

JAPANESE (JPN315114)

EXAMINATION ASSESSMENT REPORT

SECTION I

LISTENING AND RESPONDING SOLUTIONS AND FEEDBACK

SPOKEN TEXT I SOLUTIONS

- a) Hamburger (1)
- b) Hamburgers are gross/yuck/awful/horrible (0.5), she wants to eat (0.5), Japanese (0.5), food/cuisine (0.5)
- c) It is a Japanese pancake(0.5), made(0.5) with meat (1), eggs (1) and cabbage (1).
- d) It isn't delicious (1)
- e) About (0.5) 500 yen (0.5)
- f) Very (0.5) cheap (0.5)
- g) Go (1) and eat/try okonomiyaki (1)

FEEDBACK

Spoken Text I was the least challenging of the listening questions, with the bulk of students completing this section well. Students are reminded to only select one box for multiple-choice questions. Students who ticked two or more boxes for Question (d) were not given any marks, even if the correct answer was one of the boxes selected. It is also important for students to use English only in this section of the exam. Yen, for example should be written in words not as ¥.

SPOKEN TEXT 2 SOLUTIONS

- a) Last week (0.5), Friday (0.5)
- b) Go (0.5) camping (0.5) with friends (1)
- c) From (0.5) morning (0.5) lots of (0.5) rain (0.5) was cold (1)
- d) Friday (1) & (0.5) PM (0.5)
- e) Five (1)
- f) brown (0.5) bag (0.5), hiking (0.5) book (0.5), DVD (0.5) called (0.5) “Mountain Adventure” / (Romaji accepted) (1)
- g) Was noisy (1) not fun (1), prefers/likes (1) camping (1) to parties

FEEDBACK

Spoken Text 2 was generally well answered by students. Only a small selection of students correctly identified 朝から *from this morning* for Question (c). The name of the DVD in Question (f) also proved problematic. Advanced students were able to correctly translate the name of the DVD into English (*Mountain Adventure*). Less able students attempted to write the name in Romaji. Marks were still given to Romanised versions of the title.

SPOKEN TEXT 3 SOLUTIONS

- a) Evening (1)
- b) See table:

	New apartment	Old (former) apartment
Size	A little bit (1)	Wide/spacious (1)
Proximity	<u>Close</u> to university (1) <u>5 minutes</u> (0.5) to <u>walk</u> (0.5) there	<u>Far</u> from university (1) <u>20</u> <u>minutes</u> (0.5) by <u>car</u> (0.5) to get there

- c) River (0.5) and Park (0.5)
- d) After (0.5) class/lesson (0.5)
- e) Always (1) 30 minutes (1)
- f) She has to do/must/should/ought to do it (1)
- g) Next (0.5) Saturday (0.5) go running (1) together (1)
- h) She says by all means, she would like to go (1)

FEEDBACK

Spoken Text 3 was generally well answered by students. There were some problems noted with students' translations of adjectives and adverbs for this section. The correct translations for the following need to be observed: いつも *always*, たいてい *usually*, よく *often*, せまい *cramped* and ひろい *spacious*. The phrase 今週の土曜日 proved problematic for some students.

Answers such as “this Saturday”, “next Saturday” or variations of these were accepted but unclear answers were not. Students are again reminded not to select more than one answer for multiple choice questions as this will result in 0 points being allocated.

SPOKEN TEXT 4 SOLUTIONS

- a) Post office (1)
- b) Turn (0.5) left(0.5) at the flower shop (0.5) corner (0.5), go straight (0.5) and then there is a library(0.5). The post office is next to (1) the library.
- c) Pencil (1) and paper (1)
- d) Post office is too (1) expensive (0.5), it is better/she should (0.5) to buy (0.5) it from a shop(0.5) called (0.5) [Fukuda] (0.5), it is cheap (0.5) and famous (0.5)
- e) Behind (0.5) that (0.5) department store (0.5) there is an old (1) yellow (1) building (0.5). On the fifth floor (1) of that building.
- f) Big (0.5), green (0.5) sign
- g) Yes, she will go (1)

FEEDBACK

Spoken Text 4 was the most challenging question in the listening section of the examination. Many students became lost in the directions that were given as part of this spoken text. Several students missed the meaning of **ほうがいい** *should* and many missed the verb **買う** *to buy* and wrote “go to Fukuda’s” instead. This however, only accounted for 0.5 marks. Students also missed **その** *that* and **あそこ** *over there* as minor details that carried 0.5 marks.

