

Japanese

Course Code: JPN315114

Written Examination

PART 2 – Listening and Responding

This year's listening exam had a reasonably good combination of manageable and challenging aspects for candidates. The scripts were delivered at an appropriate pace and the exam provided a variety of topics that were relevant to the course. Therefore, across the board students relatively performed well in Questions 1, 2 & 5. Question 4 seemed to be the most problematic with candidates struggling to understand direction terms, numbers and time.

Some candidates were able to pay extra attention to words such as *ちよつと* a little and *くらい* about and were able to earn more marks. However, *もうすぐ* soon was missed by candidates and these made a big difference between them. Many candidates comprehended adjectives well, however, some didn't recognize *頭がいい* smart, as in the script it was said *頭がよくてしずかだ* smart and quiet. Vocabulary which was not recognised by many candidates included: *すずしい* cool *ひつじ* sheep *にわとり* chicken.

Suggested answers:

Question 1

- More students included 'little' as in 'little long' and 'cut a little bit' in their answers.
- The answer 'to under the ears' was not correctly identified by many. 'up to her neck' was given
- 'really' left out frequently in 'really short'
- this question was not done well. Some students left the answer blank, while others did not give a complete answer with all the required information. *すずしい* presented a problem for some.
- many students correctly answered 'never had it short before'

Question 2

- not all students correctly identified *ひつじ* as sheep, some wrote goat instead, while others translated *にわとり* as 'bird' not 'chicken'
- d) some students did not correctly identify 'Tom's horse'
- caused problems for many. There was confusion about Tom's horse and his little brother's. some students omitted. *おもう* from their answer.
- i) most students correctly identified 'Tasmanian Devil' but a few referred to the 'wallabies'

Question 3

- of the three answers in the table, 'once a week' caused the most difficulty. 'Every week' appeared regularly along with 'twice a week', 'each week.'
- しんぱい* caused some problems for students, also some uncertainty about 'had never ……'
- e) 'really disgusting' was not known for several students
- f) marks were lost in this answer because parts were left out of the answer and students did not score full marks for the words left out e.g. 'intends to practise and cook food he likes'

Question 4

- students omitted 'straight' and 'about' which meant a loss of 1 mark out of the possible 2
- 'waiting' was the most frequent word left out of this answer

- c) 'recently' not always included in the answer
- d) ii) both times - 2.30 – 5.00 were not always included
iii) 'nearly' often left out

Question 5

- a) not look at was translated as 'use'
- b) 'about' frequently left out
- c) 'forget' was used instead of 'remember' and 'to eat' instead of 'what he ate'
'until 1.00 am' was translated incorrectly or left out
'slept in' and 'late to school' often one or the other, but always both were given in the answer
- d) 'he will have / needs a day' was not well done

Suggested answers:

Question 1

- a) Because her hair is a little (0.5) / long (0.5), / she wants it cut or off (0.5) / a little bit (0.5)
- b) Under (0.5) / her ears (0.5)
- c) It's really (0.5) / short (0.5)
- d) Because it will soon (0.5) / be summer (0.5) / and it will be nice (0.5) / and cool (0.5)
- e) Because she has never done (1) / short hair (1) before
- f) (i) She gets it short (1)
(ii) Because the hairdresser said or thinks that (1)/ short hair is (0.5) / cute (0.5)
- g) Because the hairdresser said or thinks that (1)/ short hair is (0.5) / cute (0.5)

Question 2

- a) Dogs (0.5) / cats (0.5) / horses (0.5) / cows (0.5) / sheep (0.5) / chickens (0.5)
- b) Because Tom lives on a farm (1)
- c) If he can ride (0.5) / a horse (0.5)
- d) If she can (0.5) / ride Tom's horse (0.5)
- e) No, she can't ride Tom's horse (1), / but she may ride his little brother's horse. (1) / Tom thinks that his little brother's horse is smart (1) / and quiet (1), / therefore, it won't be dangerous (1)
- f) (i) Tasmanian Devil (1)
(ii) No (1)

13 marks

What does she do? She cooks dinner (1)
Where does she do it? Her grandfather's house (1)
How often? Once a week (1)

