

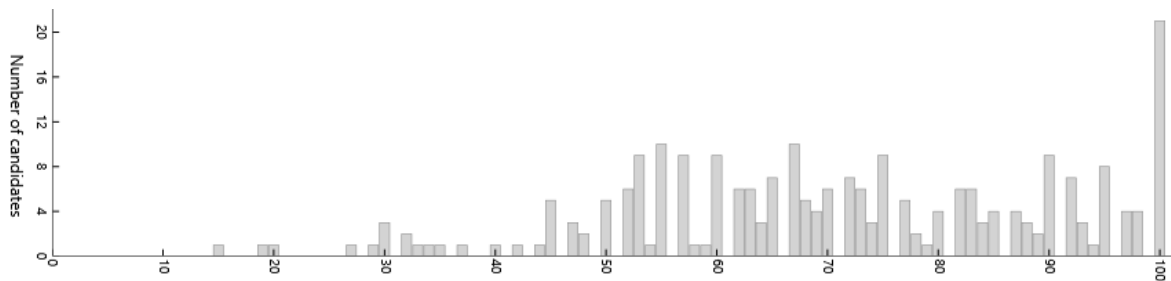


Summary report of the 2022 ATAR course examination report: Japanese: Second Language

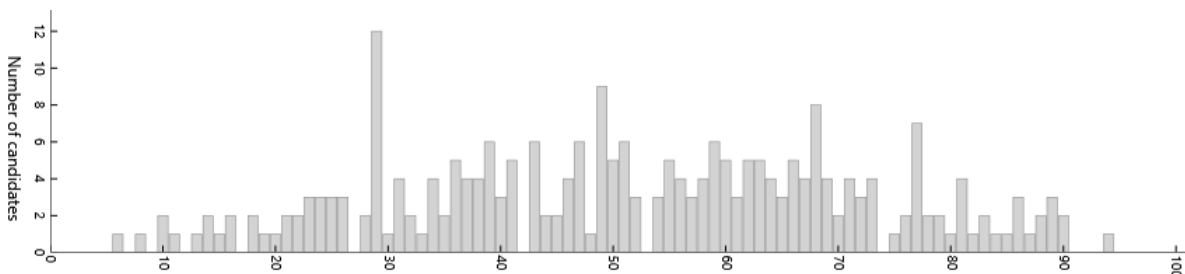
Year	Number who sat all examination components	Number of absentees from all examination components
2022	243	3
2021	264	3
2020	287	3
2019	277	2

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

Examination score distribution—Practical



Examination score distribution—Written



Summary

Candidates completed a practical and written examination. The practical examination consisted of two sections, Discussion prompted by stimulus (35%) and Conversation (65%). The written examination consisted of three sections, Response: Listening (30%), Response: Viewing and reading (40%) and Written communication (30%).

A total of 247 candidates attempted the practical component with a mean of 70.86%. The written examination was attempted by 250 candidates with a mean of 51.54%.

Practical examination

Attempted by 247 candidates Mean 70.86% Max 100.00% Min 15.25%

Section means were:

Part B: Discussion prompted by stimulus	Mean 70.87%		
Attempted by 247 candidates	Mean 24.80(/35)	Max 35.00	Min 7.00
Part C: Conversation	Mean 70.85%		
Attempted by 247 candidates	Mean 46.05(/65)	Max 65.00	Min 6.50

Written examination

Attempted by 250 candidates Mean 51.54% Max 93.58% Min 5.61%

Section means were:

Section One: Response: Listening	Mean 48.73%		
Attempted by 250 candidates	Mean 14.62(/30)	Max 29.36	Min 1.28
Section Two: Response: Viewing and reading	Mean 50.00%		
Attempted by 250 candidates	Mean 20.00(/40)	Max 36.77	Min 0.65
Section Three: Written communication			
Part A: Stimulus response	Mean 56.20%		
Attempted by 248 candidates	Mean 6.74(/12)	Max 12.00	Min 0.00
Section Three: Written communication			
Part B: Extended response	Mean 56.51%		
Attempted by 247 candidates	Mean 10.17(/18)	Max 18.00	Min 0.00

General comments

Overall, the majority of candidates were well prepared for the examination and demonstrated a good understanding of the Japanese language covered in the course.

