## Contents

### 2 Unit Z (Accelerated Level)

<table>
<thead>
<tr>
<th>Section</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking Skills Examination</td>
<td>30</td>
</tr>
<tr>
<td>Paper 1 - Processing Spoken Information</td>
<td>30</td>
</tr>
<tr>
<td>Paper 2 - Processing Written Information</td>
<td>30</td>
</tr>
<tr>
<td>Paper 3 - Writing in Japanese</td>
<td>10</td>
</tr>
</tbody>
</table>

### 2/3 Unit (Common)

<table>
<thead>
<tr>
<th>Section</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and Speaking Examinations</td>
<td>22</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>20</td>
</tr>
<tr>
<td>Speaking Skills</td>
<td>20</td>
</tr>
<tr>
<td>Option Paper - Tourism</td>
<td>15</td>
</tr>
<tr>
<td>Written Examination</td>
<td>36</td>
</tr>
<tr>
<td>Section I - Reading Skills</td>
<td>20</td>
</tr>
<tr>
<td>Section II - Writing Skills</td>
<td>25</td>
</tr>
<tr>
<td>Section III - Options - Literature and Film</td>
<td>15</td>
</tr>
</tbody>
</table>

### 3 Unit (Additional)

<table>
<thead>
<tr>
<th>Section</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and Speaking Examinations</td>
<td>59</td>
</tr>
<tr>
<td>Speaking Skills</td>
<td>10</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>10</td>
</tr>
<tr>
<td>Written Examination</td>
<td>64</td>
</tr>
<tr>
<td>Section I - Reading Skills</td>
<td>10</td>
</tr>
<tr>
<td>Section II - Writing Skills</td>
<td>10</td>
</tr>
<tr>
<td>Section III - Prescribed Text</td>
<td>10</td>
</tr>
</tbody>
</table>

### 2 Unit (for Background Speakers)

<table>
<thead>
<tr>
<th>Section</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Examination</td>
<td>73</td>
</tr>
<tr>
<td>Section I - Reading Skills</td>
<td>50</td>
</tr>
<tr>
<td>Section II - Writing Skills</td>
<td>50</td>
</tr>
</tbody>
</table>
2 Unit Z (Accelerated Level)

Speaking Skills Examination (30 marks)

Part A    Report and Conversation
Most candidates were generally well prepared with their report and props. A small number of candidates were not aware that they had to memorise their report.

Even the weaker candidates managed to provide reasonable reports although they subsequently failed to respond to questions asked by the examiner.

Good candidates excelled in their reports and managed the conversation well.

Candidates are advised to keep to the time limit of 1-2 minutes for the report.

Part B    Role Play
A significant number of candidates had the confidence and training to take the initiative and be in control of the conversation, ie they introduced their chosen situation well and gave relevant answers of reasonable length.

The weaker candidates gave short, staggered answers to the question. Weaker responses were often in the wrong tense. Candidates must listen carefully to the tense of the question and respond appropriately.

Candidates were rewarded for using advanced structures in both the Report and Conversation and Role Play, providing detailed answers, taking control of conversation/role play with appropriate answers/questions.

Problem Vocabulary Items

itsu desu
doo desu ka
dono gurai kakarimasu ka
Nan de ikimasu ka
chikai desu ka
toii desu ka
shigoto
dare to isshoni.
# JAPANESE 1999

## ACCELERATED (2 Unit Z) COURSE

<table>
<thead>
<tr>
<th>CENTRE NUMBER</th>
<th>STATE / TERRITORY</th>
<th>STUDENT / REGISTRATION NUMBER</th>
</tr>
</thead>
</table>

## PART A
### REPORT & CONVERSATION

<table>
<thead>
<tr>
<th>ASSESSMENT CRITERIA</th>
<th>INDICATORS</th>
<th>AUTHORITY NOTATION / MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The ability to give information on the topic of the prepared report</strong></td>
<td>High*</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium*</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>No Evidence</td>
<td>NE</td>
</tr>
<tr>
<td><strong>The ability to respond to questions on the topic</strong></td>
<td>High*</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium*</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>No Evidence</td>
<td>NE</td>
</tr>
<tr>
<td><strong>The capacity to respond to questions and sustain conversation in a relevant way, and willingness and capacity to go beyond a minimal response</strong></td>
<td>High*</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium*</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>No Evidence</td>
<td>NE</td>
</tr>
<tr>
<td><strong>Clarity of expression, including accuracy in the use of linguistic elements</strong></td>
<td>High*</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium*</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>No Evidence</td>
<td>NE</td>
</tr>
<tr>
<td><strong>Pronunciation, including sounds, phrasing and intonation; knowledge of cultural appropriateness in the interaction</strong></td>
<td>High*</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium*</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>No Evidence</td>
<td>NE</td>
</tr>
<tr>
<td><strong>Ability to handle difficult structures well</strong></td>
<td>High*</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium*</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>No Evidence</td>
<td>NE</td>
</tr>
</tbody>
</table>

## PART B
### ROLE PLAY

<table>
<thead>
<tr>
<th>ASSESSMENT CRITERIA</th>
<th>INDICATORS</th>
<th>AUTHORITY NOTATION / MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The capacity to present and convey information</strong></td>
<td>High*</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium*</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>No Evidence</td>
<td>NE</td>
</tr>
<tr>
<td><strong>Variety and appropriateness of vocabulary and sentence structure</strong></td>
<td>High*</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium*</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>No Evidence</td>
<td>NE</td>
</tr>
<tr>
<td><strong>Clarity of expression, including accuracy in the use of linguistic elements</strong></td>
<td>High*</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium*</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>No Evidence</td>
<td>NE</td>
</tr>
<tr>
<td><strong>Pronunciation, including sounds, phrasing and intonation; knowledge of cultural appropriateness in the interaction</strong></td>
<td>High*</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium*</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>No Evidence</td>
<td>NE</td>
</tr>
<tr>
<td><strong>Ability to handle difficult structures well</strong></td>
<td>High*</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium*</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>No Evidence</td>
<td>NE</td>
</tr>
</tbody>
</table>
Paper 1 - Processing Spoken Information (30 marks)

Part A Extracting Information from Spoken Passages

General Comments
It was pleasing to see that most candidates were able to extract some meaning from the spoken information.

Candidates are advised to read the questions carefully before they hear the spoken item in order to anticipate possible content.

Answers should be reviewed to ensure they do not contain contradictory information.

Candidates are urged not to give alternative responses separated by commas or slashes. Markers will not select the correct response.

Candidates are reminded to:
- Write detailed answers
- Be aware of common names and places

Question 1
Part (a) Near the speaker’s/her/my house. 1 Mark
Part (b) Ask Hanako for her phone number himself. 1 Mark

Comment
‘Himself’ often conveyed as ‘herself’.
‘Ask’ was often translated as ‘listen to’.

Question 2
Part (a) Keiko. 1 Mark
Part (b) About 7:00. 1 Mark

Comment
Many candidates experienced difficulty with the female name Keiko.

Question 3
Part (a) At home (entrance). 1 Mark
Part (b) Big (delicious) mandarins (oranges)/alcohol (sake/wine). 2 Marks

Comment
Irasshai was often thought to be irasshaimase (used in a shop/restaurant).
Question 4
Part (a) Nagoya/Bullet Train (Shinkansen)/6.10/4,500 yen. 4 Marks

Comment
Generally well answered. Note: ‘express train’ was not accepted.

Question 5
Part (a) Yesterday. 1 Mark
Part (b) Lots of food/next week/New Year. 2 Marks
Part (c) Couldn’t play golf/stayed at home from morning 'til night (all day). 2 Marks

Comment
Some candidates confused kaimono with kimono.

Question 6
Part (a) No uniform/no hats in class/no jeans. (Any 2 of 3) 2 Marks
Part (b) It’s ok to smoke once you’re 18. 1 Mark

Comment
This question was well answered.

Question 7
Part (a) 7 1 Mark
Part (b) Older brother/Teruo. 1 Mark
Part (c) Short/11 years old/younger sister. (Any 2 of 3) 2 Marks

Comment
Generally well answered.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-23</td>
<td>H+</td>
</tr>
<tr>
<td>17-20</td>
<td>H</td>
</tr>
<tr>
<td>12-16</td>
<td>M+</td>
</tr>
<tr>
<td>7-11</td>
<td>M</td>
</tr>
<tr>
<td>3-6</td>
<td>L</td>
</tr>
<tr>
<td>0-2</td>
<td>NE</td>
</tr>
</tbody>
</table>
Part B  Responding to Spoken Passages

General Comments
Teachers are referred to the Exam Specifications, i.e. reference to ‘listen to recorded passages’. Candidates are expected to process information from all the recorded passages. Candidates should keep to the length specified in the question. Extra squares in the genkooyooshi paper are provided for punctuation and paraphrasing, not be filled with ji.
Candidates are reminded to:
• be familiar with the use of genkooyooshi
• proof-read their work
• take care with kana and do not split kanji into 2 boxes or write 2 in one box
• refer to the marking criteria on the back cover of the examination paper
• use connecting words to improve the flow of their response
• use a variety of course structures and kanji
• avoid using liquid paper as it is too easy to forget to write over what has been whited out.

Stronger responses used at least three pieces of information, at least one from each passage in their response.

ie  Passage 1  Progress in Japan/interest in history/sightseeing in Kyoto/climbing Mt Fuji.
      Passage 2  Japanese food/karaoke with friends.

