

# 2024 ASSESSMENT REPORT

## JPN315114 JAPANESE

### Oral Component

The Japanese oral examinations were conducted in the first week of November 2024. Students took part in an interview with two examiners which lasted approximately 10-12 minutes. They were questioned on their basic details (name, age, birthday, place of residence), family, school life, daily routines, hobbies, leisure activities, likes/dislikes, helping at home, friends, part-time work and future plans. Most students seemed well-prepared for this part of the exam with students generally showing confidence and a knowledge of the structure and expectations of the oral exam. The following points from the examiners highlight characteristics of students who performed very well and those who were less confident.

#### Students who performed well:

- responded appropriately to a large range of questions
- did not just answer "yes" or "no" but expanded to give an appropriate amount of detail. Too much can sound a bit unnatural but an extra sentence on the end can be an effective way of showing skills. An example is: Q: どこに住んでいますか。A: ロンセストンに住んでいます。ロンセストンは小さくてきれいなところです。
- when a Level 3 structure was used in the question, the student made sure it was in the response. For example: Q: 日本に行ったことがありますか。A: はい、行ったことがあります。Rather than just はい OR はい、あります。The first answer shows use of grammar whereas the second answer does not
- often explained answers using the ～から structure
- could respond appropriately to follow up questions with unrehearsed answers
- handled questions that needed a response using 'length of time' well compared to the previous year
- had memorised difficult key words, such as job titles or unusual hobbies.

#### Advice for weaker students:

- use Japanese to clarify words or questions when they do not understand, rather than resort to English
- avoid using casual Japanese. The exam situation is formal, so examiners are listening for です / ~ます endings
- pronounce words fully, especially words with long vowel sounds, such as ふつう, rather than ふつ, がっこう or がっこ.
- pronounce similar-sounding words correctly, such as ろくがつ, rather than ろくげつ

- use 'Katakana words' appropriately, e.g. しんりがく、 rather than サイコロジー (the non-Katakana words is more common), メディア, rather than えいが (the Katakana word is more appropriate)
- use familiar terms when talking about one's own family (はは、ちち、 etc.)
- ensure that the tense in the answer matches the question, such as, しています。 Rather than します。

## Written Component

### Section A: Listening and Responding, Criterion 1

Four spoken texts were presented, and students were asked to respond to questions about the texts in English. Whilst most students understood the general content of the passages well, full marks were only given to those students who answered questions in detail. Students are reminded that all answers are to be in English, so when giving reasons for answers, students will need to translate what they hear, not just write verbatim from the passage in Japanese. Students are encouraged to answer questions more literally, rather than summarising information, to avoid missing key vocabulary in their answers. Dates and times often feature in this section of the exam, so students are encouraged to practise this listening vocabulary item in particular.

#### Spoken Text 1 – Question 1

- |   |           |
|---|-----------|
| a. Why does Haruto decide to order the chicken katsu set?<br>Because it will come with (1) fried potato/chips (1)                                   | (2 marks) |
| b. Which <b>two (2)</b> items will come with Nicky's hamburger set?<br>Salad (0.5), corn soup (0.5)   | (1 mark)  |
| c. What will the friends have for dessert?<br>(Nicky will have) lemon shortcake (1), (Haruto will have) cinnamon_roll (1)                           | (2 marks) |
| d. Apart from water, what do they order for drinks?<br>Black coffee (1), Tea (black tea/western tea) (1)  | (2 marks) |
| e. How much does the bill come to?<br>3,800 yen   | (1 mark)  |
| f. Who pays and why?<br>Nicky (1), today(1) is Haruto's birthday(1), (so she will pay)<br><i>*Must have included 今日 (きょう) to receive full marks</i> | (3 marks) |