Practical examination

Candidates were well prepared and engaged confidently with the discussion and conversation. Comprehension was excellent for most of the questions. The majority of candidates attempted to produce extended responses with a good range of grammar structures and relevant information. Some candidates relied heavily on their pre-prepared responses and were unable to articulate or modify them according to the questions asked. Some simple follow up question words were not managed well, including *どのぐらい* (how long), *どうやって* (how), *いくらぐらい* (about how much), *いつごろ* (when) and *何人* (how many). Speech was of good quality, though the pronunciation of *katakana* words needed further work. The most salient issue was the incorrect use of verb tense. Many candidates were not communicating in the past tense appropriately. Conjugation of adjectives was a common problem.

Other weaknesses in grammar accuracy included:

- Using *～によると...～そう* when not appropriate, and/or forgetting *そう* at the end.
- Incorrect use of:
 - *し～し*, when it should have been *～たり～たり*
 - *のに*, when it should have been *けど、けれど*
 - *てほしい*, when *～たいです* should have been used
 - *みたい*, used when talking about themselves
 - *しまう* and *～こまる*, not using *て* form of verb correctly
 - *かどうか*, used with a question word
 - *しか*, failing to use the negative tense ending
 - *ために*, when it should have been *～ように* or vice versa.

Advice for candidates

- Make sure your stimulus is clearly relevant to the topic of your choice.
- State your topic first when introducing your stimulus item, with a phrase such as: 今日 *<your topic>* e.g. *アルバイト* *>* について話します.
- Provide a succinct introduction on the stimulus within your topic. Do not attempt to cover more than one topic.
- Listen carefully to the questions before rushing in with your responses.

- Try to produce extended responses within the context of discussion/conversation. Keep in mind that presenting a lengthy monologue/speech is not the aim of this examination.
- Develop skills to manage unexpected questions and modify your prepared responses according to the questions being asked.
- Work on verb tense. Use past tense consistently and correctly.
- Do not pass your personalised timetables to the markers.

Advice for teachers

- Provide opportunities for students to practise verb tense, especially past tense. Ensure that students are familiar with the transition from Part B to Part C, and respond appropriately to the question *ほかに何かいいたい事はありますか* and *今年、日本語のクラスでは何を勉強しましたか*.
- Encourage students to listen to questions carefully and directly respond to the question first, before expanding on their response or producing rephrased responses.
- Prepare students for unexpected questions so that they can modify their prepared responses if necessary.
- Provide clear guidance on a stimulus item. Ensure that it relates to the topic of their choice. Advise students to open their stimulus introduction stating the topic, and focus on the topic throughout the discussion that follows.
- Remind students that a lengthy monologue type response is not the aim of this examination.
- Remind students not to pass their personalised timetables to the markers.

Written examination

The written examination proved to be challenging for many candidates. In Section One, candidates commonly did not achieve a mark when missing one piece of required information or providing incorrect interpretation of one word/s in a question. In Section Two, considering the context would have helped to achieve better interpretations with some responses. Some candidates seemed unfamiliar with a table question type, recording answers in the wrong spot or not attempting some questions in the tables. In Section Three, candidates had problems addressing all the content points of the question. Incorrect tense was a major issue across Sections Two and Three. Legibility was also an issue.

Advice for candidates

- Read the questions carefully and ensure you provide all the pieces of information required in your responses succinctly.
- Make sure you consider the context when translating. Proofread your English so that the sentences and intended meaning make sense. Check your spelling.
- Be familiar with all the question formats specified in the examination design brief.
- Practise writing in past tense.
- Avoid common grammatical errors (see the Section Three of this report).
- Work on writing in Japanese. Try to achieve good relevance.

