

2022 ASSESSMENT REPORT

JPN315114 - JAPANESE

Oral Examinations

FEEDBACK ON STUDENT PERFORMANCE

GENERAL FEEDBACK

Students had generally prepared well for this section of the exam. It was pleasing to see that most students were forthcoming in asking for questions to be clarified or repeated and were able to do so using Japanese. Most students elaborated on answers without further prompting and tried to use a variety of grammar structures. It was heartening to see many students successfully conquer their nerves and persevere with trying to understand and answer challenging questions.

DETAILED FEEDBACK

- Students are encouraged to ask for a question to be repeated; ^{もういちどおねがい} もう一度お願いします / ^{いって} 言ってください, rather than just say, わかりません。 This is because it is difficult for examiners to know if the student doesn't understand the question, how to answer, or doesn't know the answer. For example, when answering the question; ^{がっこう} 学校を ^{そつぎょう} 卒業した ^{あと} 後なにを ^{する} するつもりですか。(What do you plan to do after you graduate school?)
- Many students had difficulty understanding the question word: いつ, such as in the question, ^{しゅくだい} いつ宿題を ^{しますか} しますか、asking for clarification of the meaning of いつ. On the other hand, the question: ^{たんじょうび} 誕生日は ^{いつ} いつですか was well understood and answered. This shows that students may have memorised questions based on key words rather than understanding question words separately.
- The phrase, ^う 生まれました seemed to challenge some students who often asked for clarification of the meaning of this word.
- Some students were unfamiliar with the word ^{さんぽ} 散歩 as in ^{いぬ} 犬を ^{さんぽ} 散歩しますか
- As in previous years, expressions of time and *duration* of time were often confused, such as saying 3時間 instead of 3時. Practice on differentiating these two, is advised. 4時 was often pronounced as よんじ rather than よじ。

- Students are advised to provide answers using the same structure(s) contained in the question. This was particularly important with questions such as ^{いえ てっだい}家の手伝いをしなければなりませんか。・ ^{なに}何をしなければなりませんか。 Even when the question was understood, the answer was often given just using **します** The oral exam is an opportunity for students to show their skills and marks could not be given for structures that were not produced.

Students who performed well on the oral examinations

- showed characteristics which reflect the TASC standards for an ‘A’ rating outlined for Criterion 2.

Students who were less successful in the oral examination

- often needed questions clarified
- gave answers which were often interspersed with English
- had difficulty expanding on answers
- used English pronunciation of ‘Katakana’ vocabulary.

Written Examinations

Section A – Listening and Responding

QUESTION 1

MARKING TOOL

- If they have/there is (0.5) this (0.5) scarf (0.5) in green (0.5) **(2)**
- They don't have green (0.5) anymore (0.5) but have yellow (0.5), purple (0.5) & white (0.5) **(2.5)**
- Mum (0.5) likes (0.5) it/green, she wants (0.5) something in that colour/green (0.5) **(2)**
- 2 green hairbands and 1 black hairband **(2)**
- Next (0.5) Thursday (0.5) **(1)**
- New (0.5) birthday card (0.5) with a picture (0.5) of the cake (0.5) **(2)**
- 1530 (0.5) yen (0.5) **(1)**
- Yes (0.5), he is happy (0.5) with the purchase because mum would like the present, he got a good deal, he purchased it etc. (1.5) **(2.5)**

DETAILED FEEDBACK

- a) “this” was often missed out in answers.
- b) “anymore” was picked up by very few students; “black” and “yellow” were often mixed up.
- c) Information that was missing from many students was “something in that colour”.
- d) This was done well by the majority of students.
- e) This was done well by the majority of students.
- f) This question proved quite difficult for many students – “picture of cake” was not well understood. Many students thought that it was about a card and cake. The word “new” was also often not picked up on.
- g) Quite a variety of differing numbers were written as answers: (5300,5110, 1130,1500, 1550,354, 1240, 3500, 5310, 3300, 1780, 500, 10100).
- h) “happy” was not well picked up on.

QUESTION 2

MARKING TOOL

- a) No (0.5), because he said, “nice to meet you” (1) **(1.5)**
- b) Trip (0.5) with exchange student(1) group / students (0.5) **(2)**
- c) It snows (0.5) a lot (0.5) summer (0.5) was not that (0.5) hot (0.5) and was short (0.5) **(3)**
- d) About (0.5) 2 (0.5) years (0.5) **(1.5)**
- e) It’s really (0.5) cold (0.5) and the wind (0.5) is cold (0.5) **(2)**
- f) Swim at the beach (1) and go camping (1) and things like that / so on...(0.5) **(2.5)**
- g) To see (0.5) the ocean (0.5) because it’s really (0.5) blue (0.5) and pretty (0.5) **(2.5)**

DETAILED FEEDBACK

- a) This was done well by most students.
- b) The word “group” was often missed out in answers. Many answers included information about English teaching and the teacher being sick which was not mentioned in the text.
- c) Many answers were missing a lot of details.
- d) The word “about” was often not included in answers.

