

ASSESSMENT REPORT 2020

JPN315114 – JAPANESE

ORAL EXAMINATION

Criterion 2: Communicate in Spoken Japanese

This year's oral examination was reduced in time from 10-12 minutes to 7-10 minutes. The topics students were asked about included: basic information (name, age, birthday), family, school life, daily routines, hobbies, likes/dislikes, helping at home, travel experience and future plans. Of the students who presented for their oral examination, the overwhelming majority were able to respond to the questions presented with some success. There were several outstanding students in the oral examinations who were able to maintain an excellent degree of fluency and offer extra information about themselves without making the interview feel like a prepared speech. The optimal format is to answer the question at hand and then give one extra piece of information where possible. Unfortunately, there were several students this year who did not attend their oral examination, leaving no choice but to award a "Z".

Overall, the oral examinations marking team felt that students were well-prepared for their interviews. Most were able to answer the majority, if not all, of the questions asked of them. Some students showed excellent answers for standard or predictable questions but were not as well prepared when responding to less familiar or impromptu questions. This helped examiners determine which students would receive higher grades. When preparing and practising for their oral examination, students are encouraged to think about where they may be able to use different grammatical structures. Conventions such as: ～と思います "to think", ～すぎます "too much", ～やすい "easy to" and ～にくい "difficult to" were sometimes under utilised by students.

Students are reminded that the oral exam is a formal occasion, as is meeting with teachers who possess seniority. It is therefore culturally necessary for students to only speak in polite-form です/ます Japanese and not to revert to plain-form Japanese which is reserved for more casual conversation and intimate relationships. Several students this year showed good understandings of questions and excellent vocabulary in Japanese but lost significant grades due to their impolite speech or their failure to finish sentences. Whilst it is very common for people not to finish their sentences or answer in just one-word answers in casual speech, in a formal situation like an oral examination, this is not recommended. Students are also advised to use formal greetings when entering and leaving the examination space. Phrases such as しつれいします "I'm being rude", はじめまして "nice to meet you", and どうもありがとうございます "thank you very much" are appropriate greetings for the situation.

WRITTEN EXAMINATION

Part 1 - Criterion 1: Listening and Responding

Solutions

Question 1: Spoken Text 1		Marks
(a)	To order OR ask about OR enquire about / a delivery OR takeaway /of a sushi and tempura (dinner set) (OR To order food)	1/0.5/0.5 (1)
(b)	The price is cheaper/ for more than 3 people (OR It's cheaper)	1/1 (1)
(c)	He suggests she <u>add/include OR together</u> / <u>ice cream, delicious because it's famous</u> / <u>on Instagram</u> . Ice cream price becomes <u>300 yen for two if ordered 2</u> OR special deal (0.5 only)	1 / 0.5/0.5/0.5/0.5 0.5 / 0.5
(d)	Her home / in New Town	0.5 / 0.5
(e)	3 people or 4 people including herself (OR 4 people)	1 (0.5)
Total		10

Question 2: Spoken Text 2		Marks
(a)	<u>20th of September</u>	0.5 / 0.5
(b)	After catching a <u>bus</u> / from town, <u>walked</u>	0.5 / 0.5
(c)	<u>took a coat</u>	0.5 / 0.5
(d)	<u>Biggest</u> / <u>in Tasmania</u> / <u>and popular</u>	1/ 0.5 / 0.5
(e)	<u>Cows</u> / <u>and horses</u>	0.5 / 0.5
(f)	<u>They can eat</u> / food at the / <u>restaurant</u> /using <u>fruits</u> /and <u>vegetables</u> / <u>harvested/grown</u> / from the farm	1 / 0.5/ 0.5 /0.5/0.5
(g)	<u>She quit</u> / <u>her job</u> / at the / <u>bank</u> / <u>3 years ago</u>	1 / 0.5/ 0.5/0.5/0.5
(h)	<u>Last year</u>	1
Total		13

Question 3: Spoken Text 3		Marks
(a)	An <u>interesting/ festival</u>	0.5 / 0.5
(b)	He did not know that there is a <u>new</u> / <u>museum</u> or <u>art gallery</u> / nearby	0.5 / 1 / 0.5
(c)	<u>Look at</u> modern <u>art</u> , / <u>listen to</u> / <u>music</u> at the <u>concert</u> and listen to people's <u>talks</u>	0.5 / 0.5 / 0.5 / 0.5 0.5 / 0.5
(d)	He is <u>not interested in</u> / <u>serious or diligent</u> talks / <u>much</u>	1 / 0.5 / 0.5
(e)	<u>Baseball</u> / <u>history</u> talk	0.5 / 0.5
(f)	<u>Lots of</u> / <u>famous</u> / <u>people</u> / <u>from all over the world/around the world.</u>	0.5 / 0.5 0.5 / 0.5
(g)	Because it's free or money needed	1
Total		12