Overall it is recommended that students and teachers spend more time giving, listening to and following directions, as this is a common topic found in everyday Japanese.

SPOKEN TEXT 5 SOLUTIONS

- a) She thinks Japanese trains are better (1) than Australian trains (1) (*Must be in right order*)
- b) Convenient (0.5), inside (0.5) they are always (0.5) lean/pretty/beautiful (0.5)
- c) Often (0.5) run late (0.5), inside (0.5) there is lots of (0.5) rubbish (0.5), not clean/beautiful (0.5)
- d) eat (0.5) lunch (0.5), drink (0.5) coffee (0.5)
- e) No, because it is dangerous. (1)
- f) People (0.5) that have to (1) clean (0.5) Australian (0.5) trains (0.5) because their work (0.5) is hard going/difficult/awful/horrible (0.5)
- g) Australians should take (0.5) their rubbish (0.5) home (0.5) with them, drink (0.5) coffee (0.5) at the station's (0.5) cafés (0.5) instead (0.5) of inside (0.5) the trains (0.5).

FEEDBACK

Spoken Text 5 also proved challenging for students. The word **きれい** was used in this piece with the contextual understanding that it meant *clean* not *pretty*. Whilst *beautiful* and other synonyms were accepted as correct, students are encouraged to think carefully about the context of the spoken text and choose the most appropriate word to that context. Very few students recognised the verb **おくれる** *to be late*. Question (f) appeared difficult for students to answer with very few identifying the adjective clause and **なければならない** *have to*.

SECTION 2

READING AND RESPONDING

QUESTION 6 SOLUTIONS

- a) Hiroshima (0.5) Junior High/High School/Middle School (0.5) Baby (0.5) Sitter(0.5) Club
- b) Every (0.5) Wednesday (0.5) from(0.5) 4(0.5).15(0.5) until(0.5) 5(0.5).30 (0.5)
- c) Learn (0.5) games (0.5) that you can play/do (0.5) with babies(0.5); make (0.5) healthy (0.5) food (0.5) that children (0.5) will like (0.5); and sometimes (0.5) the music (0.5) teacher (0.5) comes to play guitar (0.5) so everyone can sing (0.5) children's (0.5) songs (0.5).
- d) Fun (0.5) Lively (0.5)
- e) People who want to do (0.5) babysitting (0.5); people who have an interest(0.5) in children (0.5); males/men/boys (0.5) and females/women/girls (0.5).
- f) Send/write (0.5) Teacher Yamada (0.5) an Email (0.5) soon/immediately (0.5)
- g) Classroom (1) 34 (1)
- h) Box 4: Advertise the club and gain more members (2)

FEEDBACK

Overall, most students found the reading section of the examination easy to complete with more than 65% of the students providing the bulk of the required information. Students must be reminded to provide all details that may be relevant to the question, and include information if in doubt. Words like *とても* *very*, *ちょっと* *a bit*, *よく* *often* and *ぐらい* *about*, are often allocated marks. Students need to put effort into memorising basic vocabulary such as numbers, dates, months and days of the week as these occur frequently in everyday Japanese.

Question 6 in the reading section was generally well answered by students. Unfortunately many students missed the first questions on the yellow page and several others had trouble with the name of the club in Question (a), often omitting 'Hiroshima Junior High School' and not deciphering the Katakana correctly. For Question (c) several students missed the following pieces of information: *learn*, *healthy* and *sing children's songs*. For Question (d), students are reminded that the best translation for にぎやか is *lively*, not *noisy* or *crowded*. Marks are often allocated in a literal way to indicate comprehension of individual words. In the case of Question (f), students were expected to write *send an Email* rather than just write *Email*. For Question (g) the Kanji 番 was found in the passage despite not being in the syllabus. Students were mostly able to identify the number of the room, however some mistook 三十四 for 304 or 340. For Question (h) students are encouraged to have a go and not leave multiple-choice questions blank. At the same time, they must not select more than one answer because doing so will result in no points being allocated.

