ideas and opinions on the texts, not on their personal experiences and thoughts.

Section 3 – Writing

Question 9

A magazine article about the use of katakana words – evaluative

Many students chose this topic. Students were required to explain why katakana words are more and more commonly used, pros and cons of the use of them and their opinions. Those who did well on this topic successfully covered every aspect required in the question and the information was well balanced. Those who had a very narrow focus on the topic, covering only one or two aspects, lost marks.

Question 10

A report on school disintegration in Japan – evaluative

This was another popular topic. Those who had a similar topic for their detailed study seemed to have chosen this topic. However, quite a few students wrote something rather personal and therefore did not present well-balanced views on the issues raised in the question.

Question 11

A travelogue about a vehicle that can travel on land, in the water and in the sky – imaginative

A number of students chose this topic. There were some very creative stories with an engaging quality. The task was a travelogue and the use of a casual style was totally appropriate, but some pieces were in an overly-casual style.

Question 12

A story about a possum from the possum's point of view – imaginative

Only a few students chose this topic and there was no exemplary piece. Students were to write a story about the relationship between possums and human beings from a possum's point of view but no-one covered all the aspects required in the question.

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