Question 3

- a)
- b) Because she saw it (1) / on TV (1)
- c) She was worried (1) / because she had never cooked it before (1)
- d) 6 (1) / 30 (1)
- e) Really (0.5) / disgusting (0.5)
- f) She intends to practice (0.5) / at home (0.5) / and then cook it for grandfather (1)
/and she intends to cook food that he wants to eat (1)

13 marks

Question 4

- a) Ramen Ichiban (1)
- b) Florist (1)
- c) Walk straight (1) / for about (0.5) / 300m (0.5)
- d) Post office (1)
- e) Lots of (0.5) / people (0.5) / outside (0.5) / the shop (0.5)

- f) Recently (1) / it was on TV (0.5) / and magazine (0.5)
 (i) about (0.5) / 20 minutes (0.5)

What does she do?	She cooks dinner (1)
Where does she do it?	Her grandfather's house (1)
How often?	Once a week (1)

(ii) 2:30
 (0.5) / to 5
 (0.5)

- (iii) Because it's nearly (0.5) / 2 o'clock (0.5)

12 marks

Question 5

- a) To not look at his mobile phone (1) / when eating dinner (0.5) / together with his family (0.5)
 b) About (0.5) / 6 hours (0.5)
 c)

	How did he use his mobile?	What were the consequences?
When he ate lunch	Played game (1)	He can't remember (0.5) / what he ate (0.5)
When he did homework	Chatted with friends (1)	He didn't finish (0.5) / his homework (0.5)
The day before yesterday	Watched videos (0.5) / until 1AM (0.5)	He slept in (0.5), / therefore he was late to school (0.5)

- d) He will need (0.5) a day (0.5) that he won't use his mobile phone (1)

11 marks

TOTAL 60 marks

PART 2 – Reading and Responding

The length of the reading passages this year seemed quite short, but the topics were appropriate to the course and first Question 6 & 7 were set out well with determinable mark allocations. Question 8, Reading and Responding in Japanese was performed extremely well by most candidates. Overall, candidates performed well on the reading exam.

Question 1

Length and the topic of this passage were good. Vocabulary in the passage was mostly familiar to candidates and they were able to comprehend verbs and Katakana words well. Sometimes question b(i) and b(ii) were confused and answers were placed in the wrong section.

Question 2

This question had a very short passage and the topic was familiar to candidates. Many candidates answered money for question g), failing to explain what the money was for. Candidates are reminded to provide answers in details to get all the marks.

Question 3

Many candidates performed well with this question. In question d, ゆみちゃんの大学の was omitted and a number of candidates did not get all 4 marks. Copying non-prescribed Kanji seemed problematic for a lot of candidates, they are fine to be written in Hiragana.

Suggested answers:

Question 6

- a) Being able to (0.5) / eat (0.5) / straight away (0.5) / from only (0.5) / pouring boiling water
- b) America (1)
- c) To sell (1) / Chicken Ramen (1) or this (0.5) ramen (0.5)
- d) (i) In Japan, (0.5) / they eat ramen (0.5) / in a big bowl (0.5) / with chopsticks, (0.5) / but in America (0.5) / they didn't have anything like that (0.5) +1
(ii) The manager (0.5) / cut the ramen (0.5) / small, (0.5) / and then put it in the cup. (0.5) / After that he poured boiling water and then / ate it with a fork (1)
- e) He was surprised (0.5), but (0.5) thought it was very (0.5) good (0.5)
- f) He thought (1) about selling (1) ramen in a cup (1) in Japan (1)
- g) "Cup Noodles" (1) / was born or produced (1)
- h) The invention of Cup Noodles (2)

20 + 1 = 21 marks

Question 7

- a) Next year (1)
- b) To go (0.5) / to various countries (0.5), / to live (0.5) / in a culture that is different (0.5) / to become friends (0.5) with people from different countries (0.5)
- c) An older sister (1)
- d) (i) To travel (0.5) / his own (0.5) / country (0.5) / before (0.5) / he sees (0.5) / overseas (0.5)
(ii) Because understanding (0.5) / his own country (0.5) / well (0.5) / is important (0.5) +1
- e) His friend intends (0.5) / to look for (0.5) / something (0.5) / that he really wants to do (0.5) / while doing (0.5) / various part-time jobs (0.5)
- f) He also (0.5) / thinks (0.5) / that finding something that he really wants to do while travelling (0.5) / would be good (0.5)
- g) In order to travel (1), he will need (0.5) / a lot of money (0.5) +1

