

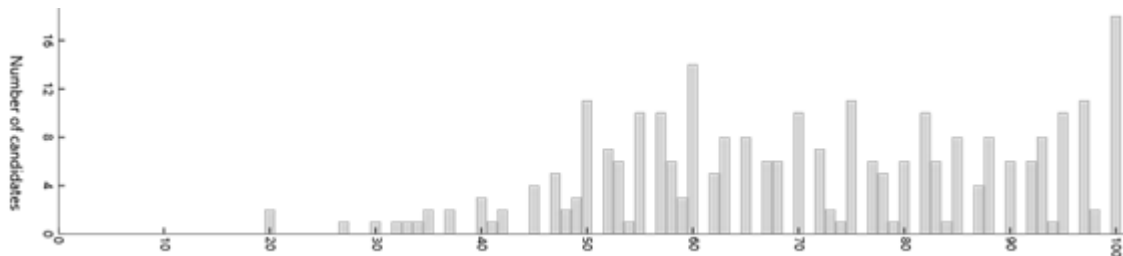


Summary report of the 2024 ATAR course examination report: Japanese: Second Language

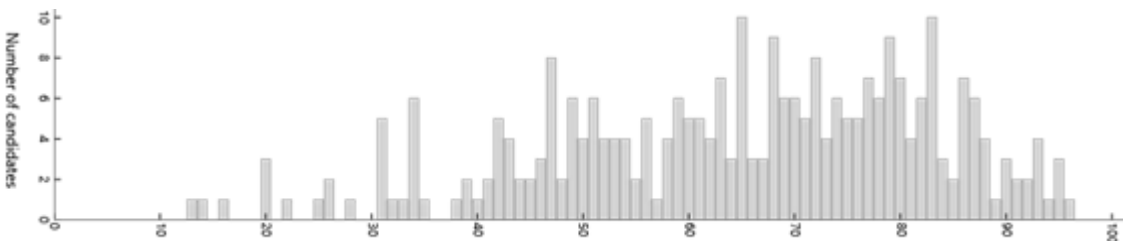
Year	Number who sat all examination components	Number of absentees from all examination components
2024	280	2
2023	244	1
2022	243	3
2021	264	3

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 280 candidates attempted the practical component with a mean of 70.99%. The written examination was attempted by 285 candidates with a mean of 64.42%.

Practical examination

Attempted by 280 candidates Mean 70.99% Max 100.00% Min 20.00%

Section means were:

Part B: Discussion prompted by stimulus	Mean 70.64%		
Attempted by 280 candidates	Mean 24.72(/35)	Max 35.00	Min 7.00
Part C: Conversation	Mean 71.18%		
Attempted by 280 candidates	Mean 46.27(/65)	Max 65.00	Min 13.00

Written examination

Attempted by 285 candidates Mean 64.42% Max 96.16% Min 13.07%

Section means were:

Section One Response: Listening	Mean 63.15%		
Attempted by 285 candidates	Mean 18.95(/30)	Max 29.38	Min 2.50
Section Two Response: Viewing and reading	Mean 68.80%		
Attempted by 285 candidates	Mean 27.52(/40)	Max 39.38	Min 3.12
Section Three Written communication			
Part A: Stimulus response	Mean 58.91%		
Attempted by 276 candidates	Mean 7.07(/12)	Max 12.00	Min 0.00
Section Three Written communication			
Part B: Extended response	Mean 60.48%		
Attempted by 281 candidates	Mean 10.89(/18)	Max 18.00	Min 0.00

General comments

Practical examination

Overall, the majority of candidates performed well and demonstrated their active engagement in the discussion and conversation. Comprehension was excellent. Many candidates took the opportunity to expand their responses, incorporating the required grammar structures. Reliance on prepared responses was not effective at times as some candidates were unable to modify the responses according to the questions asked. Tense errors and incorrect application of particles were evident.

Other weakness included:

- not using から/ので/んです when responding to a why question
- incorrectly joining adjectives
- using によると but forgetting そう at the end
- overuse of ~し~し, when it should have been ~たり~たり
- のに, when けど/けれど should have been used
- ~てほしい, when it should have been たい or vice versa
- using みたい when talking about themselves
- ために, when it should have been <potential form+> ように
- overuse or incorrect application of てしまう
- not using volitional form with よてい
- しか, forgetting to add the negative tense ending
- かどうか, incorrectly adding a question word
- だ, incorrectly used with から/と思う/と言う
- overuse or incorrect application of だけではなく
- incorrect application of 事 vs 物。

Advice for candidates

- Ensure your stimulus item is appropriate for the practical examination and relevant to the speech topic of your choice. Consider the print quality if you are using a photograph.
- Provide some detail in your speech relating to your stimulus item so that appropriate questions can be generated by the marker.
- State your topic at the beginning of your speech. Use a phrase such as:
今日は<Topic>について話します (Today, I'm going to talk about <topic>).

