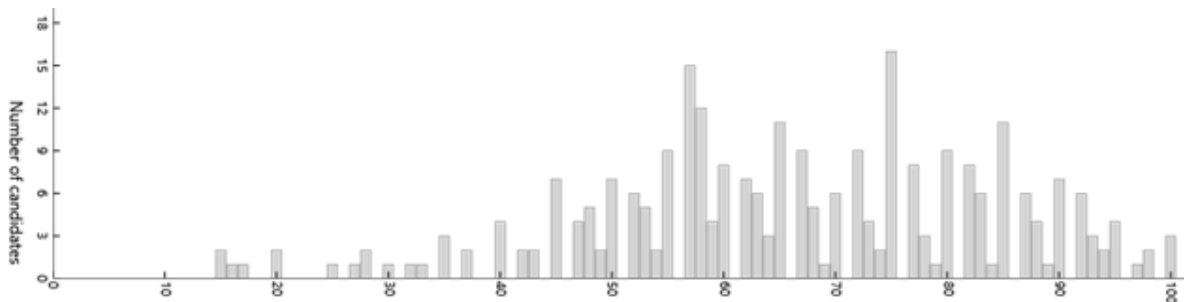




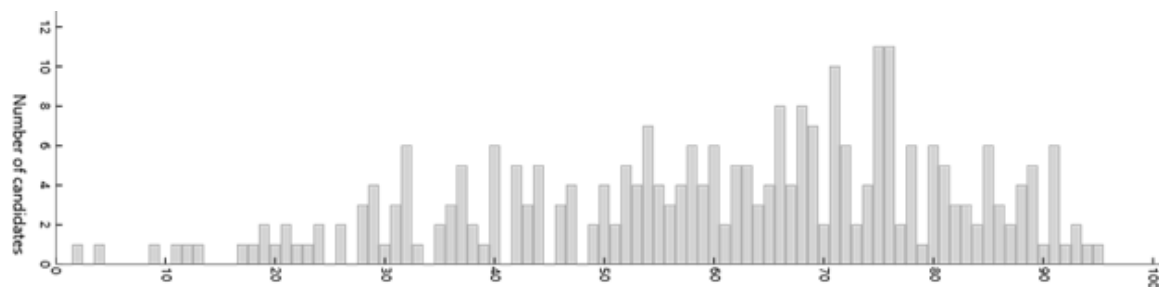
Summary report of the 2019 ATAR course examination: Japanese: Second Language

Year	Number who sat all examination components	Number of absentees from all examination components
2019	277	2
2018	315	3
2017	250	1
2016	285	5

Examination score distribution–Practical



Examination score distribution–Written



Summary

Candidates completed a practical and written examination. The practical examination consisted of two examinable sections called 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 277 candidates attempted the practical component with a mean of 65.98%. The written examination was attempted by 279 candidates with a mean of 60.21%.

Practical examination

Attempted by 277 candidates Mean 65.98% Max 100.00% Min 15.00%

Section means were:

Part B: Discussion prompted by stimulus Mean 65.83%
Attempted by 277 candidates Mean 23.04(/35.00) Max 35.00 Min 0.00

Part C: Conversation Mean 66.06%
Attempted by 277 candidates Mean 42.94(/65.00) Max 65.00 Min 9.75

Written examination

Attempted by 279 candidates Mean 60.21% Max 95.30% Min 1.91%

Section means were:

Section One: Response: Listening	Mean 61.87%
Attempted by 279 candidates	Mean 18.56(/30.00) Max 29.36 Min 0.64
Section Two: Response: Viewing and reading	Mean 59.30%
Attempted by 279 candidates	Mean 23.72(/40.00) Max 38.18 Min 0.00
Section Three: Written communication Part A: Stimulus response	Mean 58.83%
Attempted by 273 candidates	Mean 7.06(/12.00) Max 12.00 Min 0.00
Section Three: Written communication Part B: Extended response	Mean 62.34%
Attempted by 274 candidates	Mean 11.22(/18.00) Max 18.00 Min 0.72

General comments

Candidates were familiar with the examination procedures. The majority of candidates demonstrated a sound knowledge of the Japanese language required in the course, and made an effort to provide extended responses in both the practical and written examinations. Some candidate responses contained unnecessary information that impeded meaning or failed to address the finer details of a question.

Candidates were well prepared for the practical examination. Most candidates were able to comprehend questions and attempted to engage actively in discussion/conversation. Grammar accuracy such as verb tense or particles continued to be a challenge. Some candidates did not state the topic of their choice clearly when introducing their stimulus item. While candidates were encouraged to produce extended responses, some failed to provide a direct answer to the question before extending their response, or produced an extended response that was mostly or partially irrelevant to the question.