Marking Scheme and Comments

Question 1 Part B – Responding to Spoken Passages

The capacity to select and respond to information from the passages of spoken language:

H+  - excellent use of given information
     - full sentences
     - excellent communication (message is fully understood)

M+  - good use of given information
     - reasonable answer
     - mostly full sentences
     - satisfactory communication (message is totally understood)

L   - few or no full sentences
     - little or no communication

NE  - no use made of given information
Form and organisation

H+ - meaningful sequence
  - consistent use of desu/masu form
  - cultural appropriateness

M+ - flows fairly well
  - inconsistent use of desu/masu
  - some cultural appropriateness

L - poor flow
  - no cultural appropriateness

NE - this is very hard to achieve if candidates have written something

Effective expression

H+ - excellent command of 2UZ grammar (4 advanced structures used correctly)
  - minor particle errors
  - correct sense
  - total competence in hiragana, katakana and use of 5–6 kanji
  - independent from original dialogue

M+ - good command of 2UZ grammar (2 advanced structures used correctly)
  - some tense inconsistency
  - few errors in hiragana/katakana and use of 3 kanji
  - longer than specified
  - some repetition of original dialogue

L - no advanced structures
  - too short
  - many errors, poor use of hiragana/katakana and no kanji
  - mixed tenses
  - repetition of original dialogue

NE - no response
Sample Answers

Paper 1   Part B

H+

日本に来ることで日本の文化があまり周りに
ませんでした。でも、今回日本東京とからが
も大好きな。日本の和風がかたおかしょい
とおもうから京都へ行き、お寺を見たり
しました。そして富士山をのぼりました。
とてもたのしかったですね。でも日本語がまだ
へたくて。

H

学校でたくさん友達はたくさんいた日本の日
語で話します。先週に友達と富士山にのぼっ
てはさんに行きました。とても楽しかっただ
す。来週京都に行きたいと思います変わり物を買
いしたりします。おもしろそうですね。

M+

日本はおもしろいです。きょとうにすんで
います。日本のきしずりましろいです。日本
のりよりが大すきです。らいがきしのにが
でます。かレオケはいいです。たのしむか
た。ぶじさんと見たいです。
Paper 2 – Processing Written Information (30 marks)

Part A - Extracting Information from Written Texts

General Comments
All candidates demonstrated the ability to extract some meaning from the diary entry and the dialogues, thereby showing knowledge of all the elements of written Japanese.
The ability to read katakana accurately was essential for the understanding of all questions.
Candidates should read questions carefully and ensure that their planned answer is relevant.
Answers should be reviewed to ensure that they do not contain contradictory information.
While allowances were made for poor English spelling and expression, marks were awarded to the correct romanization of words of Japanese origin.

Text 1

Question (a)
24th/February/Wednesday. 3 Marks

Comment
Generally well understood.

Question (b)
Cold/cloudy/winter. 3 Marks

Comment
Some candidates did not mention that it was winter and cold.

Question (c)

<table>
<thead>
<tr>
<th>Clothing Item</th>
<th>Description</th>
<th>Number Bought</th>
</tr>
</thead>
<tbody>
<tr>
<td>gloves</td>
<td>yellow</td>
<td>-</td>
</tr>
<tr>
<td>socks</td>
<td>black</td>
<td>-</td>
</tr>
<tr>
<td>sweater</td>
<td>soft</td>
<td>3</td>
</tr>
<tr>
<td>pants</td>
<td>slim, brown</td>
<td>2</td>
</tr>
</tbody>
</table>

Comment
Many candidates did not know the words yarawakai (soft) and hosokute (slim). A number of candidates included ‘L sized jeans’ amongst the items bought.
**Question (d)**

22,000/yen (¥ at beginning, accepted). 2 Marks

*Comment*

This number was generally recognized. The Romanized Japanese *en* was not accepted as the name of the currency.

**Question (e)**

Gave her some (a little) money/because she didn’t have much (enough). 2 Marks

*Comment*

Some candidates did not translate *amari nakatta* as ‘did not have much’ and did not translate *sukoshi* (a little, some).

This question identified candidates who demonstrated an understanding of the use of *amari* + NEGATIVE (not much…) and *kara* (because) and was a good discriminator of high achieving candidates.

**Question (f)**

Postcards/pencils. 2 Marks

*Comment*

These items were generally well recognised. A maximum of 1 mark was awarded if more than 2 boxes were ticked.

**Question (g)**

Tick next to second plan. 1 Mark

*Comment*

This item was generally recognised by candidates.

**Question (h)**

<table>
<thead>
<tr>
<th>Food</th>
<th>Drink</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shannon</td>
<td>ham + pineapple pizza</td>
</tr>
<tr>
<td>Yoshiko</td>
<td>chilli chicken sandwich</td>
</tr>
</tbody>
</table>

4 Marks

*Comment*

Most candidates demonstrated a good knowledge of *katakana* by correctly interpreting these foods and drinks.

**Question (i)**

Before returning home. 1 Mark

*Comment*

This question was generally well done.
Question (j)
Cleaned her room/washed her hair/wrote (a) postcard(s)/to her Australian friend(s). 4 Marks

Comment
A number of candidates did not translate the vocabulary items sooji o shitari (cleaned) and arattari (washed) correctly. Hagaki (postcard) was unfamiliar to some candidates.

Text 2
Question (a)
Cough/stomach-ache. 2 Marks

Comment
This question was generally well answered. A maximum of 1 mark was awarded if candidates ticked more than 2 boxes.

Question (b)
Subsection (i) Tempura.
Subsection (ii) About/4 times/a week.
Subsection (iii) His homestay (host) mother. 5 Marks

Comment
Most candidates answered this question correctly, although weaker responses included too many foods in part (i), did not translate gurai (about) in part (ii) and did not identify the person who prepares tempura as a host mother. Tempura or tenpura spellings were accepted but other variations were not.

Question (c)
Fruit/rice/water/vegetables/fish. 5 Marks

Comment
This question was generally well answered.

Question (d)
Wear a warm/coat/and a hat. 3 Marks

Comment
The better responses indicated a higher understanding by including the idea of ‘wearing’. Poorer responses suggested that the doctor advised John to keep warm.

Question (e)
He has a cold. 1 Mark

Comment
This question drew many responses. These included ‘flu’, ‘virus’, ‘stomachache’ and ‘food poisoning’. Many candidates answered that John had eaten too much oily food.
Question (f)
Take medicine/before meals/take care about what he eats. 3 marks

Comment
This question was a good discriminator.

Distribution
There was a maximum number of 47 marks spread over the range of H+ to NE.

<table>
<thead>
<tr>
<th>Marks</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>47-43</td>
<td>H+</td>
</tr>
<tr>
<td>42-36</td>
<td>H</td>
</tr>
<tr>
<td>35-24</td>
<td>M+</td>
</tr>
<tr>
<td>23-12</td>
<td>M</td>
</tr>
<tr>
<td>11-5</td>
<td>L</td>
</tr>
<tr>
<td>4-0</td>
<td>NE</td>
</tr>
</tbody>
</table>

Part B – Responding to Written Texts

General Comments
This question was handled quite well by most candidates, with many candidates able to apply the postcard format conventions appropriately. In most cases, the postcard had a proper beginning and concluded well.

The following advanced structures were handled successfully:
- *da kara*
- *to omoimasu*
- *-kute.*

Many candidates confused the fact of having been to a concert with a future concert experience. Candidates should adhere to the suggested length of the response, ie 80-100ji. It is not necessary to write more and this does not automatically widen their chances of gaining extra marks.

Common errors included:
- inconsistent and inappropriate use of tenses. The past tense was often not used with both verbs and adjectives;
- confusion over particles;
- Some candidates used too many phrases with direct wording from the poster. Effective expression involves writing a text independent of the wording of the original stimulus material.
Many candidates ignored the pictures of the ticket and so wrote that they went to the concert on the 10th instead of the 11th April.

There was a marked improvement in the use of genkōyooshi, but many candidates still did not set out the postcard correctly.

**Part B – Responding to Written Texts – Marking Criteria**

Success in this section was judged on:

- the capacity to select and use relevant information;
- form and organisation (format, style and cultural appropriateness);
- effective expression.

The marking criteria are shown below:

**The capacity to select and use relevant information**

**H+**
- excellent use of given information
- very good, creative answer
- full sentences
- excellent communication, ie the message is totally understood

**M+**
- good use of given information
- reasonable answer
- mostly full sentences
- satisfactory communication, ie the general message is understood

**L**
- relies heavily/totally on given information
- few or no full sentences
- little communication

**NE**
- no use of given information
- no communication

**Form and organisation**

**H+**
- must have appropriate beginning and end, eg name of person to whom post card is written, name of person writing postcard
- meaningful sequence, flows
- consistent use of plain form of desu / masu form

**M+**
- some kind of beginning and end
- flows fairly well
- some use of plain form or desu / masu form

**L**
- only beginning and end
- poor flow
- one complete sentence

**NE**
- no definite beginning or end
- one or two words
- not one complete sentence
Effective expression

H+ - excellent command of 2UZ grammar (4 advanced structures).
- minor particle errors
- correct use of the past tense
- total competence in hiragana / katakana
- 5–6 kanji (not borrowed from the text)
- independent from the original text

M+ - good command of 2UZ grammar (2 advanced structures used correctly)
- some tense inconsistency
- few hiragana / katakana errors
- 3–4 kanji (not borrowed from the text)
- mostly independent from the original text

L - no use of advanced structures
- too short
- many errors
- poor use of hiragana / katakana
- no correct kanji (all borrowed from the text)
- confused use of tense

NE - no evidence of any linguistic knowledge
- a few hiragana (does not make sense)
- a word or two copied from the text

Sample Answers

Excellent

春子さんへ、

ここにちは。私は今日はごとし時にジョニー・シナトラのコンサートへ行きました。ジョニーやとしょにうたったりダンスをしたりした

たがらむでにしたのしかったです。でも、こう

そんなのみまで買ったおべんとはちょっと高かった

たです。さようなら。

4月11日

レイチャリより
Above Average

お手子さんへ。

こんにちは。おげんきですか。私はジョニーナトラが大きさまでですかからコンサートに行きました。とてもおもしろくていいでした。コンサートは大阪にあつまれて四月十日にございましたから十時まででした。私はもうちょっと買い物をした。コンサートはとてもたのしかったと思います。さようなら。

山田より。

Average

ルイズへ。

○げんきですか。私にいへんげんさです。私は大阪に行きました。ジョニーナトラのコンサートも見ました。はなぶとで〇〇〇円です。とてもおもしろいです。コンサートも見ました。ジョニーナトラでしょうございます。コンサートは一時から四時まででした。見にいられました。アリシアより
Paper 3 — Writing in Japanese   (10 marks)

General Comments

The three choices of topics in this section allowed a wide range of possibilities in both style and language. Many candidates demonstrated a good level of fluency in their answer.

