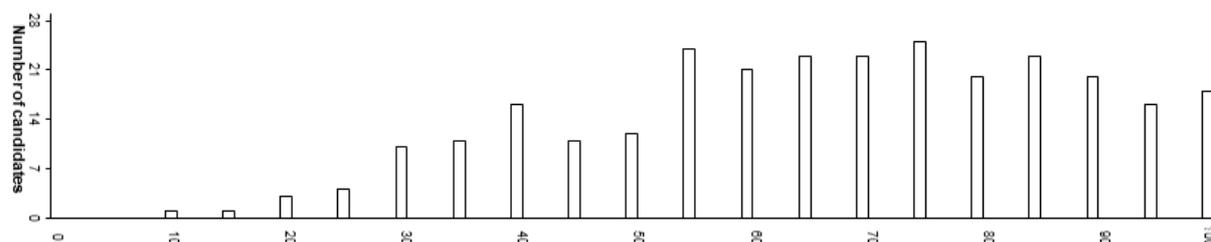




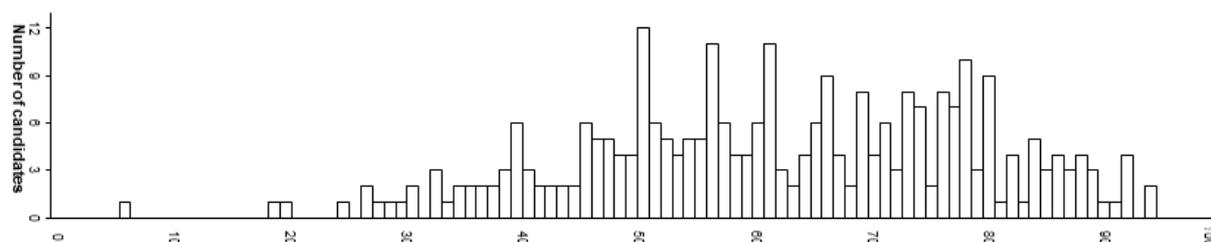
## Summary report for candidates on the 2015 WACE examination in Japanese: Second Language Stage 3

Year	Number who sat all examination components	Number of absentees from all examination components
2015	282	7
2014	197	1
2013	256	2

### Examination score distribution - Practical



### Examination score distribution - Written



### Summary

Candidates completed a practical (oral) and a written examination. The practical (oral) examination was weighted at 25% and the written examination weighted at 75%.

#### Practical examination

The practical (oral) examination consisted of two parts, with only Part B: Stimulus item and conversation examinable. It was attempted by 282 candidates. The mean for the practical (oral) examination was 66.81%, with scores ranging from a maximum of 100% to a minimum of 10%.

#### Written examination

The written examination consisted of three sections with candidates required to attempt all questions in Sections One and Two. In Section Three candidates were required to complete one compulsory question and to choose one of the other two questions. The written examination was attempted by 287 candidates and had a mean of 62.68%. Candidate scores for the written examination ranged from a minimum of 5.65% to a maximum of 95.43%.

### General comments

#### Practical examination

The candidates were familiar with the format and generally had a good understanding of the course content although some candidates mentioned topics that are no longer in the syllabus, such as 'computers' and 'social media'.

It was noted that many candidates took questions as their stimulus and gave a long speech responding to the stimulus. Often those candidates did not understand the questions

completely and produced Japanese sentences irrelevant to the questions. These sentences may have had sophisticated grammar and expressions but the pronunciation and fluency did not match the level of the expressions.

#### *Advice for candidates*

- Listen carefully to the question and have a conversation. It is good to expand the answer, but do not give a long speech. Look at the interviewer and try to communicate.
- Make use of the Internet and other material, and listen to speeches at a natural speed as much as possible. You don't need to understand the whole speech, but try to pick up a few familiar words. You can also try to dictate some parts of the speech, repeat, or even speak at the same time.
- It's good to use fillers such as ええと or あのう but do not over use them.

#### **Written examination**

Legibility continues to be a problem. The problem of English is more prevalent than last year. Poorly constructed sentences with spelling errors were commonly seen not only among English as a Second Language candidates but also those whose first language is English.

#### *Advice for candidates*

- Answers should be written with someone to read them in mind. Write carefully and make sure your writing is legible and dark/large enough.
- Pay attention to the tense in the text (Japanese) and in the question (English).
- Read instructions carefully, know what is being asked, and give precise answers without translating the whole paragraph.
- Pay attention to the function of grammar (e.g. なる indicates a change).