In the written examination, candidates showed a good understanding of grammar structures and vocabulary. Time management appeared to have improved considerably compared to previous years. Candidates performed well in Section One. Some responses in English were worded poorly as candidates were translating the Japanese texts too hastily and not reviewing their response. In Section Two, most candidates managed to produce relevant responses. However, some candidates had difficulty understanding the link between sentences. It was pleasing to see that every candidate wrote in the appropriate register in Section Three. Some candidates did not address all the criteria stated in the stimulus/questions, whereas other candidates were unprepared for the text type 'letter'. Tense was a major problem for many candidates.

Practical examination

Advice for candidates

- In Part B, first state what topic you are going to talk about. This will ensure that the topic of your choice is understood by markers. You can use a phrase such as:
きょうは<e. g. アルバイト>について話します。
私のトピックは<e. g. アルバイト>です。
きょうは<e. g. アルバイト>のトピックについて話そうと思います。
- Choose your stimulus carefully.
- Keep your introduction of the stimulus within the duration specified so that you have enough time for the discussion that follows.

- Listen to questions carefully and avoid rushing in with a response.
- Make sure that you directly respond to the question first. You can then expand your response if appropriate.
- Develop strategies for unexpected questions. Learn how to demonstrate what you understand from the question or how to clarify a word you do not understand, without relying on English.
- Speak clearly so that markers can hear what is being said.
- Be attentive to tense in a question.

Advice for teachers

- Candidates should open their stimulus introduction with a statement indicating their topic of choice. This will help markers to ask appropriate questions in the discussion that follows.
- Provide guidance in choosing an appropriate stimulus item.
- Advise your students to keep their stimulus introduction within one minute so that they have appropriate time for the discussion.
- Encourage your students to directly respond to the question first, before expanding on their response.
- Students need to be reminded that the discussion/conversation is different to a speech/monologue, and providing excessive information without being asked is not necessarily successful communication.
- Encourage your students to listen to the whole question carefully before responding, not only a familiar key word in the question.
- Students should be advised on different ways to handle unexpected questions in Japanese.

Written examination

Advice for candidates

- Make sure your response, whether in English or Japanese, is legible. The quality of your handwriting is important.
- Take care when erasing or crossing out your responses.
- Pay close attention to the instructions given in questions. Review your responses carefully, as they may be missing some vital information or providing information that is not relevant/necessary.
- In Sections One and Two, read over your responses and make sure they flow naturally in English and make sense.
- Be mindful of tense in questions, and respond appropriately.
- Develop skills to understand the link between sentences.
- Practise the use of the relative clause.
- In Section Three, use the information provided in the stimulus/questions fully and refer to it very clearly in your response.

Advice for teachers

- Remind your students of the importance of legibility.
- Some candidates missed one vital word in their response and failed to receive full marks. Encourage your students to pay greater attention to the instructions given in questions.
- Emphasise to your students that they need to provide sufficient information in their responses and that lengthy responses can often impede meaning.
- It is essential that candidates' responses flow naturally and are logical in English. Teach your students the importance of reviewing their responses.
- Provide training on tense.
- Students should be encouraged to practise understanding the link between sentences in Japanese texts.

- A number of candidates had difficulty understanding a sentence with a relative clause. Make sure your students are familiar with how relative clauses are used and translated.
- Remind your students that it is important to refer to all the questions in the stimulus in their written responses.

Comments on specific sections and questions

Practical examination

Part B: Discussion prompted by stimulus (20 Marks)

Generally, candidates were prepared well for this section. Most candidates delivered an appropriate introduction of their stimulus item. Some candidates needed to make the topic of their stimulus clearer. It was a challenge for some candidates to respond appropriately to unexpected questions.

Part C: Conversation (20 Marks)

The majority of candidates were familiar with the topics covered and well-prepared to provide extended answers with appropriate grammar structures. Some candidates delivered prepared responses without first providing a direct answer to the question.

Written examination

Section One: Response: Listening (47 Marks)

Generally, this section was done well, with most candidates attempting all questions. Some candidates missed a required vocabulary item and were unable to achieve full marks. Candidates needed to word their responses appropriately to convey accurate meaning. Understanding the 'time and day of the week' was a challenge for a number of candidates.

Section Two: Response: Viewing and reading (66 Marks)

Some candidates had difficulty understanding the link between sentences. Correct use of tense continued to be a problem. Some responses contained unnecessary information, which sometimes impeded meaning. Candidates needed to check their responses as some confused words such as 'whether' with 'weather'.

Examples of Kanji concerns were as follows:

- 父、 姉、 洋室、 番、 部屋、 明るい、 読書、 長い、 勉強、 京都

Some examples of grammar and vocabulary concerns were as follows:

- Confusion between *みたい* and *てformみる*
- Confusion between *みたい* and (plain form+) *そう*
- Confusion between *きれい* and *きれい*

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

Every candidate wrote in the appropriate register in the written responses. Tense was a major problem for many candidates.

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

Some candidates did not indicate their choice with a tick for Questions 34 or 35. Candidates needed to address all the criteria stated in the questions. Many candidates had difficulties producing the appropriate/correct convention of the 'letter' text type.