



2010 **LOTE: Japanese Second Language GA3: Examination**

Written component

GENERAL COMMENTS

In 2010, most students coped well with all sections of the examination and were able to complete the tasks assigned. The students who scored well gave excellent responses; their answers were clear, specific and relevant to the questions. However, the responses of the less successful students often lacked sufficient detail or included irrelevant information. Students are reminded that it is most important to identify the information relevant to the questions in order to answer them succinctly.

The responses for Section 3 – Writing in Japanese were particularly pleasing. The majority of students had a good understanding of the kind of writing, text type, purpose and task required for each topic. Moreover, there were some excellent pieces of writing.

Students are reminded that it is most important to read the questions and texts carefully in order to avoid unnecessary errors. They should write their answers as clearly and as neatly as possible in both English and Japanese.

SPECIFIC INFORMATION

For each question a recommended answer (or answers) is provided. In some cases the answer given is not the only answer that could have been awarded marks.

For Section 1, Part B and Section 2, Part B the answers are written in plain form, but *desu/masu* form can be used.

Section 1 – Listening and responding

Part A: Answer in English

Text 1

Most students were able to answer the questions in Text 1. However, some students did not write ‘homework’ in their answers. Some failed to identify ‘grammar’ and ‘very’ in 文法がとてもむずかしいからです。

Question 1

Easiest subject: Biology

Reason: His mother helps him (at home) with homework, because she is a biology teacher.

Difficult subject: German

Reason: (German) grammar is really (very) difficult.

Text 2

お兄さん is older brother. A number of students just wrote ‘brother’. In order to gain a mark the correct answer was the host’s older brother. The key word in Question 2d. was ダンスしたことない. It doesn’t mean ‘he can’t dance’, it means ‘he never danced before’. Students should pay close attention to the difference between these two sentences.

Question 2a.

The 24th of June

Question 2b.

From the host’s older brother

Question 2c.

Black and short

Question 2d.

He has never danced (before).

Question 2e.

To practise dancing at her house

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Text 3

The responses to Question 3b. were problematic. Many students wrote: 'Cherry blossoms are the prettiest flowers', instead of 'the cherry blossoms are now at their best'. Surprisingly, many students didn't write 'Sunday' for the other reason why the park would be crowded.

Question 3a.

Rain and very windy (strong wind)

Question 3b.

- The cherry blossoms are now at their best.
- It is Sunday.

Question 3c.

- Ueno station
- 8.30 am

In the responses to Question 3c., the answer should have been 8.30 am or 8.30 in the morning. The text says: 朝はやく行きましょう。

Part B: Answer in Japanese

The answers in this section should have been written in Japanese. In order to score full marks, students were required to provide correct and relevant information in response to the questions. They should also have used VCE Kanji from the prescribed list and accurate script and grammar patterns in their responses. Students must pay attention to the instructions for this section, that is, to answer the questions in full sentences in Japanese. Students should carefully proofread their responses to avoid careless errors, especially spelling errors.

This year, Texts 4 and 5 were handled very well.

Text 4

This text was not difficult. Most students had a good understanding of the recorded text and attempted to answer all questions. However, many responses did not have the required details or included irrelevant information. For example, the correct answer to Question 4a. was wishing for the health and happiness of the children, but a number of students wrote about praying for the family's happiness. 新しいようふく、あめ without 七五三の、あめを買う were mistakes made. Some students didn't recognise きねん in きねんしゃしん and wrote きれいなしゃしん.

Question 4a.

子どもたちがけんこうで and/or しあわせになるように。

Question 4b.

- 着物や新しいようふくを着る。
- 七五三のあめをもらう。
- (きねん) しゃしんをとる。
- レストランに行く。

Text 5

This text was more challenging. Students who received high marks demonstrated a good understanding of the text and gave relevant and succinct responses in accurate Japanese. Many students found it difficult to recognise the name of a younger sister. ほんとうの子どものようになれた was problematic to many. In the answer to the last question of this text、毎日 and 食べすぎた must have been included.

Question 5

ホストの家族について：

- お母さんとお父さんと高校2年生のけんじくんと妹のあゆみさん

ホームステイをして一番よかったこと：

- (中山さんの)ほんとうの子どものようになれたこと



とくにホストの家族と楽しんだこと :

- (プロ) やきゅうを見に行ったこと

こまったこととその理由 :

- ふとってしまったこと
- ホストのお母さんのょうりがおいしかったので、毎日食べすぎたから

Section 2 – Reading and responding

Part A: Answer in English

Text 6

Most students understood the text and were able to respond to all questions. However, their answers were not always accurate. Students must read the passage very carefully. Many errors were made when translating sentences from Japanese into English. For example, one of the answers to Question 6a. was 'you can print photos taken with your mobile phone'. Many students did not recognise the relative clause: けいたい電話でとったしゃしん. Moreover, 2 4時間、午後 1 1 時まで、一日中、夜 1 1 時にしめる、夜中、夜おそくまで、朝まで、were key words for providing answers to the questions in Text 6. Some students did not pay close attention to them. Consequently, their answers were incorrect. 電気をつける is a special Japanese expression. It means (someone) turns on a light.