15 + 2 = 17 marks

Question 8

- a) ホバート空港 (2)
- b) 九時 (2)
- c) 東京 (2)
- d) ゆみちゃんの (1) / 大学の (1) / 卒業 (1) / パーティー (1)
- e) パーティーのことを (1) / もう忘れていた (1) / からです (1)
- f) NA
- g) (i) 四時 (3)
(ii) メルボルン (2)
- h) ベンとみか (2)
- i) ホバートから飛行機でメルボルンに行く (2)

22 marks

TOTAL 60 marks

PART 3 – Writing in Japanese

Question 9

This year's guided writing task again gave students the opportunity to include many different level 3 structures. The passage itself was straight forward and it was done quite well by the majority of students. It should be noted that the lead in part starting with "You are an Australian exchange student ... The message explains that..." was not required to be written by the candidates. It was just setting out the scenario. Candidates as a whole included all the relevant information in their written information and scored 3/3 for this part of the marking scheme.

The marking grid that was used this year was as follows:

Used all information	0	0.5	1	1.5	2	2.5	3				
Level 3 sentence patterns	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
Accuracy	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
Script	0	0.5	1	1.5	2						

Then the following algorithm was used:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D
15	14	13	12	11	10	8,9	6,7	5	4	<4

There were potentially 2 words that required use of katakana: コンピューター and アニメ.

The word for “computer” was often misspelt as: コンピューター and some candidates wrote anime in hiragana.

The following kanji were for reproduction:

金曜日、見、語、赤、古、名前、中国人、家、もって来る・もって帰る

電、六、二、三、七、二、八、五、九、月曜日、学校、もって来る

Students who had not written the phone number in kanji did not score 2/2 for the script section.

Generally speaking, the “so/as/because” sentence was recognised for what it was and was done really well.

The word for “dictionary” was a common one to be misspelt on this task. The real spelling is: じしよ

Always take care when looking up words in the dictionary. A number of candidates had looked up the word for “lose” of “lost” and accidentally used みちにまよう instead of なくす

Students are asked NOT to write in PENCIL and instead to use pen.

Question 10 – 14

A large number of level three grammar structures were attempted, but many marks were lost for inaccuracy. About twelve different structures could be incorporated into most essays.

Vocabulary was generally appropriate, but students must take care when using dictionaries to select suitable words.

Some students used kanji or words from the question incorrectly because of not fully understanding the context. Candidates should focus on the prescribed Kanji. A number of students used non-prescribed Kanji, but were not able to use prescribed Kanji correctly. Writing of ツ, シ, ン and ソ was poor. Candidates must use the correct stroke order and direction to write them differently.

Some essays were too short, falling well below the 300 字. Others were far too long, and future candidates should be warned that going far past the recommended 350 字 may disadvantage them as they are more likely to make mistakes. Consistency of the past tense seemed to be problematic for many candidates, especially with the plain form and adjectives.

Candidates are advised to use pen rather than pencil, and simply cross out errors rather than erasing. In addition, they are also advised to write line by line.

Questions 10 (the diary entry) and 12 (the profile) were good choices and by far the most popular.

10: Not all candidates who chose the diary were able to write in plain form consistently, nor did they all remember to add a heading with date and weather as recommended.

11: Many candidates were not able to spell Australia in Katakana correctly.

- I2: Many candidates who chose the profile wrote isolated relevant sentences about the guest speaker, without making it flow in the coherent style of a newspaper article.
- I3: Some commendable attempts were made, but this proved to be quite a challenging topic for some candidates. It should have been written in the format of a letter, addressing the principal as 校長先生 and signing off with a fictional name and より, with the date at the end.
- I4: Some candidates attempted this topic. Few were able to make a coherent story.