

# 2025 ASSESSMENT REPORT

## JPN315114 JAPANESE

### General Comments

The 2025 Japanese examination highlighted students' strong engagement with the subject matter, particularly evident in the oral component where candidates demonstrated thorough preparation. Performance in the Listening section demonstrated a relatively balanced distribution of marks across the cohort. The majority of candidates achieved results within the satisfactory range, indicating consistent comprehension and engagement with the material. A small proportion of submissions distinguished themselves through exceptional performance, attaining notably high scores and reflecting advanced listening proficiency. Performance in Section C – Part B (free writing) showed notable improvement compared to previous years, with most students successfully completing this section. High-achieving candidates effectively employed a wide range of level three structures, while less proficient responses tended to rely on basic sentence patterns and scripted material. To further strengthen outcomes, teachers are encouraged to prioritise the development of listening skills by incorporating more exposure to native speaker passages, as this area continues to present challenges for some students.

### Oral Component

This component of the exam assesses Criterion 2: Communicate in spoken Japanese

Students who performed strongly in the oral examination demonstrated confidence, employing sophisticated vocabulary and fluent expression. While a degree of rehearsal in responses is anticipated, the most successful candidates were able to address spontaneous questions with accuracy and ease. In contrast, weaker performances were often characterised by limited structure, frequent hesitation, and an overreliance on pre-prepared answers.

### Specific Feedback

It was pleasing to note that most students:

- greeted the examiners appropriately with **しつれいします・しました**
- were well prepared with answers for warm up questions and predicted questions
- could ask for clarification and repetition of questions, in Japanese.

Some points for future focus could be:

- accuracy of the use of past tense of adjectives
- use of **から** (from) in the answer (**学校は**) **うちから**とおいです
- use of **から** (because) when giving reasons.
- use of **で** in the sentence **ホバートで**生まれました。 Some students used **に**

- answering questions beginning with いつ, outside of <sup>たんじょうび</sup>誕生日はいつですか, which was answered well
- order of listing family members and using the familiar term for one's own family.

## Written Component

### Section A – Listening and Responding

This component of the exam assesses Criterion 1: Listen and Respond to Spoken Japanese

- *When katakana words are used, the English translation must be written. “Yukata” in question 1 was accepted (as too was “light summer kimono”) because that is the word we use in English when describing the item. Shoudo is not accepted, however, because “calligraphy” is the word commonly used in English.*
- *Students are advised to translate the whole phrase, not just key vocab, when multiple grammar principles are used. For example, in Question 1, students were required to translate in Question 1d that Jane wants to “return to Tasmania” rather than just “return”; Jane wants to “become a university teacher” rather than just the key word “university teacher”; and in Question 4d, “the wind will become stronger” rather than just “strong winds”.*
- *As this is a Level 3 course, points are not commonly awarded to Level 2 vocab/grammar, but to Level 3 vocab/grammar. 「ことがある」 is a significant grammar principle learnt in the course, so students can expect to be awarded points for including it in their translation.*

#### Question 1

This text presented a significant challenge, requiring candidates to structure their responses across two characters. Nevertheless, familiar cultural vocabulary items such as origami and yukata were generally well understood and accurately interpreted.

#### Question 2

Performance was stronger in this section, with a larger proportion of students achieving high marks. The most demanding item was Question 2f, assessed out of four marks. While many candidates correctly incorporated the term “about” when referring to the number of Taiko groups, responses were also largely accurate in describing the types of classes offered.

#### Question 3

This question was answered satisfactorily overall. However, some candidates encountered difficulty with the description of the “strange man,” particularly in recognising that he was taller than the speaker rather than simply tall.

#### Question 4

This section proved the most challenging, containing advanced vocabulary and grammatical structures. Question 4b featured the phrase 「雪の上のゴルフもできます」, which was difficult

to translate given its uncommon context. Acceptable answers ranged from “can play golf on top of the snow” to the simplified “snow golf.” Questions 4d and 4e involved complex weather references—「気温は1度まで上がるかもしれません」 and 「気温はマイナス9度まで下がるでしょう」—but carried relatively low mark values. These items were frequently misunderstood by candidates.

## Marking Tool

### Spoken text 1 – Question 1

Listen to two students speak (Bill and Jane) in front of their Japanese class and then answer all questions in English, giving as much detail as possible.