Question 1 - Speech

This question was chosen by a significant number of candidates, many of whom provided good responses in the correct format, ie beginning with a heading to introduce the topic, or with a good introductory sentence addressing group and, having a definite ending.

Weaker responses focused mainly on listing the subjects studied by the particular candidate, rather than providing a description of their school as a whole.

Question 2 - Composition

This question provided a good opportunity for candidates to demonstrate their ability to use advanced structures. However, the ‘composition’ format was not well demonstrated by a significant number of candidates, ie some candidates verged more towards letter format ending with ‘name’ yori and the date.

Good responses included relevant information about specific activities enjoyed by the family. Weaker responses focused on introducing family members, including little about what they did together.

Question 3 - Conversation

Good responses demonstrated a range of vocabulary items, imaginative use of advanced structures and familiarity with appropriate shopping language, ie greetings, etc.

The weaker responses were repetitive and demonstrated little knowledge of greetings and appropriate language.

Most candidates were able to use GENKOO YOOSHI correctly. Although markers did not penalise candidates for incorrect use, candidates should be taught the correct way to use GENKOO YOOSHI.

Candidates are strongly advised against the inclusion of irrelevant pre-learned material (eg from their Oral Examination Report) in the written section.

Section III — Writing In Japanese — Marking Criteria

Candidates are encouraged to read the question carefully and plan their responses using the ‘Note’ page prior to writing. Candidates are also advised to use advanced structures, kanji and katakana, which are appropriate to the question.

Success in this section was judged on:

- the capacity to deal with the chosen topic
- form and organisation
- clarity of expression
- variety and appropriateness of vocabulary and sentence structuring.
Common errors included:

- many candidates confused hiragana and katakana
- common hiragana errors were in the writing of sa ki tsu chi shoo
- verbs incorrect in te form
- incorrect use of san e and yori in the letter
- incorrect use of issho ni.

The marking criteria are shown below:

The capacity to deal with the chosen topic

H+  - effective communication of highly relevant ideas
    - message completely understood
    - must mention ‘present’ (Topic 3)
M+  - good communication of relevant ideas
    - some misunderstandings possible
    - if 50% of text related to introducing family – M+ maximum for Topic 2
L   - some communication of relevant ideas
NE  - no communication

Form and organisation

H+  - 200–250ji
    - content flows logically and naturally
    - definite beginning and end
    - appropriate language in order to answer the question, that is, the letter includes date, to, from, appropriate greetings and closures; the article includes consistent use of plain form or desu / masu form and the paragraph message includes to, from.
    - must address group/introduce topic (Topic 1)
    - must have good introductory sentence (Topic 2)
    - must have greetings, etc (Topic 3)
M+  - 100–200ji
    - content sequence logical but may be disjoined in places
    - some errors in appropriate language for style of writing
L   - less than 100ji
    - disjointed, no logical sequence
    - language inappropriate for style of writing
NE  - no flow or sequence
Clarity of Expression

H+  - accurate command of grammar and vocabulary
    - correct and consistent use of tense
    - minor particle errors only
    - 10 correctly used and written kanji (6 in Topic 3)
    - all hiragana and katakana correct

M+  - fair command of grammar and vocabulary
    - some tense errors or inconsistency
    - some particle errors
    - some hiragana/katakana errors
    - 6 correctly used kanji (3 in Topic 3)

L   - little knowledge of grammar and vocabulary
    - confused use of tense
    - few kanji
    - widespread hiragana/katakana errors

NE  - no knowledge of grammar
    - no kanji
    - no evidence of appropriate tense use

Variety and appropriateness of vocabulary and sentence structuring

H+  - wide range of highly appropriate vocabulary
    - 8 or more advanced structures (5 or more in Topic 3)

M+  - fair range of mostly appropriate vocabulary
    - 4 or more advanced structures (3 or more in Topic 3)

L   - limited range of appropriate vocabulary and appropriate sentence structures
    - communication confined to basic sentence structures

NE  - no sentences
    - very little vocabulary
Sample Answers

Excellent

M: こんにちは。いいてんきの日ですね。
S: はい、そうです。
M: はい、そうですね。
S: そうですか。ありがとうございます。
M: 同じ、わかりません。けっこうさんのはがきです。
S: だかったぶん本です。
M: 同じ、わかりません。けっこうさんのはがきです。
S: だかったぶん本です。
M: 表の、 novelistの本だと思いま。
S: そうですか。あの本はもうどうでしょうか。
M: 見せてあげます。
S: どうぞ。お試し。とてもきれいな本ですね。
M: けっこうさんが大切にできそうだな。くれるから。
S: けっこうさんが大切にできそうだな。
M: どれをください。
S: どれを。
M: さようなら。
M: さようなら。

Average

わたしの学校

私は学校にとても好きです。学校にいたからアメリカに人がいてけいざいへ戻りしょう
うつきです。でもアメリカにドルカとかは
番号がわかります。そしてあの私はしょう
りびビジネスマンになりたいです。
私の今後の社長なり私のビジネスマ
ンにfooって思っています。
30代くらいまで、ことしもしくできかいな女
人がここにいます。オーストラリアの
あたはとても面白いかわり。

さようなら

21
2/3 Unit (Common)

Listening and Speaking Examinations

Listening Skills  \((20\text{ marks})\)

Mark Allocation/Marking Scheme and Comments
The 2/3 Unit Listening Examination was marked on a 57 point scale and subsequently reduced to 20 marks.

Item 1
Cloudy, 23° C.  \(1\text{ Point}\)
Rain, cool. \(1\text{ Point}\)

Comment
Candidates should know difference between *suzushii* (cool) and *samui* (cold).

Item 2
Part (a)  Headache, sore throat/throat hurts. \(2\text{ Points}\)
Part (b)  Tomorrow he (has to) be in/go to Hiroshima. \(1\text{ Point}\)
for 6 days \(1\text{ Point}\)
for a conference/meeting. \(1\text{ Point}\)

Comment
Most candidates knew the parts of the body.
Days of the month and the vocabulary item ‘*kaigi*’ were not well known.
Candidates should be careful not to change the name of the city.
Some candidates wrote the names of other Japanese cities, rather than *Hiroshima*.

Item 3  Multiple choice item
Correct answer B: ‘The taxi driver was hurt.’ \(2\text{ Points}\)

Comment
Most candidates were able to find the relevant information.
Item 4

Part (a) (any two adjectives)

Subsection (i) Eddy Murphy, new, popular, funny video/movie. 1 Point
Subsection (ii) Father has (good) sense of humour. 1 Point

OR

A funny movie is better/best/she prefers…

Part (b) 2985 yen 1 Point

Comment

Some candidates misheard saikin, translating this as ‘cycling’.
Most candidates understood the gairaigo ‘sense of humour’, though some thought it had to do with ‘war’ (sensoo).
Okashii was also mistranslated as ‘lollies’.

Item 5

Part (a) Lend her 2000 yen. 1 Point
Part (b) He got lots of pocket money/allowance
from the middle-aged man/his uncle
who came from Australia.
He’s rich.

(any 3 of 4 phrases)

Part (c) Yakitori. 1 Point

Comment

Candidates answered the money item quite well. The relative clause ‘who came from Australia’ was also done well, although in some responses it was not clear who it was who had come from Australia.
Ojisan was sometimes mistranslated as ‘grandfather’.
The vocabulary item okozukai was unfamiliar to some candidates.
The term yakitori should be retained in the English translation, as it is a common item on menus. However, translations such as ‘grilled chicken’, ‘BBQ chicken’ and ‘fried bird’ were accepted.

Item 6

Part (a) at the police box
in front of the station

Part (b) She wanted to visit/go/come

to the aunt’s (her sister’s) new house.

Comment

Candidates should note that kooban is not a ‘police station’ but a ‘police box’. Most candidates translated the preposition mae correctly.
Quite a lot of candidates mistranslated obasan as grandmother. Candidates should be careful when using pronouns such as ‘his’ and ‘her’.
Item 7

Part (a) His mother was sick/feeling sick. 1 Point
He had to cook the evening meal/dinner/tea 1 Point
and look after/pay attention to/help/attend to his 3 year old sister. 1 Point
Part (b) Bring it to my room 1 Point
by period one. 1 Point

Comment
Part (a) was very well done, though some candidates omitted the younger sister’s age.
Made ni was not well known. ‘In’ was not accepted.

Item 8

Part (a) They wash the dishes 1 Point
and tidy up/put them away. 1 Point
Part (b) Relatives who live in neighbourhood/nearby. 1 Point
Close/intimate/good/familiar friends 1 Point
Part (c) Subsection (i) Making desserts. 1 Point
Subsection (ii) He works at a cake shop. 1 Point

Comment
Most candidates were able to answer the first part of (a). However kotozukeru was not understood well.
Candidates demonstrated their understanding of shitashii well, by the use of appropriate English adjectives. Shinseki was not well known, which many translated as ‘neighbours’.
The answer to Part (c) (ii) was a direct translation of the text. Candidates should not try to write a changed version such as ‘it’s his occupation’ or ‘he was a chef’, which were not accepted.

Item 9

Part (a) Maths test 1 Point
on work of Terms 1 and 2. 1 Point
Part (b) She was doing a test 1 Point
to be a foreign student/an overseas student/an exchange student/ a student abroad in Japan next year. 1 Point

Comment
Ichigakki not well known being translated as ‘semester’, ‘period one’.
Some candidates missed out important information such as ‘in Japan next year.’
Many candidates assumed the test was on the Japanese language.
Item 10
Correct answer:     A  2 Points

Comment
This was very well done.