QUESTION 7 SOLUTIONS

- a) Engineer (1)
- b) Hanakawa/Hanagawa (0.5), big (0.5), famous (0.5), Japanese (0.5)
- c) 30 (0.5) years (0.5) ago/earlier/before/past (0.5), Hanakawa made (1) electrical (1) products like TVs (0.5) and videos (0.5). Recently (1) they have become a company that makes computers (0.5), mobile phones (0.5) and robots (0.5).
- d)
 - (i) Robot (0.5) legs/feet (0.5)
 - (ii) People (0.5) who cannot/unable to (1) walk (0.5)
- e) Go in/enter (1) the water (0.5); run (0.5); exercise (0.5) \ and swim (0.5).
- f) Robot hand (0.5). Can/able to (1) use (0.5) chopsticks (0.5) or knife (0.5) and fork (0.5); write (0.5) a letter (0.5) with a pen (0.5).
- g) People who don't have/cannot use (1) their hand (1)

- h) After (0.5) graduating (0.5) from university (0.5), they want to (0.5) become (0.5) an engineer(0.5).
- i) Box 2: Inspired (2)

FEEDBACK

For Question (a) most students deciphered the Katakana word **エンジニア** *engineer* well. When asked about Japanese proper nouns, such as the name of the company in Question (b), students should give the Japanese name in Romaji such as *Hanakawa/Hanagawa* and not translate the name's meaning (example: *Flower River*) as this does not make sense. Many students also forgot to mention that the company was Japanese, when answering Question (b). In Question (c), too many students wrote *3 years* instead of *30 years* in their answers and some put the word *radio* instead of *video*. In Questions (e) and (f), the words *run*, *chopsticks* and *letter* were frequently missed. Question (g) was an open-ended question and could have been answered in different ways. It was important however, to include some kind of reference to disability with hands. In Question (h) several students missed the phrase **そつぎょうしてから** *after graduating*, and some students ticked more than one box in Question (j) leading to no points being allocated.

QUESTION 8 SOLUTIONS

- a) 一月二十五日(1)
- b) 二日間(1)
- c) かわいい(0.5)牛^{うし}(0.5)の写真^{しゃしん}、山(1)の写真^{しゃしん}
- d) 日本の(0.5)チョコレートとぜんぜんちがう(0.5)
とても(0.5) あまい(0.5)
食べる時(0.5)、水(0.5)をたくさん飲まなければならない(1)
- e) さむい(0.5)
毎日(0.5)たくさん(0.5)雪(0.5)がふる
- f) 飲まないと思う/いいえ(1)
美味しくない(1)
つよい匂いがする(1)
- g) はい、行ったことがある(1)
- h) ソーセージ(0.5)と パン(0.5)と とりにく(0.5)と やさい(0.5)の料理
Marks deducted if デザート included in answer as this is incorrect.
- i) ドイツ(0.5)の デザート(0.5)
- j) 来月(0.5)の十六日(0.5)
- k) 古い(0.5)きょうかい(0.5)と美術館(0.5) を みに行く(0.5)つもり/たいです
- l) Box 4 かいとは旅行する時写真をとることが好きです(2)

FEEDBACK

This section was generally well done, with students accurately copying relevant parts of the text. Full sentences are preferred for this section but are not essential. Questions (a) to (c) were all well answered by students. For Question (d), many students missed 日本のチョコレートとぜんぜんちがいます *very different to Japanese chocolate*, but coped well with the remainder of the required response. For Question (e), Many students only answered *cold*, not adding details about *snow*. The response for Question (f) needed to begin with いいえ *no* or similar, before giving the reason. Note that 飲まないと思います is preferable to 飲むと思いません. In Question (g), simply はい *yes* was acceptable. For Question (h), some students only listed two or three of the four foods whilst some wrote やすい instead of やさい – a simple copying mistake. Questions (i) to (l) were generally well answered by students.