	What was their best memory of Japanese class? What happened?	What are their plans after year 12?	Where do they plan to live when they go to college?	What are their future career plans?
1. Bill	<p>School Japan Day / Japan Day at school / Japanese Culture Day at school</p> <p>Do calligraphy / did calligraphy</p> <p>Wear a yukata / wore a yukata</p> <p>Played chopstick games – 3 out of 4 pieces of info correct to get 1.5 marks.</p> <p>(1.5 marks)</p>	<p>Gap year</p> <p>Part time job</p> <p>Study Sports Science</p> <p>Melbourne University</p> <p>(2 marks) any 2</p>	<p>Apartment</p> <p>With older brother</p> <p>(1 mark)</p>	<p>Physiotherapist</p> <p>Do a Masters</p> <p>(2 marks)</p>
2. Jane	<p>Every Thursday</p> <p>Japanese Assistant/ teacher came</p> <p>Sang songs</p> <p>Made/folded/did origami</p> <p>(2 marks) 0.5x4</p>	<p>Study Russian</p> <p>Canberra College/University</p> <p>(1 mark)</p>	<p>(College/university) dormitory</p> <p>(0.5 marks)</p>	<p>Return to Tasmania</p> <p>Become a teacher/lecturer at Uni</p> <p>Teach Russian</p> <p>(2 marks)</p>

**Total Q1 – 12 marks**

## Spoken text 2 – Question 2

Listen to the spoken text and answer **all** questions in **English**, giving as much detail as possible.

- a) How old is the history of Taiko? (1 mark) 0.5 x2  
*2000 years*
- b) How many taiko groups are there? (1 mark) 0.5 x2  
*About 4,000*
- c) Complete the sentence: (2 marks)  
Taiko is a really good activity for *the body and mental health*
- d) What other benefits are there of learning Taiko? (2 marks) 0.5 x4  
*Learn about rhythm and beat*  
*Arms get/become strong*
- e) List **three (3)** classes available at the Taiko Centre. (1.5 marks)  
  - *Childrens/kids*
  - *Students*
  - *Family*
  - *Taikobics*(any 3, 0.5 marks each)
- f) What do you learn about the instructors? (4 marks) 0.5 x 8  
  - *Famous in Japan*
  - *Professional/Pro performers*
  - *Have been in shows abroad/overseas*
  - *Can Speak English*
- g) The Taiko Centre number is: (0.5 marks)  
*0120 – 964875*

**Total Q2 – 12 marks**

## Spoken text 3 – Question 3

Listen to the conversation with a student and the school receptionist and answer **all** questions in **English**, giving as much detail as possible.

- a) Where is the strange person standing? (1 mark)  
*At the entrance/doorway to the classroom/class*
- b) Give a description of the strange person. (3 marks) (6 x 0.5 marks)  
  - *Young*
  - *Male (man)*
  - *Taller than the student/speaker*
  - *Long hair*
  - *Black hair*
  - *Big body*

- c) Tick the **one (1)** correct answer. (1 mark)
- wearing brown clothes, a white hat and sunglasses
  - wearing grey clothes, a black hat and sandals
  - wearing brown clothes, a yellow hat and sandals
  - wearing grey clothes, a white hat and sunglasses*
- d) What does the receptionist suggest doing? (1 mark)  
*Informing/telling the principal*
- e) What did the student lose? (1 mark)  
*Bike key*
- f) When was that item last seen? (1 mark) 2 x 0.5  
*Before lunchtime/lunch (began)*
- g) Complete the sentence: (1 mark) 2 x 0.5  
*The library and gym*
- h) Why will the student be walking home? (1 mark) 2 x 0.5  
*There are no buses or trains*
- i) What does the receptionist ask the student to do? (2 marks) 4 x 0.5  
*Write down their name and mobile number on paper*

**Total Q3 – 12 marks**

### Spoken text 4 – Question 4

Listen to the news item about the Sapporo Snow Festival and weather forecast on the radio program and answer **all** questions in **English**, giving as much detail as possible.