Question 4: Spoken Text 4		Marks
(a)	To do <u>lots</u> / of <u>English homework</u>	0.5 / 0.5
(b)	He <u>doesn't like</u> / <u>travelling</u> / and he <u>doesn't want to</u> / <u>go overseas</u>	0.5 / 0.5 0.5 / 0.5
(c)	Any two: Manga / cooking / film/movies	0.5 ea. (1)
(d)	So that we can <u>understand</u> / <u>foreign</u> / <u>language or words</u> , / <u>culture</u> / <u>and life</u> / <u>more</u>	0.5 / 0.5 /0.5 0.5 / 0.5 /0.5
(e)	<u>Yes</u> because he said he <u>will try</u>	0.5 / 0.5
(f)	An <u>exchange student</u> / from <u>England/Britain</u>	0.5 / 0.5
(g)	People who are <u>both good at</u> / <u>and bad at</u> English	0.5 / 0.5
Total		10

The total score for Part 1 Listening and Responding was 45 marks.

Feedback on Student Performance in 2020

The listening section of the 2020 Japanese examination proved to be the most difficult for students. This year only 4 spoken texts were presented allowing students extra time to adjust answers within the first hour of the examination. The spread of overall results for this criterion varied greatly. For Question 1, students found it difficult to articulate the full details of the special deals that were available at the takeaway shop/restaurant. Whilst many students were able to identify some of the foods available, several missed the discount given to more than 3 people.

Question 2 also proved to be quite challenging for students. Several mistakes were made regarding dates for question (a) and time phrases were missed. This is unfortunate as times and dates constitute basic vocabulary. Students also missed vocabulary such as 人気“popular” and some were confused by the radio-broadcast genre.

Questions 3 and 4 were better handled by students, perhaps due to the familiar topics of school and making social plans. The words びじゅつかん“art gallery” and まじめ“serious” were sometimes missed by students in Question 3. Also, the name of the art gallery, which was fictitious, sounded very similar to “MONA”, leaving many students to include this in their answer. The vocabulary in Question 4 was managed well by students. The grammatical points such as ～てみる“try” and ～ことが上手 / 下手“good at/bad at” provided more challenge for higher level students.

PART 2

Criterion 3: Reading and Responding

Solutions

Question 5:		Marks
(a)	<u>Mother or mum</u> / and <u>child or daughter or son</u>	0.5 / 0.5
(b)	At <u>home or kitchen</u>	1
(c)	<u>No</u> / because the person requested lots of <u>snacks or lollies or sweets</u> / but it is <u>too close to lunch time</u>	1 / 1 / 1
(d)	<u>Piano practice</u> / <u>little bit</u>	0.5 / 1 / 0.5
(e)	Because the mother is <u>busy</u> / and <u>prefers</u> <u>thinks it is better</u> / something <u>easy</u>	0.5 / 1 / 0.5
(f)	Because he/she <u>thinks</u> / they are <u>having pizza too much</u> / <u>lately or recently</u>	0.5 / 1 / 0.5
(g)	(i) <u>Pasta</u> (ii) The <u>father or dad</u> (iii) <u>Tomato</u> / & <u>meat</u>	1 1 1 / 1
(h)	There is a <u>friend's</u> / <u>birthday</u> / <u>the day after tomorrow</u>	0.5 / 0.5 / 1
Total		17

Question 6:		Marks
(a)	<u>Popularity or popular</u> / of <u>character</u> / <u>food</u>	1 / 0.5 / 0.5
(b)	<u>Approximately or roughly</u> / <u>40 years</u> / <u>ago</u>	0.5/1 / 0.5
(c)	Japanese / mothers / started making / cute / lunchboxes for their children	0.5 / 0.5 0.5 / 0.5 0.5 / 0.5
(d)	(i) <u>young people</u> (ii) by making / character / sweets / and snacks or lollies / and sharing /many / photos / social media	1 0.5 ea. (4)
(e)	Flowers, / animals, / unique or rare or unusual / character <u>bread</u> /and <u>cakes</u> / <u>etc.</u>	0.5 / 0.5 / 0.5 0.5 / 0.5 0.5
(f)	The writer is favourable of the trend	1
(g)	Bear or Mr. Bear	1
(h)	(i) <u>cute</u> / <u>macaron</u> (ii) <u>Making</u> /bears' <u>eyes</u> / as it was <u>small or tiny</u> (iii) recently	0.5/ 0.5 0.5/0.5/ 1 1
(i)	To encourage or ask to give it a go / people to make character food like her and share the experience/ show an example of the experience *Exact wording here is not necessary*	2
Total		23