PART 3 WRITING

QUESTION 9 SOLUTIONS

The following grammatical structures were required for use in the guided writing section (question 9):

- ～ことができません
- ～の後に or ～てから
- ～と言いました
- Joining adjectives
- なければなりません
- なくてはだめです/いけません
- ～すぎる

- ～時間
- ～から／ので
- つもりです

The following reproduction Kanji were required to complete the guided writing passage:

時、間、今、毎、週、後、母、言、来、日、学、校、先、

An exemplary response for this section follows:

先生へ、

今日、学校の後で（学校がおわってから・学校がおわった後で）
サッカーの

れんしゅうに行くことができません。母が「あなたのへやはきたなすぎ
て今ばん、へやをそうじしなければならぬ（しなくてはいけない）
」と言いました。さいきん、アルバイトはいそがしくてたいへんなので
（だから）そうじする時間があまりありませんでした。来週、アルバイト
をしませんから毎日サッカーのれんしゅうに行くつもりです。ごめん
なさい。

学生より

This section of the examination was marked using a rubric. Points from each section of the rubric were combined to give students an overall score out of 20 points for Question 9. The 2018 assessment rubric for Question 9 follows.

GUIDED WRITING RUBRIC 2018

Element	A	B	C	D	Z
Information	90% or more required information was included. (4 points)	75% or more required information was included. (3 points)	60% or more required information was included. (2 points)	Less than 60% of required information was written. (1 point)	Required information not presented.
Range of level 3 structures	The candidate appropriately used both simple and complex sentences to write the script in detail. 90% or more required level 3 sentence structures were used (5-6 points)	The candidate used both simple and complex sentences to write the essay. 75% or more required level 3 sentence structures were used (3-4 points)	Simple sentences to write the essay 60% or more required level 3 sentence structures were used (2 points)	The candidate used basic sentences and attempted some Level 2 structures. Less than 60% of required level 3 sentence structures were used. (1 point)	Not attempted.
Accuracy	The essay has a high degree of fluency and accuracy. The script has been written accurately in details with minor errors. (5-6 points)	The essay has a degree of fluency and accuracy. The essay delivers the message to some degree, but it lacks strong control. (3-4 points)	The essay has some degree of fluency and accuracy. The essay has errors, but generally delivers the message. (2 points)	The essay does not flow well and readers find it difficult to understand the writing. (1 point)	Not understandable or not attempted.
Script	All Hiragana and Katakana are written accurately. Approximately 90% of Kanji characters used accurately. (4 points)	All Hiragana and Katakana are written accurately. Approximately 65% of Kanji characters used accurately. (3 points)	All Hiragana characters are written accurately. Katakana is written with 90% accuracy. Approximately 50% of Kanji characters used accurately. (2 points)	Some range of Hiragana, Katakana and Kanji, but with several errors. Less than 50% of Kanji characters used accurately. (1 point)	Illegible script.

FEEDBACK

Students who were highly successful on this section of the examination included all of the information in the guided writing blurb and incorporated at least 9 or 10 accurately executed Level 3 grammatical structures. (Level 3 structures are underlined in the exemplary passage). If a Level 3 structure was attempted, but was incorrectly produced, half marks were awarded for that structure. In particular, markers were looking for evidence of correctly conjugated verbs and adjectives. In terms of accuracy, students would have benefited from including correctly spelt words, accurate particles and tenses, as well as correct vocabulary and script notation like tentens. Accurate script formation and correct script selection were also vital to do well.

Students who were less successful on this section of the examination commonly failed to include many Level 3 structures or attempted Level 3 structures, but were unable to express them accurately. The entire passage was to do with soccer, and markers were looking for the word **サッカー** *soccer* to be accurately written in Katakana. It is important that students are able to correctly write the full list of reproduction Kanji as included in the course syllabus. This is particularly important for Part A of the writing examination. Finally, students are reminded not to use their own name to sign off an Email or their teacher's name. Also, it is advisable to write in pen NOT pencil.

QUESTIONS 10 – 14 SOLUTIONS

Part B of the writing section of the examination required students to write a 300-character response to a self-selected question. This section was marked using a rubric. Points from each section of the rubric were combined to give students an overall mark out of 40 points.