Item 11
Part (a)  to a nursing home/an old people’s home/a retirement home/a retirement village/
a special place for old people  1 Point
Part (b)  not much freedom  1 Point
Part (c)  Many/lots of old people/grandparents/elderly, live with the son.  1 Point

Comment
Many candidates paraphrased ‘special place for old people’ using terms widely used in the Australian community. These terms were accepted in this case.

Amari was not well known. A point was not given unless this word was translated correctly.

Koto go ooi was understood by a large number of candidates and translated as ‘a lot of’ or ‘many’ in the English answer, which was very acceptable.

Musuko was not understood by many candidates who wrote ‘children’ rather than ‘son’.

Item 12
Part (a)  Subsection (i) & (ii)  wonderful London church/German museum/ various buildings made
from snow (any 2 of 3)  1 Point
1 point was given for ‘Church and museum’.
Part (b)  Subsection (i)  Fifty years ago  1 Point
senior high students/High School students  1 Point
made 6 human shapes/people/bodies from snow.  1 Point
Subsection (ii)  Two million people go to see it every year.  1 Point

Comment
This question proved quite challenging although, candidates performed well. In the main, candidates should pay attention to the expression of numbers above 10,000. Nihyakuman was often incorrectly translated as ‘two hundred thousand’.

Many candidates understood mae ni as ‘ago’, however, some mistranslated it as ‘for’.
The detail ‘every year’ was sometimes omitted.
**Item 13**

**Part (a)**  
Subsection (i) & (ii)  
There are many rooms for a 4 person family.  
wide entrance/Kitchen (of Company President)  
3 times larger. (any 2 of 3)  
2 Points

**Part (b)**  
You can see the woods/forest and the beach/ocean/sea.  
A golf club is next door/very close by/on the side.  
1 Point

**Part (c)**  
There is no tatami/mat room.  
1 Point

**Comment**

Candidates should note the difference in meaning between ooi and ookii (‘many rooms’).  
Quite a lot of candidates translated sanbai correctly.  
‘There were no tatami mats in the house’ was not acceptable.

**Item 14**

**Part (a)**  
Where she went to the country/country side  
she had an outdoor bath/outside.  
1 Point

**Part (b)**  
It was the first time  
while looking at nature  
2 Points
around her.  
(any 2 of 3)

**Comment**

Many candidates understood the word inaka. The concept of the ‘outdoor bath’ was confusing to some candidates who translated it as ‘hottub’. It is better to write exactly what has been said, in translation.  
Practically all candidates understood the phrase hajimete datta! ‘Scenery’ was not an acceptable translation of shizen.
Speaking Skills  (20 marks)

Candidates’ answers generally communicated the main ideas in Situations 1-3 satisfactorily and addressed the issues raised in Situations 4 and 5.

Candidates are reminded to read the directions written in italics which set the context for each situation and provide information regarding the level of speech to be used.

In reading each cue, candidates should try to elicit overall meaning. The expressions or vocabulary used in the English cues need not necessarily be directly translated into Japanese. For example:

**Situation 1**  ‘stayed the NIGHT’
‘SOMETHING to eat’

**Situation 2**  ‘HER room’

**Situation 3**  ‘HOME from school’

Before starting each item, candidates should note:

- level of speech required (PLAIN or POLITE) and
- tense required.

Where vocabulary items are unfamiliar, candidates are encouraged to convey the essence of the item by using other vocabulary. For example, in Situation 3, ‘was not effective at all’ could have been expressed as *yokunakatta desu* or *dame deshita*.

In general, senior structures were attempted well. Candidates should ensure that they review junior vocabulary, conjunctions and numbers.

**Situation 1**
Candidates handled most vocabulary items well. However, there were problems in expressing:

- ‘too hot’
- ‘decided to make something to eat’
- ‘late at night’
- and in using the correct verb forms with the structure *tari tari*.

Candidates were often inconsistent in the use of the plain form and of the past tense.

**Situation 2**
Some problem vocabulary items were:

- *ibun ga warui*
- *erebeetaa*
- *rokkai*
- *rooka*
- *kangofu*
- *uketsuke*.

Use of the verbs *iru* with *isha* was poorly handled as were the particles *kangofu ni* and *rooka o*. 
Relative clauses and reported speech were handled quite well.

**Situation 3**
The following vocabulary items proved challenging:
- *Futsukakan*
- *ase o kaku*
- *seki ga deru*
- *Kinoo*
- *Kusuriya or yakkyoku*
- *Kusuri ga kikimasen deshita.*

Most senior structures were attempted reasonably well including imperatives, comparatives and relative clauses.

**Situation 4**
Candidates tended to stray from the topic of favorite season into a description of, for example, summer sports and holidays.

Candidates must relate their response to the question asked. Candidates need not speak for more than 1 minute and should attempt to vary language used (not just *masu/desu* forms).

Some candidates had difficulty with the vocabulary item *kisetsu.*

**Situation 5**
The question asked about entertainment in Australia, in general. The best responses related to this, rather than to the leisure activities of the candidate.

Candidates did not need to use the vocabulary item for ‘entertainment’.
### Marking Scheme

#### 2/3 Unit Speaking Skills - Marking Criteria

<table>
<thead>
<tr>
<th>Category</th>
<th>Mark</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>8</td>
<td>C/C</td>
<td>Effective communication: general message and details totally understood; lots of relevant ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>Accurate command of language used; a few minor errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>Even flow/Easy rhythm with small pauses between ideas; natural intonation and pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S/S</td>
<td>Confident, correct use of, (1 or 2 errors) ok if not used at every possibility</td>
</tr>
<tr>
<td><strong>Very good</strong></td>
<td>7</td>
<td>C/C</td>
<td>Effective communication: general message totally understood; 1 or 2 minor details omitted/incorrect; lots of relevant ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>Accurate command of language used; many have a number of minor errors that do not affect communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>Pauses between ideas that do not detract from flow; general pace steady; very good intonation and pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S/S</td>
<td>Used appropriately/deliberately with few errors</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>6</td>
<td>C/C</td>
<td>General message understood well: a few minor details omitted/incorrect; considerable number of relevant ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>Good command of language used, though errors could lead to minor misunderstandings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>Momentum sometimes steady but some pauses/repetition; pronunciation good with occasional minor errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S/S</td>
<td>Used appropriately with some errors</td>
</tr>
<tr>
<td><strong>Above Average</strong></td>
<td>5</td>
<td>C/C</td>
<td>General message is understood; a number of details omitted/incorrect; reasonable number of relevant ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>Language and vocabulary used 50-70% correct</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>More pauses between words/ideas; although pace is a little irregular, there is still a general flow; some pronunciation errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S/S</td>
<td>Attempts, with some success (50-70%)</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>4</td>
<td>C/C</td>
<td>Satisfactory; message is understood despite errors; some relevant ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>Handles 40-50% of language and vocabulary correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>Still some sort of flow; hesitant, uneven pace, eg stop/start; longer pauses between words; some incorrect emphasis/pronunciation which may affect understanding; occasional ‘Japlish’;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S/S</td>
<td>Attempts with a number of errors or only attempts about 50% (correctly)</td>
</tr>
<tr>
<td><strong>Below Average</strong></td>
<td>3</td>
<td>C/C</td>
<td>Strained; a few relevant ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>Limited knowledge of language/vocabulary; lots of mistakes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>Many pauses; unclear, some inaccurate pronunciation; some ‘Japlish’ phrases;</td>
</tr>
</tbody>
</table>
little flow
S/S Some attempt but mostly wrong/occasional attempt

Poor 2 C/C Often hard to understand; a couple of relevant ideas
A Some knowledge of basic structures/vocabulary
F Laboured; frequent long pauses; very little flow; often inaccurate pronunciation; English used
S/S Little attempt

Very Poor 1 C/C Minimal communication; words here and there/1 simple correct sentence
A Little knowledge of basic structures
F No flow at all; virtually incomprehensible pronunciation; lots of English
S/S No attempt

0 1 or 2 words
Option Paper – Tourism (15 marks)

General Comments

While Question 1 proved challenging to most candidates, they displayed a good knowledge of the Tourism Option, with many relevant ideas.

Question 1

Situation 1

Candidates communicated the general message well and often tried to use keigo where possible. The vocabulary items related to the tourism topic were handled well (e.g. ‘a day trip’, ‘scenery is wonderful’ and ‘lunch is included’).

Some keigo was incorrectly used such as ‘can also see’. Better responses translated the expression, i.e. goran ni naremasu. Weaker responses, however, did not use honorific form correctly or provided various inaccurate vocabulary items. The common mistakes were found in use of gozaimasu with i-adjectives.

Candidates are reminded to pay careful attention to pronunciation (e.g. Keshiki instead of keishiiki and haru was often mispronounced as hare).

It is essential that candidates use correct particles in order to give accurate message (e.g. hoteru no mae de or basu ni).

Some candidates gave word for word translations. This was impossible with certain expressions such as ‘some beautiful garden’ and ‘cafè lunch’, etc.

The negative request form ‘please DO NOT be late’ also proved challenging for most candidates.

Situation 2

Candidates found this situation very challenging. Some candidates tended to overuse keigo and made unnecessary mistakes. Many candidates confused the honorific and humble form of keigo. For example, ‘I will contact …’ and ‘you can get …’ should be rendered as renraku itashimasu and morau koto ga odeki no narimasu.

Certain vocabulary items and expressions were frequently misused. ‘What has happened?’ was said in many incorrect ways with no use of keigo. The words ‘numbers’, ‘consulate’ and ‘police’ were often not correctly rendered.

Question 2

Candidates were well prepared for this question. The best responses included an appropriate introduction and ending to their speech. Some candidates unnecessarily exceeded the 3 minute requirement. Some candidates also spoke too fast (fluency is not dependent on speed) and too long.