- e) “つめたい” was not well picked up on.
- f) Many answers said “go” to the beach, instead of “swim” at the beach. ～たり was often not represented in answers.
- g) “see” was often missing from answers.

QUESTION 3

MARKING TOOL

- a) No (0.5), In (0.5) grandfather’s (0.5) book (0.5) **(1.5)**
- b) The place (0.5) called (0.5) Sky Building (0.5) in Osaka (0.5) **(2)**
- c) Too (0.5) long (0.5) not (0.5) cool (0.5) **(2)**
- d) Kobe (0.5) in Hyogo (0.5) **(1)**
- e) Really (0.5) Tall (0.5) and looks like / resembles (0.5) dad (0.5) a little (0.5) **(2.5)**
- f) German (0.5) and Chinese (0.5) **(1)**
- g) Because he went (0.5) to Australia (0.5) after (0.5) graduation (0.5) uni (0.5) **(2.5)**
- h) Travel (0.5) to Sydney (0.5) to (0.5) see (0.5) Takashi (0.5) next year (0.5) **(2.5)**

DETAILED FEEDBACK

- a) “grandfather” was often mixed up with the word for “uncle”.
- b) Not many answers contained the full information, with “a place called~” lacking.
- c) “not cool” appeared to be hard to pick up on; “too” long was often not well picked up on.
- d) Many students wrote KOOBEN, instead of Kobe, and most answers lacked the prefecture information (Hyogo).
- e) This was not answered well. Many students thought that the father looked small.
- f) This was answered well.
- g) Many students wrote “lives” in Australia, rather than, “went to” Australia. “Graduated” was often missing from answers.
- h) Quite well answered.

QUESTION 4

MARKING TOOL

- a) Morning (0.5) Japan (0.5) (1)
- b) Two (0.5) baby (0.5) monkeys (0.5) were born (0.5) (2)
- c) 4 (0.5) PM (0.5) last (0.5) Tuesday (0.5) (2)
- d) She was very (0.5) tired (0.5) but (0.5) she is fine (0.5) after (0.5) having a rest (0.5) for the day (0.5) (3.5)
- e) Drink milk (1), climb tree (1), play together (1) (3)
- f) Think (0.5) of names (0.5) send (0.5) them by (0.5) the 20th (0.5) (2.5)
- i) 0419673285 (1)

DETAILED FEEDBACK

- a) A good portion of answers lacked “good morning/morning”.
- b) “2” was often lacking from answers.
- c) “Saturday” and “Tuesday” were sometimes confused. Often “4pm” was missing from answers.
- d) This proved to be quite hard for students. Many details were missing from answers.
- e) Many answers mentioned things about “eating”, which was not required. “Drink milk” – done well, “climb trees” less well, “play” picked out well, but not “together”.
- f) This proved to be hard for students to fully understand. It was rare to see a student provide the information of “by the 20th” in answers.
- g) This was done really well. Some students wrote the same sequence of numbers twice!

GENERAL FEEDBACK FOR WRITTEN EXAM, SECTION A

Students generally performed well, on what is often a challenging section of the exam. Students are reminded to give as much detail as possible in answers, listening for adverbs, such as ‘a little’, ‘too’ etc. Students are encouraged to be guided by the number of allocated marks as to how much detail is expected. Whilst the majority of students were strong on single-digit numbers, such as in telephone numbers, many students found large numbers challenging, such as in prices. Students are also encouraged to listen for grammatical structures that provide detailed meaning, such as ～たり ～たり.