- a) What dates in February next year is the festival? (1 mark) 2 x 0.5  
*2<sup>nd</sup> – 10<sup>th</sup>*
- b) List the **four (4)** activities you can enjoy at Odori Park. (4 marks) 8 x 0.5
- *Look at (snow) art*
  - *pretty illumination/lights*
  - *Eat delicious noodles*
  - *(Play) golf on the snow*
- c) How should you go to Odori park? Why? (2 marks) 2 x 0.5 + 1  
*Train, subway*  
*no parking*
- d) What is the weather forecast for Monday to Friday? (1.5 marks) 3 x 0.5
- *Everyday cloudy*
  - *(Probably\*) no rain*
  - *(Probably\*) /increase to/ go up to/reach 1 degree \* must include once*

- e) Apart from lots of snow, what is the weather forecast for the weekend? (1 mark)
- *Goes down/drops to -9 degrees*
  - *Get/become windy/ strong wind*
- f) What advice is given for people going to the festival at the weekend? (2.5 marks) 5 x 0.5
- *Wear trousers/pants*
  - *Snow boots*
  - *take/ have/carry \* together with*
  - *long coat or hat*

**Total Q4 – 12 marks**

## Section B – Reading and Responding

High-performing students in Section B gave detailed and accurate responses to the questions. Weaker responses were lacking in detail and/or did not directly relate to the question. Overall, students performed most strongly on Question 6, while Question 7 proved to be the most challenging.

### Question 5

- a) Which group of Japanese people have ramen in their top 5 foods? (1 mark)
- Adult*
- b) How often do they eat it? (2 marks) 4 x 0.5
- About once every 7 days*
- c) In what way does Japanese ramen differ to Chinese ramen? (2 marks)
- Soup flavour*
- d) List **seven (7)** reasons why Japanese people love ramen. (7 marks)
- *Delicious*
  - *Can eat quickly*
  - *Often want to eat ramen on cold weather days*
  - *Prices from 500 yen to about 1,000 yen*
  - *Very easy to buy*
  - *Ramen can make you full/fill you up*
  - *Shops are open until late & convenient*

\* 「よく日本人はさむい天気の日…」 was incorrectly translated as, “There are often cold days...”

\* 買いやすい was incorrectly translated as, “cheap to buy” by some students.

e) Where did the ramen museum open? (1 mark)

*Shin (New) Yokohama*

\*both 'Shin' and 'New' were accepted as answers.

\*some students did not read the question properly and answered 'when' not 'where'.

f) What can you learn about in the ramen museum? (1 mark)

*History (of ramen)*

g) List **three (3)** other things to do in the ramen museum. Give details.

(6 marks – 4 x 0.5 marks per idea)

- *There are/ ramen /making /workshops*
- *You can eat/ ramen/ at 7 /shops*
- *You can buy /souvenirs/ at the /shopping arcade*

**Total Q5 – 20 marks**

## Question 6

a) For whom is kimono rental available? (3 marks)

- *Women*
- *Men*
- *Children*

\*Some students wrote "Girls, Boys" instead of "Women, Men" and were not awarded marks for those words.

b) Which colours are the rental kimono? (3 marks)

- *Red*
- *Green*
- *Blue*

c) What happens when you enter the tearoom? (4 marks)

*Teacher/ talks /about /tea ceremony*

*Does /a tea demonstration*

d) List **two (2)** things you are able to do after you have drunk matcha?

(4 marks) 1 x 2 marks per idea

- *Take photos /Pretty Garden*
- *Walk/ in/through nearby temples (and shrines) / in kimono*
- *Enjoy/ old Japan*

(any 8/13 pieces of information @ 0.5 marks each)

e) How long is the program? (1 mark)

*1.5/ One and a half hours*

\*Occasionally candidates wrote "until 6 pm", which does not answer the question.