This was not a difficult text and if students had read and translated it very carefully using a dictionary their performance in this section would have been much better.

Question 6a.

- You can buy food there.
- You can print photos taken with your mobile phone.
- You can purchase amusement park tickets cheaply.
- You can use a banking service.

Question 6b.

One in four Japanese people use (the convenience stores) every day.

Question 6c.

In 1970, 24 per cent of the population were up until 11.00 pm but in 2005, this figure reached 50 per cent.

Question 6d.

It is a society that continues activities for 24 hours non-stop.

Question 6e.

- If people have fewer hours of sleep, it's not good for their health and they'll get sick.

Turning on lights and using the air conditioning or heating all day long is bad for the environment.

Question 6f.

She thinks that we need to close convenience stores at 11.00 pm.

Question 6g.

- video rental shops
- restaurants
- cinemas

Question 6h.

- watch TV in the middle of night
- use their computers and the Internet in the middle of night
- work until late at night in factories or/and in offices
- drive trucks until morning



Question 6i.

- Convenience stores are not the cause (of the 24-hour society).
- Convenience stores are (merely) providing a business service for the 24-hour society.

Part B: Answer in Japanese

This task assessed students' capacity to understand general and specific aspects of the text and to convey information accurately and appropriately in Japanese. Students must use the prescribed VCE Kanji in their responses. Misspelling of the scripts and grammatical errors resulted in students missing out on marks. Most students were able to respond to all the questions for Text 7.

A number of students copied a section of the text in their answers to the questions. However, just copying a number of sentences from the text as a response to the question was not an appropriate way to answer the questions. The copied Japanese sentences from the text did not usually match the questions. Students who did not have a good understanding of the text usually left out relevant words.

Text 7

Question 7a.

いいせいとをたくさんあつめるために、そつぎょうして仕事にやくに立つコースがたくさんできた。
かんきょうやこうれいか社会のことを勉強したり、まんがの書き方、ゲームの作り方が学べるコースがある。

Question 7b.

Any two of the following:

- (勉強の)せいせき分かる
- 生とのせいかくやのうりょうが分かる
- 生とが何にきょうみを持っているか分かる
- 生との勉強のもくてきが分かる。

Question 7c.

- ゆうめいな大学に行くより、自分でもくてきを持って、しょうらいの仕事のためにやくに立つ勉強をするために、大学をえらんだほうがいい。
- 学生は自分のきょうみや勉強のもくてきにあった大学に行くべきだ。

Section 3 – Writing in Japanese

This section was generally well handled. The majority of students understood the task, demonstrated knowledge of the characteristics of the text types and appreciated the kind of writing required. Most students used *genkooyooshi* correctly and wrote within the required word length.

It was pleasing to see that many students were able to produce good pieces of writing. However, there were some areas that students should pay attention to in order to improve their performance in this section. Students should:

- keep their writing accurate, neat and legible
- use the prescribed VCE Kanji where necessary in their essays
- include a range of grammatical patterns and use them accurately
- use conjunctions and linking words appropriately, this can mean the difference between a successful and not so successful essay
- pay more attention to particles and tense; incorrect use of particles and inconsistent use of tense were widespread problems
- read the question in both English and Japanese and follow the instructions of the selected topic carefully.

Question 8

This was the most popular topic this year. Students who achieved a high score wrote about how Australians in general celebrate occasions such as Christmas and New Year rather than recounting what they do. They were able to explain why these celebrations are important to Australians. Some wrote about Australia Day.

Question 9

There were a good number of moving and interesting pieces of writing by students this year. They reflected on personal experiences in detail about their parents, grandparents, best friends or siblings. They included reasons as to why this



person is special to them. Good essays in response to this question emphasised feelings and impressions, rather than factual, objective information.

Question 10

A number of students did not realise that it is the local team that needs more members, not their school team, and that they had to persuade the Japanese students to join. Good responses to this question clearly conveyed the reasons why joining their particular local club would be a positive experience for those Japanese students.

Question 11

This was a challenging topic. Successful students described a Japanese restaurant objectively. They clearly evaluated the restaurant in terms of areas such as the quality of food, price, service and atmosphere. Some of the less successful students wrote about their experiences in a Japanese restaurant, what they ate and whether they liked it or not.

Question 12

Very few students chose this topic and, of these, very few wrote well-developed stories that aroused the reader's interest. It is a challenge to create an interesting story in Japanese, as sufficient control of grammar and knowledge of vocabulary is required for this task. However, there were several very creative and entertaining stories this year.