Part (a) Many candidates gave a very detailed description of places and generally performed very well. A few candidates, however, misread the question and talked about places in NSW.
Part (b) Most candidates talked about their own experiences in the local area as a high school candidate. Their speech usually included school, library, post office and shopping centre/supermarket. Many candidates did not mention places that would be of interest to a Japanese tourist.

Part (c) Better candidates delivered their well prepared monologues with very specific details, although often responses were similar in content such as koalas/kangaroos and Waratah/Golden Wattle.

**Marking Criteria**

**Question 1**

**Communication**

- **Outstanding**: full communication: message and details totally understood
- **Excellent**: effective communication: message totally understood
- **Very Good**: general message understood well
- **Good**: general message is easily understood: few details omitted/incorrect
- **Average**: satisfactory: message is understood despite errors
- **Below Average**: strained: understandable with effort
- **Fair**: often hard to understand
- **Poor**: minimal communication: words here and there

**Accuracy**

- **Outstanding**: accurate command of all grammar
- **Excellent**: accurate command of grammar
- **Very Good**: very good command of grammar
- **Good**: grammar mostly accurate
- **Average**: grammar generally satisfactory
- **Below Average**: limited knowledge of grammar/vocabulary some Japlish phrases
- **Fair**: little knowledge of grammar: some idea of basic structures/frequent use of English
- **Poor**: virtually no knowledge of necessary structures/lots of English

**Fluency**

- **Outstanding**: even flow, easy rhythm with no pauses: natural intonation and pronunciation
- **Excellent**: steady pace: very good intonation and pronunciation
- **Very Good**: momentum mostly steady but some pauses/repetition: good pronunciation with a few minor error
- **Good**: more pauses
- **Average**: still some sort of flow but hesitant
Below Average - many pauses: unclear and some inaccurate pronunciation: little flow
Fair - laboured: frequent long pauses: very little flow and often inaccurate pronunciation
Poor - no flow at all: virtually incomprehensible pronunciation

**Keigo**

Outstanding - confident, correct use of *keigo*
Excellent - used appropriately/deliberately with few errors
Very Good - used appropriately with some errors and with lots of deliberation
Good - attempts with some errors
Average - attempts *keigo* with a number of errors
Below Average - some attempt but mostly wrong/occasional attempts
Fair - little or no attempt at *keigo*
Poor - no attempt

**Distribution**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Outstanding</td>
</tr>
<tr>
<td>7</td>
<td>Excellent</td>
</tr>
<tr>
<td>6</td>
<td>Very Good</td>
</tr>
<tr>
<td>5</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Average</td>
</tr>
<tr>
<td>3</td>
<td>Below Average</td>
</tr>
<tr>
<td>2</td>
<td>Fair</td>
</tr>
<tr>
<td>1</td>
<td>Poor</td>
</tr>
<tr>
<td>0</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>
**Question 2**

**Relevance of Ideas**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>varied and interesting</td>
</tr>
<tr>
<td>Very Good</td>
<td>varied ideas</td>
</tr>
<tr>
<td>Good</td>
<td>good ideas</td>
</tr>
<tr>
<td>Average</td>
<td>adequate ideas</td>
</tr>
<tr>
<td>Below Average</td>
<td>inadequate ideas</td>
</tr>
<tr>
<td>Poor</td>
<td>limited ideas</td>
</tr>
<tr>
<td>Very Poor</td>
<td>lack of relevant ideas</td>
</tr>
</tbody>
</table>

**Communication**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>full communication</td>
</tr>
<tr>
<td>Very Good</td>
<td>very good communication</td>
</tr>
<tr>
<td>Good</td>
<td>effective communication</td>
</tr>
<tr>
<td>Average</td>
<td>satisfactory communication</td>
</tr>
<tr>
<td>Below Average</td>
<td>basic communication</td>
</tr>
<tr>
<td>Poor</td>
<td>minimal communication</td>
</tr>
<tr>
<td>Very Poor</td>
<td>minimal communication – often single words only</td>
</tr>
</tbody>
</table>

**Pronunciation**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>accurate, clear pronunciation of Japanese and foreign words</td>
</tr>
<tr>
<td>Very Good</td>
<td>good pronunciation</td>
</tr>
<tr>
<td>Good</td>
<td>good with minor errors</td>
</tr>
<tr>
<td>Average</td>
<td>generally good</td>
</tr>
<tr>
<td>Below Average</td>
<td>sometimes inaccurate/poor pronunciation</td>
</tr>
<tr>
<td>Poor</td>
<td>poor pronunciation</td>
</tr>
<tr>
<td>Very Poor</td>
<td>virtually incomprehensible</td>
</tr>
</tbody>
</table>
Accuracy
Excellent - consistently accurate command of grammar
Very Good - very good command of grammar
Good - uses grammar and vocabulary appropriately
Average - occasional inappropriate use of grammar and vocabulary
Below Average - limited knowledge of grammar and vocabulary
Poor - only very basic grammar and vocabulary
Very Poor - knowledge of grammar extremely basic, if not non-existent

Fluency
Excellent - easy flow/easy rhythm and natural intonation
Very Good - well maintained
Good - fairly fluent with some minor pauses
Average - some hesitation / pauses
Below Average - hesitation
Poor - frequent pauses
Very Poor - no flow at all

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Excellent</td>
</tr>
<tr>
<td>6</td>
<td>Very Good</td>
</tr>
<tr>
<td>5</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Average</td>
</tr>
<tr>
<td>3</td>
<td>Below Average</td>
</tr>
<tr>
<td>2</td>
<td>Poor</td>
</tr>
<tr>
<td>1</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>
Written Examination

Section I - Reading Skills (20 marks)

Question 1

Question 1 was marked on a 15 point scale and subsequently scaled to 10 points.

Part (a) She is writing to Kerry to introduce/tell her about Nagasaki because Kerry will go to Japan/Nagasaki next year and will be in Eriko’s class.

Eriko Koyama teaches the class. 4 Points

Comment

Many candidates missed the point that Eriko Koyama was the teacher. Candidates also mistakenly associated shakai with Nagasaki instead of the subject which Koyama taught.

Part (b) (Introduced) European culture/they brought in their culture.

New words entered Japan/Japanese. 2 Points

Comment

Bunka was generally well understood and this question did not generally present many problems to candidates.

Part (c) Once a year there is a big, famous Chinese (festival).

Tourists come from all over Japan to see it. 2 Points

Comment

The expression ichinenikkai (once a year) was generally well understood but kankookyaku (tourists) was often missed. Nihonjuu was regularly mistranslated as ‘Central Japan’ or ‘Middle Japan’ instead of ‘all over Japan’.

Part (d) It’s a bit far from school.

Close to hot springs/baths.

Lots of trees OR good/nice environment. 3 Points

Comment

Surprisingly, some candidates completely misunderstood tookute and translated it as ‘close’ to the school. Onsen needed to be translated into the English ‘hotsprings’ or ‘hot baths’. Kankyoo (environment) was often misunderstood for kankoo (tourist).

Part (e) Mr/Mrs Kawaguchi/Kawakuchi/the Kawaguchi’s will greet her/to pick her up at Nagasaki International Airport. 2 Points

Comment

Some candidates misread Kawaguchi as Yamaguchi and didn’t know the work kokusai (international).

Part (f) Organise/prepare/get ready a uniform and textbooks/school books. 2 Points
Comment

Yooi suru caused quite a few problems with only a few candidates translating it correctly. Kyookasho was also not well known.

Question 2

Question 2 was marked on a 15 point scale and subsequently scaled to 10 points.

Part (a) All over/throughout/around the world
    schools using computers in class/lesson
    have increased/an increase in.  3 Points

Comment

Many candidates confused ‘computers used in classes’ for ‘computer classes’. The word fueru (increase) was not well understood and the concept of all around the world was often missed.

Part (b) Religion.
    Rubbish/garbage problems/issues.  2 Points

Comment

Few candidates knew the word shuukyoo ‘religion’ but gomi no mondai ‘problems of rubbish’ was handled well.

Part (c) Groups of 3-4 (people)
    search/research on the Internet.
    At the end of the lesson
    they tell everyone what they found out.
    Teachers’ only help a little.  5 Points

Comment

In this question, candidates needed to include all relevant information. Most candidates understood ‘groups of 3-4’, and ‘researching on the Internet’ was well done, however, most candidates did not know shiraberu very well. The shika-mase structure was well understood by most candidates.

Part (d) Subsection (i) For candidates, the lessons are not boring.
    They study what they want/like.
    Subsection (ii) Teachers can learn things they don’t know.  3 Points

Comment

Taikutsu was understood by a good number of candidates, however, the relative clauses ‘what they want’ and ‘they don’t know’ were not well understood, leading to translation such as ‘the teachers don’t know anything’. The structure … koto ga dekiru ‘can …’ was well understood.

Part (e) Watch Japanese movies.
    Talk to Japanese people.  2 Points
Comment
This question was answered well by most candidates, however, some appeared to misunderstand the English question and therefore answered in the wrong context.

Section II — Writing Skills (25 marks)

Part A

Question 3

Part (a) Hiragana – Kanji

Most candidates made a good attempt at this question. Candidates need to demonstrate not only their knowledge of kanji but also their ability to communicate effectively and appropriately in written Japanese. Characters must be written neatly and with correct perspective to gain full marks. Correct positioning of strokes, dots and hooks is essential. Candidates should also be aware of the difference between printed forms (word processor) and hand written forms.

Candidates also need to ensure that all necessary hiragana (okurigana) are included with kanji. Marks are deducted for missing and/or incorrect hiragana.

Candidates of Chinese background need to ensure that they are familiar with differences in style between Chinese and Japanese when writing some kanji, eg umi, katta.

Candidates should read the whole sentence first to establish the meaning of the kanji required – not just guess based on sounds.