The total score for Part 2 Reading and Responding was 40 Marks.

Feedback on Student Performance in 2020

This year, two reading texts were presented with questions which asked student to respond in English. The third section of the reading examination, where students are asked to respond to Japanese text in Japanese, was omitted for 2020. Part 2 Reading and Responding, appeared to inspire the most confidence in students. The majority of students completed this section of the examination with good levels of accuracy. There were a small number of candidates however, who simply did not understand enough of the text or write enough in their responses to gain a "C" grade.

Question 5 was generally well-handled by students. Most students were able to identify the key vocabulary, Kanji and Katakana characters presented in the text. The grammatical points including ～すぎる "in excess", ～と思う "to think" and ～のほうがいい "prefer" proved to be more challenging and were sometimes missed by candidates. Some students translated ～のほうがいい as "best" rather than to indicate preference. This was incorrect and therefore did not attract any marks. The verb ある "to have/exist/be" was often not translated correctly, suggesting that students may have simply looked this up in the dictionary. Whilst this is a short word, the various meanings need to be taught and understood as part of the course.

Question 6 elicited similar results with most students identifying core vocabulary but some missing grammatical details. The Katakana words were mostly well-deciphered by students. There were some interesting interpretations of the

word 人気“popular” and several mistakes with 四十年前 “40 years ago” perhaps due to rushing and not proof-reading work.

Students are advised to write in pen for their Japanese examination. Many students wrote in pencil which is not ideal and interferes with the marking process. It is important for students to know that examiners are not just checking for understanding of core vocabulary/characters but also students’ knowledge of grammatical structures. The highest performing students on the reading section of the examination are those who show good awareness of Level 3 grammar and can interpret subtle grammatical nuances in texts.

PART 3

Criterion 4: Writing in Japanese

Solutions

The length of responses required for Part A and Part B of the writing section of the Japanese examination were reduced in 2020. Assessment rubrics were adjusted to reflect this change. The solution that follows for Question 7 is supplied as an exemplary response. Students are not expected to write exactly as presented in the example. For Part A Guided Writing, students can respond in a variety of different ways, provided they include all the required information and vocabulary. Part A is marked using a rubric (see attached) with a total of 20 marks given for the section.

Question 7: Exemplary Response

ゲストのみなさん、私の家によろこそ。

これが私のうちのルールです。

- 一、ごみをすてて、へやをきれいにしてください。
- 二、大きなおとを午後9時から午前7時までだしてはいけません。
- 三、食べものはいつでも食べてもいいです。

ちかくの海でおよいだり、マーケットでかいものをするといいですよ。

Comments on Student Performance

The 2020 guided writing task was much more open-ended than in previous examinations. This meant that students had significantly more freedom in deciding what to write. The task asked for two possible Katakana words: マーケット market and ルール rule. However, many students used the Hiragana alternatives for these words instead. This meant that it was difficult for examiners to assess students’ Katakana usage. There were several Kanji characters that could have been used in this task:

前、後、時、七、九、私、家、食、海、日、本、人、

However, again some of these Kanji were not used as students chose alternative words instead such as a person’s name instead of attempting “Japanese guest”. Students are encouraged to attempt Kanji words where possible as this will help

examiners gain a better understanding of students' skills for the "script" section of the rubric. Students are not however, encouraged to use unknown Kanji from the dictionary as the potential for errors is large when this occurs.

Most students were able to include all the required information in the guided writing task. This shows good exam technique and allows students to gain good points for the "information" section on the assessment rubric. The grammatical structures *～てもいいです* you may and *～ことができます* can/able to, were written well by students. Aspects of the task which appeared difficult for students included:

- Placement of the *午後* and *午前* words
- Use of kanji for *後* and *前*
- The conjugation of *およいだり* to swim (ta form)
- Selecting an appropriate word for "whenever" *いつでも*
- The spelling of *こんにちは* *konnichi wa* (hello)

The open-ended nature of this year's task meant that students had to be more creative in showing their knowledge of Level 3 grammatical structures. The students who performed well on this section of the rubric, were those who made conscious choices to use more advanced grammatical structures rather than simple sentences.