ESSAY RUBRIC 2018

Outcome	A	B	C	D	Z
Vocabulary	Wide range of vocabulary used including some words beyond the course's content. (7-8 points)	A range of vocabulary is used within the course's content. (5-6 points)	A limited range of vocabulary is used within the course's content. (3-4 points)	Only basic words used. (1-2 points)	Not attempted
Range of Level 3 structures	10 or more Level 3 structures used correctly. (10-12 points)	8 or more Level 3 structures used correctly. (7-9 points)	5 or more Level 3 structures used correctly. (4-6 points)	Less than 5 Level 3 structures used correctly. (1-4 points)	
Accuracy	Both simple and complex sentences are used with 90 % accuracy. Correct punctuation used consistently. All Hiragana and Katakana characters are written accurately. Within the essay, 90% or more of prescribed Kanji characters are written accurately with few minor errors. (10-12 points)	Both simple and complex sentences are used with 75 % accuracy. Basic punctuation used correctly. All Hiragana and Katakana characters are written accurately. Within the essay, 65% or more of prescribed Kanji characters are written with minor errors. (7-9 points)	Short and simple sentences are used in the essay. Complex sentences are attempted with 50% accuracy. Basic punctuation used correctly with minor errors. All Hiragana characters are written accurately. More than 90% Katakana characters are written accurately with some minor errors. Within the essay, 50% or more of prescribed Kanji characters are written with errors. (4-6 points)	Simple sentences were attempted. Attempted to use basic punctuation. Several Hiragana and/or Katakana characters were written incorrectly. Within the essay, less than 50% of prescribed Kanji characters are used. (1-4 points)	
Relevance & Coherence	Essay is 300-ji or well above. Only a few minor errors present. The essay is clearly understood with controlled, nuanced language used. All sections of essay are relevant to the topic. Essay is consistent in use of tenses and polite/plain forms. (7-8 points)	Essay is 300-ji or slightly above. Some errors, but a good degree of fluency. The essay is generally well understood. Essay is mostly relevant to topic. Essay is mostly consistent in use of tenses and polite/plain forms. (5-6 points)	Essay is approximately 300-ji. Many errors. Basic meaning of essay is understood. Some irrelevant sentences are included. Essay is not consistent in use of tenses and polite/plain forms. (3-4 points)	Essay significantly less than 300-ji. Many errors even on simple sentences. Basic meaning of essay difficult to understand. Some memorized sentences that are completely irrelevant to topic. Several tense and polite/plain form errors. (1-2 points)	

FEEDBACK

For this section, students were able to choose from a selection of five questions to write a passage 300 characters in length. The most popular questions this year were Question 10 (diary entry) and Question 12 (profile). Question 11 (conversation script) was the least popular.

Students attempted Part B of the writing section of the examination with varying degrees of confidence. Students generally did well with the formation and selection of Kanji characters in their written work. However, *okurigana* was often missed out on some Kanji words, for example: **好き** *like*. Hiragana and Katakana were mostly written well. Question 12, the profile on a favourite superhero, elicited a wide range of Katakana words that were mostly spelt correctly. There were several instances however, where Hiragana words were spelt incorrectly. In particular, the examiners noted several *tenten* mistakes this year where students either failed to add *tentens* or added them unnecessarily. Students are always encouraged to proof read their passages before submission and to take note of small errors such as *tenten* mistakes as these will decrease marks awarded for accuracy.

It was important for students to show accurate use of a wide range of Level 3 structures in their written work in order to showcase their understandings of Japanese grammar. This year, many students were able to write a considerable number of sentence structures in their passages, however some did not use the correct verb form for each structure. This resulted in many candidates being marked down for accuracy (see rubric). Higher-level students were able to correctly use a variety of verb forms with different sentence structures. Higher-level students also used a range of Level 3 structures that were contextually appropriate and easily understood by the markers. Markers looked for evidence of students' understandings of Japanese verb-tense. Unfortunately not all students were able to write consistently in past, present or polite tense (depending on the context). It is important that students are consistent in their use of tense when writing in Japanese. This is another area where students need to carefully proof read their work to catch errors.