Common errors were:

- **gogo** - often written around the wrong way
- **michi** - often written as machi (candidates also had difficulty with the ‘wrap around’ strokes)
- **okanemochi** - some candidates wrote ne in hiragana
  - some candidates did not write mo in kanji.
Sample Answers

Excellent

(i) すみ1 に とめだ2 手を2 と ひろしま3 に いく。
1 冬
3 友達
(だち)
2 休"け
4 広島

(ii) いちばん1 先生2 に あき3 は おきます4 おきます ことは。
1 一番
3 朝
2 好き
4 早く

(iii) ご1 は あゆ2 になるから おち3 があぶくななる。
1 午後
3 道
2 雪

(iv) うみ1 のそばにある しろい2 いい3 を かかったひと4 はおかねが5 でしょう。
1 海
3 家
2 白い
4 買った人
5 お金持ち

Above Average

(i) すみ1 に とめだ2 と ひろしま3 に いく。
1 冬
3 友達
2 休"け
4 広島

(iv) いちばん1 先生2 に あき3 は おきます4 おきます ことは。
1 一番
3 朝
2 好き
4 早く

(iii) ご1 は あゆ2 になるから おち3 があぶくななる。
1 午後
3 道
2 雪

(iv) うみ1 のそばにある しろい2 いい3 を かかったひと4 はおかねが5 でしょう。
1 海
3 家
2 白い
4 買った人
5 お金持ち
Average

(i) あの上、すすきに ともだち と ひなた に いく。
1 冬  
3 友達
2 休み
4 広島

(ii) いちばん すきなのは あき はやく おきる ことです。
1 一番
3 朝
2 来
4 早

(iii) ごろ は 地震 になるから みちが あぶなくなる。
1 午後
3 道
2 震

(iv) うさのそばにある しろい いえ を かったひと は おかねも でしょう。
1 湖
3 事件
2 白い
4 神。人
5 お金持ち

Part (b)  Kanji – Hiragana

For this section, candidates need to ensure that they know the on and kun readings of kanji. Candidates can be asked to write any word from the prescribed vocabulary list using prescribed kanji. Many candidates did not recognise a number of the compounds used. Candidates also need to be particularly careful with long and short sounds. Care also needs to be taken when the given hiragana is copied as errors and/or omissions cost marks. Overall, this section was done very well.

Common errors included:

- **tabun** - often written as *daibu* or *oobun*
- **isoide** - often written as *osoide* or *kyuuide*
- **hayashi** - often mistaken for *mori*
- **sama** - often not known
- **ichiba** - often written as *shiba* or *chiba.*
Sample Answers
Excellent

(i) 好は多分大学に入る。
あなたの大学に通う

(ii) 入院している校長先生
にゅういんしたいるこうち
ようせんせい

(iii) 本所の春奈
ほんじゅうのあおもりけん

(iv) 市場と魚屋
いちばとさかなや

(v) 地下鉄の駅に急いで走った
ちかくてつのえきにいそいで
はしりった

(vi) 林田親の洋服
はやしださまのようふく

Above Average

(i) 好は多分大学に入る。
あなたの大学に通う

(ii) 入院している校長先生
にゅういんしたいるこうち
ようせんせい

(iii) 本所の春奈
ほんじゅうのあおもりけん

(iv) 市場と魚屋
いちばとさかなや

(v) 地下鉄の駅に急いで走った
ちかくてつのえきにいそいで
はしりった

(vi) 林田親の洋服
はやしださまのようふく
Average

(i) 姊は多分大学に入る。
あねはたぶん大学入る。

(ii) 入院している校長先生
はいいられとなっているうれし。

(iii) 本州の景色
ほんしゅうのあおもり

(iv) 市場と魚屋
ばしょとうとはちや

(v) 地下鉄の駅に急いで走った
ちかてつのえきに急いでは
した。

(vi) 林田家の洋館
はやした家のようにふく

Question 4 Katakana

This question was handled well by most candidates.

Candidates need to be sure how to use the squares in which they write: ie one character to a box; all within the box; small characters written noticeably smaller.

Long sounds were generally handled well.

Compound sounds continue to cause candidates the most problems, eg so, n, tsu and shi all need to be readily identifiable.

The most challenging sounds were we, che, ja, je, sho, gya.
Sample Answers

Excellent

(a) roopuwee
ロープウェー

(b) chekku meeto
チェックメート

(c) dijaridau
ディジャリードー

(d) jenereshhon gyappu
ジェネレーションギャップ

Above Average

(a) roopuwee
ロープウィー

(b) chekku meeto
チェックメート

(c) dijaridau
ディジャリードー

(d) jenereshhon gyappu
ジェネレーションギャップ

Average

(a) roopuwee
ロープウィー

(b) chekku meeto
チェックメート

(c) dijaridau
ディジャリードー

(d) jenereshhon gyappu
ジェネレーションギャップ
Question 5 Composition

General Comments

Overall, this question was well answered. The better responses contained an appropriate introduction for a speech and included a lot of detailed information about the intentions of the speaker while in Japan on exchange. Weaker responses tended to mainly focus on personal information, such as family and school, with only limited detail about the objectives of the speaker while in Japan. Weaker responses also contained irrelevant and/or inappropriate vocabulary items and language, eg plain form.

In terms of grammar and style, better responses contained a range of structures that were used correctly and appropriately. Conjunctions were also used effectively to create a smooth flow that would be well received in a school assembly speech. The use of relative clauses added to this effect. Weaker responses had an erratic style with candidates jumping from topic to topic without any real thought about flow. A number of grammatical errors occurred, in particular, nagara, kureru/ageru, hazu, tari tari suru. Furthermore, some candidates packed many senior structures into one sentence, only to make it incomprehensible.

In general, candidates are reminded to:

• avoid plagiarising from the reading passages
• write in pen
• avoid identifying their school
• write within the word limit
• use the correct spelling of Katakana words, eg oosutoraria, shidonii
• be careful of basic particle usage as such simple errors easily detract from the overall quality of their composition, eg Gakkoo o ikimasu, Ani ni sunde imasu.

Composition – Marking Criteria

Communication: coherency, content, relevance (C)

Ability to use Japanese grammar, including senior structures and vocabulary (A)

Script: kanji and katakana (S)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Excellent C</th>
<th>Very Good C</th>
<th>A</th>
<th>A</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Extremely well done in all aspects – reads clearly/well</td>
<td>Very well written: clear and coherent</td>
<td>A few minor errors but does not affect understanding in any way.</td>
<td>Excellent use of grammar that demonstrates knowledge of Japanese with some minor errors that do not affect understanding</td>
<td>Extensive use of appropriate kanji</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td>A</td>
<td>A</td>
<td>S</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td>A</td>
<td>A</td>
<td>S</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td>A</td>
<td>A</td>
<td>S</td>
</tr>
</tbody>
</table>

44
11 Good C Well written with occasional points that are a little unclear or incorrect
10 A Good use of grammar but there are some errors; complex structures are attempted but are sometimes incorrect
9 S A reasonable number of correct kanji have been used appropriately

8 Average C Comprehensible, but there are problem areas
7 A Even though there are grammatical errors, the message can be mostly understood. Simple structures are usually used correctly, OR, if complex structures are attempted, they are usually incorrect
6 S A reasonable number of kanji have been attempted but there are a number of errors OR a limited number of correct kanji have been used

5 Fair C After reading several times, you can understand some of the messages
4 A There are numerous errors which show a lack of understanding of Japanese kanji
3 S Few correct kanji

2 Poor C Very difficult to understand
1 A Grammar is almost non-existent
0 S Although some kanji may be attempted, they are often incorrect

Subtract 1 mark if compulsory section is not covered at all, ie hopes and objectives during stay in Japan.
Subtract 1 mark if masu form is not used (3 uses or more), or no form of greeting is used, as this is supposed to be a speech.
If the composition is shorter than 225 ji (1.5 pages), deduct 1 mark, regardless of how short it is. Note that is highly unlikely that candidate could have covered the topic if significantly less than 1.5 pages, so other factors such as coherency, etc., will be affected.
Sample Answers – Composition

Very good
• Correct speech format (introduction and closure).
• Good range of grammatical structures e.g. hajimeru, shita ato, tsumori, aida ni, tari, no de, kara, nakereba narimasen.
• Some structures are used in unnatural ways, e. atarashii hito ni aetari instead of iroiro na hito ni attari.
• Some inappropriate information to give on a formal school assembly e.g. watashi no ani wa hansamu da shi se ga takai.
• Lots of correct kanji used.
• Overall, very well written with clarity and logically structured.
| ススケ | はり | カ | すぎ | きた | で | ます。 | お | 母 | さん | と | 第 | 三 | で | ます。 | い | の | お | よ | ろ | さ | と | か | い | り | ます。 | す | も | る | し | よ | う | た | で | ます。 | す | も | る | し | よ | う | た | で | ます。 |
|--------|------|----|------|------|---|------|---|----|------|---|----|------|---|------|---|----|------|---|------|---|----|------|---|------|---|----|------|---|------|---|----|------|
| いく | い | 日 | 本 | に | い | ろ | の | 間 | に | 日 | 本 | 行 | か | 大 | 好 | き | で | あ | り |
| いく | い | 日 | 本 | に | い | ろ | の | 間 | に | 日 | 本 | 行 | か | 大 | 好 | き | で | あ | り |
| いく | い | 日 | 本 | に | い | ろ | の | 間 | に | 日 | 本 | 行 | か | 大 | 好 | き | で | あ | り |
| いく | い | 日 | 本 | に | い | ろ | の | 間 | に | 日 | 本 | 行 | か | 大 | 好 | き | で | あ | り |

Note: The boxes marked with an 'X' mean that I've corrected something and it is a blank box.
• Generally good use of grammar structures, eg to iu, ga, de, koto ga dekiri, ta koto ga aru, tsumori, but with some errors, eg lack of nominalisation, no aida ni.
• Some use of English words, eg fureento.
• Some correct kanji used appropriately.
• Lots of information about family and self with much less detail about objectives in Japan.
• Overall, well written with some errors.
Comprehensible, with reasonable content.