**Total marks: 11 marks**

## Spoken Text 2 – Question 2

- a. Where was the research from? (2 marks)  
Kyoto (0.5) University (0.5) Research (0.5) Centre (0.5)  
*\*The common answer of 'primary and high school students' were not awarded marks.*
- b. Which **three (3)** jobs were primary school students interested in? (3 marks)  
Youtuber (1), Baseball (0.5) or Soccer (0.5) player (1)
- c. Why did the primary school students want to do these jobs? (2 marks)  
Want to become (0.5) famous (0.5) & want (0.5) lots of money/to be rich (0.5)
- d. Which **two (2)** jobs were senior high school students interested in? (2 marks)  
Doctor (1) and teacher (1)
- e. What do they need to do to obtain these jobs? (3 marks)  
Study (1) very hard/with might (1) go to university (1)
- f. Why did the senior high school students want to do these jobs? (1 mark)  
To help (0.5) people (0.5)  
*\* 'save' was also accepted as an answer.*

**Total marks: 13 marks**

## Spoken Text 3 – Question 3

- a. Is Mark free on Thursday? Give details. (3 marks)  
Not free Thursday morning she has to work (part-time)  
*But free after that \*or phrasing of a similar nature*
- b. Why does Yumi think that Mark will like the museum(\*art gallery)? (1 mark)  
Because he's an anime/cartoon (0.5) fan (0.5)
- c. What is in the museum (\*art gallery)? [Tick the correct box] (1 mark)  
a cinema
- d. Yumi looked up directions to the museum on Google Maps. What directions were given? Give very specific details. (5 marks)
  - 10 (0.5)
  - minutes (0.5)
  - Walk (0.5) from
  - (JR) Shibuya Station (0.5)
  - Exit/leave (0.5) station
  - walk straight (0.5) for
  - 600 (0.5)
  - About (0.5)
  - metres (0.5)
  - it's on the right (hand side) (0.5)*\*Full marks were given only to students that had given all the above details.*
- e. At what time will they meet? (1 mark)  
1:45 (15 minutes before 2 o'clock/a quarter to 2)

- f. Yumi's new phone number is: (1 mark)  
040 629 583

**Total marks: 12 marks**

### Spoken Text 4 – Question 4

- a. What is the teacher's name and where is she from? (1 mark)  
Natalie (0.5) from England (0.5)  
*\*Alternative spelling of name was not penalised*
- b. When did she start living in Hiroshima? (1 mark)  
From (0.5) July (0.5)
- c. Why does she think that teaching music is fun? (2 marks)  
In class, she can play (0.5) guitar (0.5) and write (0.5) songs (0.5).  
*\*Many students heard 聞く (きく) (to listen to), as opposed to the spoken text, 書く (かく) (to write), and were not awarded marks.*
- d. How does the teacher describe her house? Give details. (4 marks)  
It is close to (0.5) school (0.5), and very (0.5) convenient (0.5). There are 3 (0.5) tatami rooms (0.5). It is very (0.5) beautiful/clean (0.5).
- e. Do you think the teacher is having an easy time living in Hiroshima? (3 marks)  
Why/why not?  
No (0.5), because she said there are no (0.5) English people (0.5) and she is a bit (0.5) lonely (0.5). She sometimes (0.5) became (0.5) homesick (0.5).  
*\*only candidates that included all details were awarded full marks.*
- f. What made her happy this week? (1 mark)  
She made (0.5) a new friend (0.5).

**Total marks: 12 marks**

## Section B: Reading and Responding, Criterion 3

Students were presented with three texts. The first two texts were in Japanese, with questions and answers in English, whilst the third text consisted of questions in Japanese with responses in Japanese. In contrast to previous years, Part 1 was generally handled better this year than Part 2, where it seemed that students may have had issues with time management and spent a disproportionate amount of time on Part 1.