- Ensure you are familiar with the transition from Part B to Part C. You will be asked ほか
に何かいいたいことがありますか (Do you have anything else you would like to add?) at
the end of Part B, and 今年、日本語のクラスで何を勉強しましたか (What/what topics
did you study in Japanese this year?) at the beginning of Part C.
- Be ready to modify your prepared responses according to the questions asked. Listen
carefully to the questions before rushing in with your rehearsed responses.
- Practise using past tense in your responses.
- Develop skills to handle unexpected questions.

Advice for teachers

- Ensure students are familiar with the examination procedures including transition from
Part B to Part C.
- Provide clear guidance in choosing a stimulus item.
- Advise students to state their topic first when introducing their stimulus item and focus on
one topic in their speech. The topic covered in Part B must be avoided in Part C.
- Ensure the speech has some detail so that candidates receive adequate questions.
Consider asking students to generate a list of possible questions they think they may be
asked about their stimulus item.
- Encourage students to incorporate a greater range of vocabulary in their conversation.
- Remind students that they may need to modify their prepared responses.
- Provide strategies for students to handle unexpected questions.
- Provide ample opportunities for students to practise verb past tense.

Written examination

Candidates were successful in producing quality answers across the three sections with sound results. Most candidates demonstrated a good understanding of the required grammar structures, expressions and kanji. In Sections One and Two, some candidates missed or misinterpreted one piece of information. Some responses could have been improved by considering the context. Organising information for a table question type proved challenging for some candidates. In Section Three, candidates had difficulty addressing all the content points of the question. Inappropriate use of tense was the major issue.

Advice for candidates

- Read all questions carefully and understand what information is required.
- Consider the context of the text when translating. Check your spelling of English words in
your responses.
- Try to use your time effectively in the viewing/reading sections so that you have enough
time for the writing sections.
- Be mindful of the verb tense when responding in Section Two. Practise writing in past
tense for Section Three.
- Address every dot point in the writing section.

Advice for teachers

- Provide students with ample opportunities to practise listening to Japanese texts and
speakers.
- Ensure that your students are familiar with common grammatical errors and help them
avoid the same mistakes.
- Provide students with activities that reinforce their understanding of past tense.
- Remind students of the importance of considering the context of the Japanese texts and
reviewing their responses accordingly so they flow naturally and logically.
- Encourage students to pay close attention to the instructions given in the questions and
follow them when responding.
- Provide writing practice so that students are able to address the required points clearly
and organise their writing coherently.

Comments on specific sections and questions

Practical examination

Part B: Discussion prompted by stimulus (20 Marks)

Candidates were well prepared and familiar with the requirements. Most speeches were well delivered, and most candidates brought an appropriate stimulus item. Some candidates did not identify their topic clearly at the beginning of their speech. A few candidates experienced difficulties in unprepared or spontaneous questions. Some candidates did not use a suitable range of grammar.

Part C: Conversation (20 Marks)

Candidates engaged in the conversation confidently and made an excellent effort to produce extended responses. Many candidates incorporated a wide range of Unit 3 and 4 grammatical structures into their responses. Some mentioned the topic they had already covered in Part B. While comprehension was excellent, some candidates were unable to produce a complete response or faded out toward the end of a sentence. There was a large discrepancy between the memorised responses and the spontaneous replies to unexpected questions.

Written examination

Section One Response: Listening (48 Marks)

Performance was satisfactory. Candidates often did not achieve full marks due to omitting a vocabulary item, misunderstanding a grammar structure or not producing the grammar structure such as potential form. Numbers were generally interpreted correctly. There were misspellings in English.

Section Two Response: Viewing and reading (64 Marks)

Candidates performed very well, demonstrating their reading comprehension skills. For some questions the grammar structures and/or kanji were misinterpreted. Some information was omitted when several words were required. Interpreting numbers was a challenge for some candidates.

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

Some candidates did not relate their response to the stimulus text in its entirety. The stimulus material contained three questions. Some candidates only addressed one of the questions in their blog post.

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

A significant number of candidates did not use past tense when referring to their past experiences. Most candidates were familiar with the text type 'article', though a small number of candidates overused exclamation marks.