Written Examinations

Section B – Reading and Responding

PART I

QUESTION 5

MARKING TOOL

a) Mum's (0.5) easy (0.5) to make (0.5) lunch (0.5) **(2)**

b)

| Ingredients (Japanese) | Quantity (English) |
|------------------------|--------------------|
| たまご | 8 |
| やさい | 1 cup |
| チーズ | 50 grams |
| マヨネーズ | A little |
| バター | 20 grams |
| ソース | lots |

c) Things they like (1) and things in season (1) **(2)**

d) They always (0.5) sell them (0.5) and they are not too/that (0.5) expensive (0.5) **(2)**

e) Chilli sauce (0.5) because it's more (0.5) delicious (0.5) **(1.5)**

f) Supermarket **(0.5)**

g) Egg (0.5), cut (0.5) vegetable (0.5), cheese (0.5) and mayo (0.5) **(2.5)**

h) Chopsticks **(1)**

i) Half **(1)**

j) Put (0.5) a seaweed (0.5) heart (0.5) on top (0.5) **(2)**

k) Eat the dish with the family **(1)**

DETAILED FEEDBACK

- a) The やすい in つくりやすい was often translated as *cheap*, rather than *easy*.
- b) The kanji 少し was often not recognised, however this question was generally answered very well.
- c) Students often included the first part in their answer but not the second part.
- d) Answers such as, *always available* were accepted, however some students translated あまり ^{たか}高くはない as *inexpensive*, which did not give students the opportunity to show their understanding of あまり.
- e) のほうが was often translated as a superlative (*tastiest*), rather than a comparative (*tastier*).
- f) This was answered very well by most students.
- g) Many students did not include the word *cut* in their translation of きったやさい.
- h) This was answered very well by most students.
- i) This was answered well by most students; however, some students wrote *20 grams of butter* as the answer, showing that they had not picked up on the *ingredient* mentioned in the previous question.
- j) This question was generally answered well, although some students did not give all required details.
- k) This was answered very well by most students.

QUESTION 6

MARKING TOOL

- a) White (0.5) puppy (0.5) **(1)**
- b) 29th (0.5) April (0.5) 1986 (0.5) in Kyoto (0.5) **(2)**
- c) Second year of junior high school (1) in spring (0.5) because of her father's (0.5) work (0.5) **(2.5)**
- d) It was difficult (0.5) to make (0.5) friends (0.5) **(1.5)**
- e) She often listened (0.5) to music (0.5) while reading (0.5) books (0.5) **(2)**
- f) Essay **(0.5)**

- g) She borrowed (0.5) CD (0.5) from the library (0.5) and went / returned (0.5) straight (0.5) home (0.5) **(3)**
- h) Various (0.5) countries (0.5) such as America (0.5) and France (0.5) **(2)**
- i) She wants (0.5) children (0.5) to know (0.5) the stories (0.5) that she wrote (0.5) and become (0.5) happy (0.5) **(3.5)**
- j) She became (0.5) ill (0.5) and stopped (0.5) writing (0.5) books **(2)**
- k) They will be going to the cinema (0.5) to watch (0.5) the movie (0.5) “White Puppy” (0.5) **(2)**

DETAILED FEEDBACK

- a) This was answered very well by most students.
- b) Many students answered the ‘when’ part of the question but not the ‘where’.
- c) Many students missed 春 *spring* in their answer.
- d) This was answered quite well by most students.
- e) Many students missed よく often, and ながら while, in their answers.
- f) This question was mostly answered well.
- g) Some students mistook the question to mean after *graduating* school.
- h) Many students missed various 色(いろいろ)々な and/or such as など.
- i) This question proved challenging to many students with many students paraphrasing the answer and missing details.
- j) This question was answered quite well by most students.
- k) Some students did not mention *where* people will be going or missed the opportunity to show they understood the meaning of ため in their answer.

PART 2

QUESTION 7 – RESPONDING IN ENGLISH

MARKING TOOL

- a) 十月四日火曜日 **(1.5)**
- b) Tシャツ **(1)**

- c) オーストラリアは春で、(1)あたたかくなってきたからです。(1)(2)
- d) すごくふべんで(1)あまり好きじゃなかったです。(1)(2)
- e) たとえば、バスが午後六時まででしかなくて、(1)お店ははやくしまってしまうからです(1)。(2)
- f) メルボルンの大学に行くつもりでした。(1)
- g) バスで帰ります。(1)
- h) 二十分かかります。(1)
- i) 好きなことをする時間(1)がたくさんあるからです。(1)(2)
- j) シャシんをとったり、ジムに行ったり、えをかいたりします。(2)
- k) ロンセストンと言うところの大学に行くつもりです。(1)
- l) 小さいけれどにぎやかで(1)、れきしがある町です(1)。(2)
- m) はい(0.5)、また会います(1)。(1.5)

DETAILED FEEDBACK

- a) This was answered well by most students.
- b) This was answered well by most students.
- c) Many students missed ^{はる}春 in their answer.
- d) Some students did not include details, such as すごく very、あまり not very. Some students gave answers that indicated that the question was not well understood.
- e) Some students did not include both parts of the answer.
- f) This was answered well by most students.
- g) This was generally answered well by most students. Many students included information for the next answer, in their answer to this question.
- h) This was answered well by most students.