PART A GUIDED WRITING RUBRIC 2020

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. (1point)	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. (1point)	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.

TOTAL GRADE

Solutions for Part B, Questions 8 to 12

For Part B of the writing examination, students could choose which question to respond to and therefore which text type they would like to write ranging from a letter, diary entry, conversation script, profile or story. Part B was marked using a rubric (see attached) with a total of 40 marks given for this section.

Comments on Student Performance

Even though the character count was reduced this year (250-300ji), most students were able to write 300ji or more for Part B of the writing examination. Many students forgot to write in pen for their written examination. It is important that pen is used as pencil can interfere with the marking process. In 2020, students seemed to understand that it is important to use a wide range of grammatical structures in their texts. What also needs to be understood is that sentences that use Level 3 structures without the correct verb conjugation do not attract points for the “range of structures” section of the rubric. For example,

- Student A: 町に行ってくる事ができません。
- Student B: 町が行く事ができません。
- Student C: 町に行く事ができません。

Student A in the example above has attempted a Level 3 structure (～事ができません not able to) but has not conjugated the verb correctly. This is therefore not counted in the range of structures as the structure technically does not work. Student B's sentence also contains an error (が instead of に) but the verb is conjugated correctly 行く therefore attracting points for the “range of structures” section of the rubric. Student B will however lose some marks under the “accuracy” section of the rubric for not having the correct particle. Student C's response is completely accurate and would therefore attract marks for both “range of structures” and “accuracy” on the rubric.

The most popular text-type chosen by students this year was the diary entry (Question 9), which asked students to write about a two-week period spent in isolation. This was a timely and appropriate question for students considering their learning@home experiences in 2020. The least popular question/text type in 2020 was the story (Question 12).

For students who attempted Question 9, one of the key components the examiners looked for when assessing work was consistency in verb-tense and plain/polite forms. Both plain and polite forms were acceptable for this question, however it is important that students do not mix up plain and polite Japanese in the same text. Past tense, particularly of adjectives is important when writing this text-type. It is important that students are able to differentiate い and な na adjectives in order to change adjective tense with accuracy. In extreme cases, the meaning of text can become lost when too many tense errors exist. Many students used the Katakana word for “Coronavirus” in their responses to Question 9. For future use, “Coronavirus” in Japanese should be written as either コロナ or コロナウイルス.

Students who chose Question 8 (letter about an Australian tradition) tended to write about Christmas Day or Australia Day. Letters need to include the date and “to” へ / “from” より to structure the text. Most students were able to do this successfully attempting a range of different names in Katakana and Kanji. The word “barbeque” was used often by students but unfortunately was often misspelt. The correct spelling for this is バーベキュー. The words 海 “beach” and 家 “home” were also used frequently by students, but not all were able to write these words in Kanji. Both 海 and 家 are prescribed writing Kanji.

Sporting stars were often the main topic for the profile text-type in Question 11. This question allowed students to use a range of grammatical structures to describe a famous Australian. Many students referenced going to Japan in their profiles, however only a small number thought to include an introduction where the famous Australian was introduced to a Japanese audience. Some students lost marks for relevance when including information about schooling or daily life that seemed to be regurgitated from oral exam preparation and not relevant to the topic of the profile. Higher level students were able to use similar structures to explain daily life etc. only with new vocabulary items that were relevant to the person being described.

Question 10 uncovered a range of different responses from students. Some students handled this question well and were able to use a good range of vocabulary (including various Japanese foods), grammatical structures and Kanji. Students who did not perform so well, wasted too much text time on pleasantries and basic sentences leaving little room to show their understandings of complex Japanese grammar. For this text-type, it is important that students structure their text with at least two clear speakers and set it out like a script for a play. Conversations need to include reciprocal dialogue and so having a good range of questions, especially open-ended questions, is useful.

Only one student chose to complete the story text-type (Question 12) this year.

PART B WRITING RUBRIC 2020

Outcome	A	B	C	D	Z
Vocabulary	Wide range of vocabulary used from within 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 250-300-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 250-300-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 250-300-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 250-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)	

TOTAL GRADE

/40