#### **Comments on specific sections and questions**

##### **Practical examination**

##### **Part B: Stimulus item and conversation**

Attempted by 282 Candidates

Mean 16.70(/25)

Max 25.00

Min 2.50

The wrong use of ~し~し, which was observed frequently last year, was not prevalent this year. Instead, ~たり~たり was used effectively. However, this error was still common in the extended writing section of the Written examination.

The most notable error this year was 'のに'. It was used to mean 'but' where が, でも or けれども is more appropriate. For example, 私は日本語が好きなのに、数学は好きではありません。(I like Japanese, but I don't like math.) As the second clause is not something unexpected, from the first clause, が (でも、けれども) should be used instead of のに. 私は日本語が好きですが、数学は好きではありません。Here are some indications of how to use 'のに'. 'のに' is used to describe a situation/event that is contrary to what is expected from the first clause. For example, 私はいっしょけんめい勉強したのに、しけんではいいてんがとれませんでした。(Although I studied hard, I could not receive good marks in the examination.) There are cases where either のに or が can be used, but if のに is used emotions like 'surprise', 'disappointment', 'dissatisfaction', or 'frustration' are expressed. が (でも、けれども) describes two contradicting facts without such emotions.

Comprehension	Mean 3.12(/4)	Max 4	Min 1
Response (relevance and depth of information)	Mean 3.19(/5)	Max 5	Min 0
Language range (vocabulary and grammar)	Mean 2.53(/4)	Max 4	Min 0
Language accuracy (grammar)	Mean 2.26(/4)	Max 4	Min 0
Speech (flow, pronunciation and intonation)	Mean 2.27(/3)	Max 3	Min 1

## Written examination

### Section One: Response (Listening and responding)

Attempted by 287 Candidates                      Mean 15.77(/25)      Max 25.00      Min 3.57

Comprehension was good generally, with the mean being higher than last year. Many candidates lost marks for making small grammar errors e.g. 'seems' or 'appears' in Question 2.

Candidates tended to add much more information than required. As long as the correct answers were included, they were accepted; what was added was often not in the text. Also there were many cases when extraneous information was given without the necessary information.

Comprehension was good generally but many candidates often translated the whole paragraph that was related to the question without answering explicitly. For example, for Question 1: 'Does Takeshi think the ball is a special occasion? Explain your answer.' Many failed to answer 'No' but gave a long explanation. Also for Question 25 'What skill does the author want to improve in Australia?' many explained what difficulties the author had without mentioning any skills.

Names such as Mirai Ginko (Mirai Bank) or Odori Koen (Odori Park) were often translated into English (i.e. Future bank, Big street park), which was unnecessary. (Those name translations were not penalised.)

Some careless assumptions (e.g. コンピューター/computer =laptop; 留学/study overseas = exchange) led to loss of marks.

### Section Two: Response (Viewing, reading and responding)

Attempted by 287 Candidates                      Mean 19.40(/30)      Max 29.29      Min 0.00

Errors in tense were seen in various questions.

One to one translations of grammar items were often observed. The most prominent was ~し~し translated as 'not only'. Although this is not wrong depending on the context, it is missing the core meaning of listing without any emphasis or assumption. The elements are given in parallel with each other in no particular order.

### Section Three: Written communication

Attempted by 287 Candidates                      Mean 11.84(/20)      Max 19.33      Min 0.67

Candidates need to take greater care in reading the question/instruction. Many failed to indicate which questions they were answering for the extended writing, and some failed to follow the instructions and wrote in a wrong style (formal/plain). Also, many failed to meet the required length or produced longer pieces of writings.

Question 36 (Speech) is not the type often practised at school, but the majority of the candidates chose this out of the choice of two questions. The topic for Question 36 was Future, which was the most recent topic, and for Question 37 was Travel, which was introduced at the beginning of the year. Neither required more difficult concepts than the other. Future was more popular probably because the candidates could write about themselves although they were required to write other possibilities. Many candidates who chose this topic actually failed to discuss the possible paths that Australian high school leavers can take. It appears that many candidates prefer to write about themselves, but not other issues.

Generally, a wide range of Stage 3 grammar was used and kanji production has improved. However, many candidates had problems making their writing flow. Necessary conjunctions and vocabulary items were missing.