Advice for teachers

- Provide students with opportunities to practise different question formats, not limited to short answer.
- Encourage students to take extra care when reading the question so that they understand what information is required and avoid missing one vital piece of information.
- Remind students of the importance of proofreading their English translations. Their responses must be logical in English and appropriate to the context.
- Ensure students are familiar with table type questions and write their answers in the correct location.

- Ensure students have ample opportunities to practise past tense.
- Provide guidance on writing practices, helping students to improve skills to understand what is required and relevant to the question.

Comments on specific sections and questions

Practical examination

Part B: Discussion prompted by stimulus (20 Marks)

Most candidates were familiar with the procedures and were able to respond to questions appropriately. Some common issues were not identifying the topic of their speech clearly, not referring to their stimulus item in their speech and having a stimulus item not relevant to their speech. Unexpected questions posed a challenge to some candidates and affected the flow of the discussion.

Part C: Conversation (20 Marks)

Overall, candidates demonstrated strong competence in their conversation with a good understanding of the requirements. Commendable efforts were made to maintain a conversation with extended responses. However, candidates were typically unable to manage unexpected questions well and often provided simple responses. Articulating their responses beyond rote-learning was a challenge for many. With some candidates, excessive use of unit grammar structures in a response led to an unnatural conversation.

Written examination

Section One: Response: Listening (47 Marks)

Many candidates lost a mark for not producing one vital piece of information or lacking accuracy in their responses. In some cases, key grammar structures were not explicitly interpreted.

Section Two: Response: Viewing and reading (62 Marks)

For many responses, which required the past tense, candidates responded in future tense. Overuse of 'they' led to confusion, as it was not clear who the response was referring to. Plain form verb そう versus stem of the verb そう was problematic throughout this section.

Some other common kanji/vocabulary errors and misinterpretations included:

- 木 versus 本
- 寺 versus 神社
- 薬 versus 草
- 体 versus 薬
- 体 interpreted as 'hair'
- 昼 versus 朝 versus 晩
- 薬 versus 茶
- かぼちゃ confused with kombucha tea or even with 墓地 (a cemetery)
- 夜 12 時ごろ interpreted as 12 pm
- て form ほしい versus stem たい errors, especially in Text 9.

Section Three: Written communication Part A: Stimulus response (15 Marks)

Most candidates did not relate their response to the stimulus text in its entirety, and only responded to the questions the sender asked. Many candidates did not formulate a response to the whole stimulus text.

Section Three: Written communication Part B: Extended response (25 Marks)

Many candidates did not address all of the content points and included some irrelevant information. Incorrect tense was a major issue. Some candidates did not indicate which topic they had chosen by ticking their choice. The convention of text for an 'article' was very well addressed, with almost all candidates including a title and an author. However, some candidates included 'greetings' at the start such as こんにちは (hello) and concluded with 'Thank you for reading' which were not appropriate. The requirement on length was generally observed.

Other common issues in Section Three included:

- using the potential form with **ために**
- using 'Potential ように' where it should have been '～するために,' for example,
 - incorrect: 学校に行けるようにこうきょうこうつうきかんを使う
 - correct: 学校に行くために
 - incorrect: ゲームができるように、お金を使う
 - correct: ゲームを買うために
 - incorrect: 英語が上手になれるように
 - correct: 英語が上手になるために or 英語が上手に話せるようになるために
- using **なれる** incorrectly
e.g. Incorrect 買えるようになれる Correct: 買えるようになる
- using **について** with a verb
e.g. Incorrect: 車で学校に行くについて Correct: 学校に行く事について
- problems with particles e.g. Incorrect バスに乗る Correct: バスに乗る
- problems with **～しまう・こまる** (not joining with the **て** form verb)
- using **～てほしい** when talking about themselves (it should have been **たい**).
- problems with **～かどうか** versus Question Word + **か**
- problems with **～し～し** versus **～たり～たり**.