- i) This question was generally answered well, although some students did not give the required detail by only writing, 時間がたくさんある
- j) This was answered well by most students.
- k) This was answered well by most students.
- l) This question was generally answered well, although some students did not write both parts of the answer.
- m) Many students did not give a sufficient reason for why they answered はい to this question.

GENERAL FEEDBACK FOR WRITTEN EXAM, PART 2

Questions 5 and 6 in this part required the student to read passages in Japanese and answer questions in English. Students generally performed well on these questions. Successful students gave detailed answers and made good use of a dictionary to precisely translate words such as 作文^{さくぶん}. Students are advised to pay careful attention to questions which require two-part answers such as location *and* time.

Students are advised to translate sentences more literally so as not to miss important detail, such as あまりたくない *not that expensive*.

Students are advised to look for answers to direct information questions (Type I questions) directly before or after the key words and be aware that questions/answers are in order of the information given in the text. For example, in Question 6 g), students often answered the question using information from further down the passage, reading the question to mean *after graduating*, rather than *after school* '学校の後' which was in the passage.

Question 7 required students to read passages in Japanese and answer in Japanese. Answers did not need to be in full-sentence form. This part proved to be a little more challenging. Sometimes students misunderstood the question, resulting in an incorrect answer. Students are advised to have a thorough knowledge of question words. Students are advised **not** to paraphrase what is written in the passage. Answers required a good understanding of the question and to show the ability to locate relevant information in the passage. Often students who paraphrased, missed important details and made it difficult for markers to award full marks. Students are also advised to carefully copy/write Kanji from the passage in their answers. Some students left answers blank or did not complete this part, showing that they had had some time management issues and/or found this section challenging.

Written Examinations

Section C - Writing

PART I

QUESTION 8 – DETAILED AND GENERAL FEEDBACK

This part of the exam required students to follow instructions in English and write in Japanese, giving as much detail as possible, within the word limit. Markers looked for all necessary details, all required Kanji, Katakana and Hiragana to be written correctly and for all structures to be accurately used. Students are advised to be quite literal in their translation, as moving away from the English instructions resulted in students missing some detail, including required Kanji and structures.

Most students answered this question well. Most students correctly remembered to include the detail about ‘looking for a babysitter’ in their answer, however, some students translated ‘look for’ as 見ます (look), rather than さがしています。 Many students translated ‘cheerful’ as うれしい or きげんがいい。 For the latter translation, it was clear that students had looked up the word in the dictionary and had written down the first entry. Students are advised to read all entries before deciding on the best translation. きげんがいい can be translated as cheerful, as in, in good spirits, whereas, the word markers were looking for was あかるい which was a later entry, describing a positive disposition. Many students did not include the word かかります, in translating, ‘It takes 40 minutes’, and the structure for ‘have to’ proved challenging to some students. The kanji 半 was often written incorrectly. Students should note that when using the verb 乗^のる, the correct particle is に, not を, as was often seen. Most students produced the structure, ーたり、たりします and から、まで well.

PART 2

QUESTIONS 9, 10, 11, 12, 13 – GENERAL FEEDBACK

This part of the exam required students to choose one question, from a choice of five, and write a short passage of 300-350 characters on the chosen topic. Question 9 was overwhelmingly the question most chosen by students, with questions 11 and 13, the least popular. This year, some students left this part of the exam blank or wrote very little, revealing possible time-management issues. As this part of the exam is weighted more heavily than Part I, Question 8, students are advised to be careful about managing their time to ensure that they attempt this part of the exam.

More successful students for this section of the examination:

- wrote approximately 300-350 characters
- used both simple and complex vocabulary
- attempted a wide range of complex grammatical structures with correct verb conjugation
- wrote on topic
- showed good control of tense, particularly past tense of verbs and adjectives
- showed high levels of accuracy with spelling, particles and grammar
- used Kanji where required.

Less successful students:

- wrote under the required character length
- used only simple vocabulary
- used mostly simple sentence structures OR attempted more complex sentence structures, but did not master verb conjugation or tense changes in verbs and adjectives
- may have written off-topic
- did not show good control of tense or may have mixed polite and plain Japanese
- showed several inaccuracies in their writing whether it be spelling of Katakana words, particle errors or grammatical errors
- did not use all the required Kanji.

Section B of the writing section was marked according to the Criterion 4 standards as outlined in the TASC course document for Japanese - JPN315114.