- Some grammar structures attempted but with errors, eg *tari tari, tame, aida ni*.
- Significant number of particle errors, eg *gakkoo ni chiisai desu*.
- Some incorrect/incomprehensible sentences, eg *nihongo no seikatsu oshietari ...*
• Some correct kanji but some missing kanji, eg seito, hanasu.
• Heavy emphasis on personal details.
• Overall, comprehensible but with a number of problem areas.

Section III – Options – Literature and Film (15 marks)

General Comments

Part A — Literature

Question 6 — General Comments

The following advice is given to candidates:
• It is vital to have a thorough knowledge of the novel.
• Be able to identify the Japanese passages and place them in context.
• Be able to recognise key kanji, eg hikaru (to shine), kazoku (family), omoide (memories).
• Be extremely familiar with themes and characters, ie know the development of the relationship between Mikage and Yuuichi.
• Understand literary terms such as recurring imagery, concepts, contrast, metaphors, personification and repetition and terms such as significance, importance, development, specific.
• Quotations used should be accurate and should be linked to the question asked.
• Do not simply retell the story, answer the question asked.
• Any quotation used in the question should be translated or paraphrased into English before attempting to answer the question.
• Well-expressed, short answers are better than long, rambling, obscure answers.
• Number the questions exactly as they are on the examination paper.
• Be very familiar with the themes and characters in the novel.
• If the question asks for specific examples, give detailed answers not general ones.
Question 6 – Marking Scheme

The literature paper was marked out of 20 points and subsequently scaled to 15 marks.

Part (a) Mikage delivered Katsudon to Yuuichi at the motel/hotel/Inn in Isehara (they are together at the inn). 1 mark

Part (b) ‘The rich fragrance of those days breathed life back’ (into my heart/soul again). This means that those good memories from the past refresh the soul and momentarily push away the grief Yuuichi and Mikage are experiencing after Eriko’s death by recalling various happy times the three of them spent together/happy/nostalgic. 2 Marks

Part (c) Subsection (i) Family memories of when Mikage stayed with the Tanabe’s for 6 months and became part of another family, with shared experiences. 1 Mark

Subsection (ii) Any 3 of the following: 3 Marks

- Waiting for Eriko to come back, the two of us playing computer games.
- After that the three of us rubbed our sleepy eyes and went to eat okonomiyaki.
- The funny comic Yuichi gave me because I was depressed by my work.
- Eriko, who laughed till she cried when she read it.
- When I fell asleep on the floor, the touch of the blanket she gently covered me with.
- The hem of Eriko’s skirt as she walked away, her slender legs which I could dimly see through my half opened eyes as I woke up.
- When Yuichi brought her home drunk, holding her in his arms coming into the room together.
- The summer festival days, Eriko tying my Yukata sash tightly for me, the colour of the red dragon flies dancing crazily in the evening sky.
- The smell of omelettes on the Sunday morning.

Part (d) Subsection (i) Means to shine. Its significance is to symbolise hope and happiness. 2 Marks

Subsection (ii) Any 3 examples (from elsewhere not this passage) 3 Marks

- tiles sparkling in the kitchen
- stars glittering
- gleaming kitchen
- city glittering
- wake up in the morning light
In *genkan*, Mikage sees a white shining path in the darkness in front of her eyes/or Yuichi shining in the doorway.

She had to ‘shine’ herself on the dark and lonely mountain path.

Dirigible floating in the sky with twinkling lights.

Light from window of kitchen, whilst sobbing in the alley.

Eriko’s personality – like a light shining, aura, vital, vibrant, etc.

Mikage’s trip by taxi to the Inn. Waterfall shining outside the window.

Lighthouse cutting a path through the night.

At Izu receiving phone call from Yuuichi. White gates at the end of the dark lawn.

P6. Returning from shopping, Yuuichi points out the full moon shedding its incredible brightness.

The telephone glowing.

Part (e) Subsection (i) ‘Surely/after all/certainly/definitely it’s because we are family’ OR explanation of concept of ‘family’. 1 Mark

Subsection (ii) Yuuichi says this to Mikage. 1 Mark

Subsection (iii) Yuuichi wonders why all food, when eaten with Mikage, tastes more delicious. Mikage replies: ‘Couldn’t it be because your appetite and lust are being satisfied at the same time’ and Yuuichi makes the above reply, perhaps, to cover his embarrassment? 2 Marks

Subsection (iv) This statement is very significant to the development of the relationship of Yuuichi and Mikage because:

- Its importance in changing the relationship/pushing it forward turning point/pivotal/crucial.
- Their development from strangers to friends.
- They have become like family/siblings.
- In the future their relationship will probably develop further to lovers/boyfriend and girlfriend. There is hope and expectancy for the future that they will grow and overcome further obstacles together.

Specific Comments

Part (a) The question asked what important event happened immediately before this passage. ‘Immediately’ is the key word, hence it is NOT the death of Eriko which occurred some time beforehand, but the delivery of the *katsudon* to Yuuichi at the Inn in Isehara.
Part (b) Candidates should demonstrate an explicit knowledge of any Japanese text included in the question (by translating/paraphrasing into English at the start of their answer the question).

Part (c) Subsection (i) This means ‘family memories’ and refers to Mikage’s shared experiences as part of the Tanabe family. This did NOT mean memories of her grandmother.

Subsection (ii) As the question asked for 3 specific examples the examples chosen from the many given in the passage had to be detailed and accurate.

Part (d) Subsection (i) Such significant kanji as hikaru (to shine), need to be well known by candidates, particularly as other answers were dependent on the recognition and knowledge of ‘shining/gleaming/glittering’ imagery and, examples from elsewhere in the novel had to be given.

Subsection (ii) These examples of ‘shining’ needed to be put in a context. It was NOT enough to say ‘a shining star’ for example, without locating the context of the phrase in the novel.

Part (e) Subsection (i) some idea of kitto for emphasis was required.

Subsection (ii) well done

Subsection (iii) Some candidates confused the explanation of why Yuuichi said this, and some mixed Mikage and Yuuchi’s roles in this translation.

Subsection (iv) Some candidates did not answer the part of the question relating to significance and importance. Candidates had to state the development of the relationship between Mikage and Yuuichi and then state how this statement: ‘Surely, it’s because we are family’, is important to the further development/or change in the nature of that relationship.

It was clear that a number of candidates did not understand the relationship between the characters.

Conclusion

Read the questions carefully, note keywords, be familiar with themes and characters and main kanji and answer the question as asked.
Sample Answers

Question 6 (b)

Excellent

This statement means that the rich fragrance of those days breathed life back into Mikage’s heart. Mikage is remembering the happy memories which ‘always live on shining’ and the time she spent at the Tanabes. These memories fill Mikage’s heart with happiness, which gives her strength to continue to struggle on and heals the pain of the deaths of Eriko and her family. These memories are powerful and comforting.

Question 6 (e) (iv)

Excellent

This statement is very significant in the development of the relationship as it shows how far they have come together. Yuichi was just a name that Mikage heard her Grandmother once use, however now they have become so much more. Mikage first needed Yuichi when her Grandmother died, but when Yuichi’s mother, Eriko died he needed her. This statement shows how much them needing each other has become so significant to them. They became so much closer and can now freely admit to each other that they are family. They have been through so many ‘dark’ times of wondering where their lives were now going and together they worked to become family.

Question 6 (e) (iii)

Above Average

He says this because he has just asked Nikage why the food always tastes so good when he eats with her? And she replied. “It is because your sexual desires and your hunger are being satisfied at the same time.” Yuichi strongly disagrees, but lightheartedly, as he says: “Chigau, chigau” (It’s not, it’s different) and then he says: “It is because we are family.”

Question 6 (e) (iii)

Average

Comment as to why all the food he eats with her is so nice. Basically, Yuichi means that they are family and anything cooked by one’s family is always the best. This is because one’s family knows them the best.

Part B – Film

Question 7 – General Comments

Candidates generally answered the question well and completed the question in the allocated time. However, candidates must read the questions carefully, as some candidates did not gain full marks because they did not answer the entire question or did not do what was required. Candidates should remember that essay responses are not required. Point form responses are preferable as long as all relevant information is provided. Candidates should be careful to manage their time effectively.
Candidates should ensure that they use correct terminology for the cinematic techniques they discuss such as composition, camera technique and lighting. They should also be clear as to the effects that these techniques have on the viewer.

Candidates must also know the correct names of the main characters and their relationship to each other.

Specific Comments

Part (a)
Candidates generally answered this question well, giving exact details of the location and precisely describing the events that occurred at that time. However, some candidates did not answer both parts of the question or only gave a vague answer for ‘when’, eg when Akio came to Tokyo, or, in Part 3 of the film.

Part (b)
Candidates needed to translate the quote carefully so that they showed that they understood its meaning.

Some candidates translated the quote well but couldn’t give a valid reason for why its being said.

Part (c)
Many candidates translated the quote too freely. However, most gave good reasons why the speaker said it.

Part (d)
Subsection (i) This question was generally answered well.
Subsection (ii) Candidates need to read the question carefully as some candidates wrote answers about the father not understanding.
Candidates also needed to support their answers with specific examples from the film and, not write too much.

Part (e)
Subsection (i) This was generally well answered. Candidates gave the correct names of the characters and described their relationship to each other.
Subsection (ii) This was also generally well answered.
Subsection (iii) Many candidates confused the subject of Taki’s tirade with other similar scenes in the film. The question also required candidates to comment on Taki’s way of speaking, ie complaining.
Subsection (iv) Many candidates identified the significance of the scene, ie that Tetsua was thinking about Seiko.
Part (f)
Subsection (i)  Generally well answered.
Subsection (ii) Most candidates answered correctly that Tetsuo and his workmates had become closer, but needed to explain why, ie that Tetsuo had been promoted or become more permanent.
Subsection (iii) Some candidates referred incorrectly to lighting/camera technique rather than composition as required by the question.