### Part 1: Question 5

- a. What is the name of the store being reviewed? (1 mark)  
Mister/Mr (0.5) Karaoke (0.5)
- b. What are the names of the two (2) people who gave the store a 5-star review? (2 Marks)  
Poppy (0.5) Smith (0.5) & Kawada (0.5) Hiro (0.5)  
*\*Variations of order of first and last name was not marked down.*  
*Alternative Kanji readings were awarded if appropriate*
- c. What items are in the “Party Room” according to Reviewer 1? (2 marks)  
Stage (0.5), guitar (0.5), costumes (0.5) lights (0.5)
- d. How does Reviewer 1 describe the drinks? (1 mark)  
Delicious (0.5) and cheap (0.5)
- e. Describe the location of the store that Reviewer 2 goes to. (2 marks)  
Behind (1) Tokyo (0.5) station (0.5)
- f. What does Reviewer 2 say she can do at this store? Why does she think this is good? (5 marks)  
Sing/Do Karaoke (1) by yourself (0.5). It is good if you are bad at (0.5) singing (0.5) or hate (0.5) performing (0.5) in front of (0.5) people/others (0.5).  
You can relax (0.5).
- g. According to Reviewer 3, during what time period can one visit the store for only 1000 Yen? (2 marks)  
From 11 (0.5) PM (0.5) to 6 (0.5) AM (0.5)

**Total marks: 15 marks**

### Part 1: Question 6

- a. On which date was Tennohana born in 1993? (1 mark)  
August (0.5) 24th (0.5)
- b. Tennohana played a lot of sport up until he was 16 years old. (1 mark)  
False
- c. What happened in 2009? Give specific details. (4 marks)  
When/While (0.5) he travelled (0.5) to Japan (0.5) with his father (0.5) went (0.5) to watch (0.5) sumo (0.5) every day (0.5)
- d. Tennohana went to university in [Tick the correct answer]: (1 mark)  
didn't go to university
- e. What did Tennohana learn during his time as an exchange student? (4 marks)  
Hiragana (1) Katakana (1) to speak (1) Japanese (1)

- f. For how long couldn't Tennohana do sumo wrestling when he broke his right leg? (2 marks)  
1.5 (0.5) years (0.5)
- g. Complete the sentence (2 Marks)  
Tennohana became a grand champion sumo wrestler (1) on July (0.5) 18th (0.5)  
*\*Some students wrote, 'in 2022', instead of 'sumo wrestler', however marks were not awarded for this answer.*
- h. Why do you think the 5th of November was a significant date for him? (2 Marks)  
He became (1) a Japanese national/citizen (1)
- i. Mention three (3) things about his physical appearance. (3 Marks)  
Tall (1), 193 cm (1), weight of 185 kg (1)
- j. What are his hobbies? (2 Marks)  
Watching (0.5), Dance (0.5), Anime/Cartoons (0.5), etc. (0.5)  
*\*A significant number of students omitted the notion of 'etc, and so on', and did not receive full marks.*
- k. Why do you think the magazine wrote an article on Tennohana? Why is he interesting? (2 Marks)  
Something along the lines of...  
Tennohana is an interesting person as he was born in Hawaii, became interested in sumo after a trip to Japan with his father, spent time in Japan at a senior high school, became a professional sumo wrestler and became a Japanese citizen. This is unusual.  
*\*Markers were looking for the key information that, although he was not born Japanese, he became a national champion of a Japanese sport in Japan/Sumo.*

**Total marks: 24**

## Part 2: Question 7

- a. 六月一日は何曜日ですか。 (1 mark)  
木曜日 (1)
- b. だれがエマさんのけいたい電話をとりましたか。 (1 mark)  
本田先生 (1)
- c. エマさんが行っている学校はきびしいと思いますか。 (2 marks)  
はい。(1) きびしすぎると思います。(1)
- d. なぜエマさんは、あや子がかawaiiそうと思いましたか。 (4 marks)  
あや子さんは三日間(1) ていがく(1)したので。なぜなら、あや子さんのかばんに電子タバコがあった(1)からです。先生がおりました (1)。
- e. 六月五日の天気はどうでしたか。 (3 marks)  
天気はわるくなった。  
つゆだから雨がふっている。きおんは二十九ど。  
むしあついよ  
*\*any three*