- f) Tick the **two (2)** correct statements: (2 marks)
- The cost of the program is 9,300 yen.
  - You may ask questions during the tea ceremony.
  - √ *You mustn't use mobile phones in the tearoom.*
  - After you have returned your kimono, you will be given traditional Japanese sweets.
  - √ *The centre is closed on Tuesdays.*
- g) Do you think this experience caters for foreigners? Why or why not? (3 marks)
- Yes
- There are/ English/ Chinese/ programs /also*

**Total Q6 – 20 marks**

### Question 7

- a) いつベンさんは大さかに行きましたか。 (2 marks)
- 四週間前 ・ よんしゅうかんまえ
- b) 今のきせつは何ですか。 (2 marks)
- 秋 /あき
- c) ベンさんが日本に来る前、日本の学校について何と聞いていましたか。 (2 marks)
- きびしい
- d) ベンさんの行っている高校よりタスマニアの学校のほうがルールが少ないです。ほんとうですか。ちがいますか。どうしてですか。 (2 marks)
- \* Yes/No + Reason**
- (いいえ)、ちがいます。タスマニアの学校よりベンさんの行っている高校のほうがルールが少ないです。
- e) しゅくだいを忘れたらどうですか。 (2 marks)
- だいじょうぶです。 **\*or similar answer**
- f) 生とはせいふくを着なければなりませんか。 (2 marks)
- いいえ、せいふくがありません。
- \*Some candidates failed to start their answer with 'いいえ' and had 0.5 marks deducted.**

g) どうして先生はきびしくないといますか。 (2 marks)

生とはあたまがよくてまじめなので先生はきびしくないといます。

\*Some students missed ‘まじめ’ and did not receive full marks.

h) だれが町でカラオケをしたり買い物をしたりえいがを見たりしますか。 (3 marks)

ベンさんと/ベンさんの二人/友だち

Some students answered ‘三人’ which does not answer the question, ‘だれ’

i) 三人は何語で話しますか。なぜですか。 (3 marks)

二人の友だちはぜんぜんえい語ができないので三人は日本語で話します。

**Total Q7 – 20 marks**

## Section C – Writing

### Question 8

The sentence “*you think that it is important to... a foreign language to develop good communication skills*” proved challenging for many candidates when aligned with the course content. However, responses were deemed correct provided that candidates were able to construct a sentence using ...ために accurately.

A significant number of candidates successfully employed the adverbial construction 上手になりたい and incorporated sentences such as おんせんに入ったり / 行ったり、すしをつくったりしたいです appropriately in their writing. Common errors included the misuse of から and ので, often resulting in incorrect sentence order. Additionally, many candidates omitted the required だ in だと思えます when expressing the idea “you think that it is important” (大せつ、大じ、じゅうよう).

Only a small proportion of candidates demonstrated the ability to use relative clause structures, such as ならった日本語を使いたいです (“you want to use the Japanese you have learnt”).

Kanji usage was generally strong across the cohort. Verb Kanji characters, including 行 and 思, were consistently and accurately applied. Overall, candidates performed well in this area.

Markers looked at accuracy in structures and vocabulary used as well as the following key points:

#### Grammar

で (joining sentence)	すること
じょうずに	だと思う
なりたい	いる間

から・ので	－たり－たりする
ために	した日本語

### Kanji/Katakana

日	行き	語	国
本	外	好き	大せつ・大じ
上	思う	入る	
手	間		

### Question 9-13

Most candidates successfully produced essays with the required number of characters, and notably, all candidates completed this part of the exam, this year. Questions 11 and 13 emerged as the most popular choices.

Candidates generally demonstrated sound knowledge of sentence structure. Question 13 required the integration of both past and present tense, and many candidates managed this effectively, resulting in essays with strong coherence and flow.

Those who selected Question 11 often wrote about their travel plans to Japan. This topic allowed them to draw on familiar vocabulary, and many accurately employed the sentence pattern ...つもりです. The majority used polite form, though some stronger candidates demonstrated accurate use of informal language. A recurring observation was that many candidates repeated sentence structures from their oral examination responses. B-level responses tended to rely on a limited vocabulary set (e.g., 行く、見る、食べる), whereas A-level responses expanded their writing with a broader and more sophisticated range of vocabulary.

A-level essays were characterized by fluent expression and frequent use of complex, accurate Level 3 sentence structures. B-level essays also displayed a reasonable flow and variety of structures, though errors in verb forms were more common.

It is worth noting that essays need not begin with greetings such as こんにちは or お元気ですか. Candidates could instead open with a more purposeful sentence, for example, 学校をそつぎょうした後何をするつもりですか, which would save time and enhance relevance.

Overall, candidates are advised to avoid repeating the same sentence structures and instead aim to demonstrate a wider range of grammatical patterns to showcase their knowledge more effectively.