- f. ぶんかさいは何月何日ですか。 (2 marks)  
六月(1)九日 (1)  
*\*Some students confused 'date' with 'day' and wrote 金曜日.*
- g. どうしてエマさんは六月六日に学校を休みましたか。 (3 marks)  
のどがいたくて  
はな水も出た  
アレルギーかもしれません  
*\*A significant number of students mentioned doing a COVID test which was negative- as this was NOT a reason for taking a day off school, it was not awarded any marks.*
- h. ホスト・ファミリーのお父さんは何と言いましたか。 (2 marks)  
ホストファミリーのお父さんは病いんに行ったほうがいいと言いました。
- i. エマさんは病いんに行きましたか。 (1 mark)  
いいえ
- j. 何がほんとうですか。一ばんいいこたえをえらんでください。 (2 marks)  
 エマさんは先生です。  
 エマさんはわかかないかもしれません。  
 エマさんは中学生です。  
 エマさんは先生が大好きです。

**Total marks: 21 marks**

## Section C: Writing, Criterion 4

Part 1 of the writing examination guides student in a response to a situation outlined in the question. Part 2 of the writing examination asked students to select a topic from five questions presented covering the following text-types: email/letter, diary entry, conversation script, profile and story. Students are required to answer the questions using Japanese, including all prescribed Kanji, vocabulary and structures.

### Part 1: Question 8

#### Grammar:

~くて	から・ので	
というたべもの	* <sup>じょうず</sup> 上手に・よくなった・ <sup>じょうたつ</sup> 上達しました	
いちばん+ adjective	で買った・にのる particles	
Past tense adjective (い-adj) -かった	で・中で・中から	
いる間	<sup>おも</sup> と思う	
たり、たりしました	<sup>か</sup> 買った <sup>みどり</sup> 緑の <sup>ぼうし</sup> 帽子	
Past tense adjective (な-adj) -だった・でした		

\* Marks were not deducted if the word used did not require kanji.

#### Kanji/Katakana:

天	
気	
日	
本	
中*	
食	
一	
思	
語	
買	
間	
ホームステイ	

This question was generally handled well. As there was no specification on how to write the first sentence, “You have just come back from a school trip to Japan”, the candidates were marked from the sentence “the weather was warm and nice”.

Many candidates were able to combine two adjectives and write the past tense of いい accurately in their first sentence. To translate, “out of all Japanese food”, some wrote ぜんぶの日本の食べ物で and not many candidates could write 日本の食べ物の中で as written in the marking guide. 日本 was often misspelled as 日木 across the board. 一番おいしい... was the accurate translation for the tastiest, however, some chose to use the comparative form, ...のほうが instead.

The accurate use of particles was a challenge for many candidates in this particular question, many using を instead of に for しんかんせんにのる, for instance.

In the last sentence, “your Japanese improved because you did a homestay”, provided a range of answers, with phrases like よくなった, じょうたつした, 上手になった. The Katakana word ホームステイ was written mostly accurately.

Kanji characters were accurately used in many papers apart from 日木, the verb Kanji characters such as 食 and 思 were consistently used. Across the board, the candidates did well with the Kanji characters.

## Part 2: Question 9

Most of the candidates were able to write the essay with the required amount of ji’s. Question 9 was the most popular choice and Question 13 was the least.

Many candidates showcased their knowledge of sentence structure in this section successfully.

The common spelling mistakes were words like べんきょう, and とうきょう, where candidates left out the う at the end.

The A-level essays had a good flow, filled with many complex and accurate Level 3 sentence structures.

Some were able to use some Level 3 sentence structures, but not a wide variety of them. It is recommended that the candidates don’t repeat the same sentence structures over and over and instead, aim to use a range of sentence structures.

Many candidates attempted to use the Level 3 sentence structures but with inaccurate verb forms. Lack of accuracy affected the weaker students despite their knowledge of the sentence structures.