Part (g)
Subsection (i)  Most candidates correctly identified the characters, however some thought that Tadashi was Akio.
Subsection (ii) In a question such as this candidates need to write more than just a simple word for a feeling, eg angry. Some candidates correctly linked a feeling with a valid reason for why the characters felt like that.
Subsection (iii) Some candidates did not understand the term ‘aspects of cinematography’. Candidates should use terms such as composition, lighting and camera work as headings and list five concise points for each. Candidates should avoid writing too much and running out of time.

Part (h)
Subsection (i) Some candidates recognised this still frame correctly as Akio at the train station in Iwate. However, some candidates thought it was the train station in Tokyo (or Ueno station) and some candidates misread ‘where’ for ‘when’ and did not answer the question correctly.
Subsection (ii) Generally well answered.

Sample Answers

Question 7 (f) (iii)

Excellent

Tetsuo takes up all of the screen from top to bottom and about half of it from left to right because he’s the most important character in the scene. His workmate takes up most of the screen from top to bottom and is pictured in about the centre to place some attention on him. The beers are also important because it shows what the characters are doing and they take up about half the screen from top to bottom.

Question 7 (g) (iii)

Excellent

Composition – the screen is made up of Reiko and Tadashi in the living room of the apartment and the part of the room we can see is in the middle of the screen and only takes up about 1/3 of it. Tadashi and Reiko are in the mid-ground.
Camera Techniques – the camera is angled at Tadashi and Reiko and it is a side-on shot of both of them. The vertical curtains also make the room look narrow to emphasise the fact that the apartment is too small for Akio to live in with them.

Lighting – most of the screen is dark which goes with the feelings of the 2 characters and the middle of the screen is lit to make a contrast. The light is placed above Reiko to focus attention (on him).

**Question 7 (g) (iii)**

**Average**

The two characters are framed through a narrow doorway, they are in the light whereas most of the screen is dark. This framing and their body language show the tension between the two and also represent Akios’ separation, with Reiko standing uncomfortably concerned between the two.
3 Unit (Additional)

Listening and Speaking Examinations

Speaking Skills (10 marks)

Overall, Questions 1, 2 and 3 were answered very capably by most candidates. A higher number of candidates answered the questions within the specified time limit than in previous years, but there are still too many candidates who do not adhere to the suggested time limit of approximately 10 minutes. Candidates are advised of the following areas of concern within the speaking examination:

- Make sure both parts of a particular question are answered.
- Avoid inappropriate use of structures.
- Avoid over-complicating a sentence with too many structures.
- Names given in an examination such as ‘Yasuaki’ must be said correctly.
- Read words within questions correctly and to discriminate between them correctly, for example saifu/seifu.
- Read the question properly. For example, Question 2 asked what a candidate would do ‘if he/she had his/her wallet stolen’. Many candidates talked about ‘a lost wallet’.
- Weaker responses often had desu or deshita added to verbs.

Teachers should ensure that candidates sit close enough to the tape recorder and speak sufficiently loudly, to ensure that the recording is audible.

Question 1

Many candidates handled this question well. In the better responses, candidates indicated the way Tottochan and Yasuaki became friends, while in the weaker candidates simply retold the story. Better responses were presented in the candidate’s own words and therefore were within the suggested time limit.

A number of candidates did not answer the second part of the question. In the better responses, candidates revealed the qualities of their best friend while weaker candidates often gave a summation of what might have happened on a weekend.
Common errors:

- *shitsumon o suru* not *shitsumon o kiku*
- *hajimeru/hajimaru*
- *kureru/ageru*
- *sensei no tokoro ni iku*
- *ichiban shitashii tomodachi* not *ichiban shitai tomodachi*
- *ichiban tomodachi* – often said
- *toki/nagara* – confusion
- particle problems
- *komaru*
- *tetsudau*
- mixture of polite and plain sentence endings
- *Shoonimahi ga aru*

**Question 2**

There were many strong responses to this question. Better responses included a good range of suggestions for what to do if the wallet had been stolen. Weaker responses showed a confusion between ‘lost and stolen’. Better responses included a series of at least three logical solutions to the problem.

**Common errors:**

- *Naze nara ... kara desu*
- Confusion of *saifu* and *seifu*
- *Mitsukeru/sagasu*
- Confusion of *tara* and *to*
- Vocabulary items related to the police – *kooban, keisatsu, keikan, omawarisan.* *Keiken* was often used.
- *Keisatsu ni agemasu, keisatsu ni oshiemasu, keisatsu ni hanashimasu* were wrongly presented.

**Question 3**

There were many excellent and detailed responses which offered substantial reasons for going to study abroad. Many answers were well structured and included up to five reasons. Some good responses used persuasive language and idioms when suggesting reasons to parents. Better candidates were convincing in their answers. Of particular note was the accurate use of relative clauses.

Those candidates who identified an appropriate country for an exchange, seemed better able to devise a convincing response that included sufficient content.

**Common errors:**

- Causative tense was often used inappropriately
- Inappropriate use of *hazu*
- Poor pronunciation of *Oosutoraria, keiken, ryuugaku* and *gaikoku*
- There was a mixing of tenses so that it appeared that ‘some were going’ and ‘about to come back’ within the same answer
### Speaking Skills - Marking Criteria

<table>
<thead>
<tr>
<th>Marks</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6x3 = 18</td>
<td>C/C</td>
<td>Communication/Content</td>
</tr>
<tr>
<td></td>
<td>P/F</td>
<td>Pronunciation/Fluency</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Accuracy</td>
</tr>
<tr>
<td></td>
<td>S/V</td>
<td>Senior structures/Vocabulary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>6</td>
<td>C/C Full communication and lots of relevant ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P/F Accurate clear pronunciation/Even flow/easy rhythm and natural intonation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Accurate command of grammar with few minor errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S/V Correct and effective use of SS and Vocabulary</td>
</tr>
<tr>
<td>Very good</td>
<td>5</td>
<td>C/C Very good communication and many relevant ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P/F Good pronunciation/Smooth flow without too many pauses (mid sentences)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Very good command of grammar with some errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S/V Very good command of SS and Vocabulary with some errors</td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
<td>C/C Good communication with considerable number of relevant ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P/F Good pronunciation/Smooth flow with some pauses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Good command of grammar with quite a few errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S/V Good command of S/S and Vocabulary with some errors</td>
</tr>
<tr>
<td>Average</td>
<td>3</td>
<td>C/C Satisfactory level of communication and content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P/F Reasonable pronunciation/More pauses with some hesitation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Quite a few mistakes but still comprehensible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S/V Some correct SS and basic Vocabulary</td>
</tr>
<tr>
<td>Fair</td>
<td>2</td>
<td>C/C Basic level of communication with a few relevant ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P/F Poor pronunciation/Hesitant, uneven pace, with longer pauses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Limited knowledge of basic grammatical structures with substantial number of errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S/V A few correct SS and limited Vocabulary</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>C/C Minimal communication with few relevant ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P/F Virtually incomprehensible with too many long pauses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Poor knowledge of basic grammatical structures with frequent errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S/V Hardly any correct SS with extremely limited Vocabulary</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Very poor attempt</td>
</tr>
<tr>
<td>N/A</td>
<td>0</td>
<td>Not attempted</td>
</tr>
</tbody>
</table>

**NOTE**

1. If a candidate answers only half of Question 1, mark normally and deduct ONE mark.
2. If a candidate doesn’t know who Yasuaki is and talks about someone else, mark normally and deduct ONE mark.
Listening Skills  (10 marks)

In general, candidates performed well. Candidates are reminded that good preparation includes:

- thorough knowledge of the 2/3 Unit vocabulary list and of the vocabulary in the three ‘Tottochan’ stories
- thorough understanding of the passive and causative
- writing detailed responses for all items.

Marking Scheme, Mark Allocation and Comments

Item 1

Part (a)  Go to tutoring/coaching/cram school.  1 Mark
Japanese conversation lessons/classes.  1 Mark

Part (b)  Likes very much/loves Japanese things/anything about Japan.  1 Mark
Pleased/Happy/Enjoyed/Gladly/Gratefully studying Japanese.  1 Mark

Comment

This item was generally well done, though some candidates had difficulty in translating juku. Many candidates translated daisuki as ‘like’ instead of the stronger forms of ‘love’ or ‘like very much’. Similarly, the word koto was often omitted in answers, or not translated well.

Item 2

Part (a)  Got his scuba diving licence.  1 Mark

Part (b)  More people eat fish than fish eat people.  1 Mark

Comment

Many candidates did not include the word ‘licence’ in their response to Part (a). However, most candidates handled Part (b) with little difficulty. Some candidates, however, did miss the comparison.

Item 3

Part (a)  Tidy/Clean up the 15 year old daughter’s room.  1 Mark

Part (b)  Subsection (i) Not to give her money to buy magazines.  1 Mark
Subsection (ii) When they read these kind of magazines there are girls who become too thin and sick.  1 Mark

OR
They have a bad influence/effect on girls.

Comment

This item was generally well done, although some candidates omitted the age of the daughter from their response in Part (a).

In Part (b) (ii) there appeared to be some confusion amongst a few candidates as to what type of magazine the daughter was reading.
**Item 4**

Part (a)  One with tables outside and spacious.  
One with nice/beautiful night scenery of the big city/metropolis/city.  

1 Mark

Part (b) Oaking delicious food/having people eat the food/in a nice/clean/pretty place.  
(Any 2 of 3)  

2 Marks

**Comment**

Many candidates did not recognise the phrase *hirobiroshita* in Part (a). ‘Night’ in the description of the scenery was often omitted.

Candidates appeared to have little trouble with Part (b) and this part was generally well done.

**Item 5**

Part (a)  Until 18 years old, lived in the country/countryside/rural areas/of Australia/  
in easy going/relaxed way (any 3 of 4)  
and then went to/studied at/went on exchange to university in Shinjuku/Tokyo.  

1 Mark

Part (b) Everywhere there were lots of/so many/numerous people.  
There were no places where you could be quiet/alone by yourself.  

1 Mark

1 Mark

**Comment**

Part (a) was generally well done by candidates. The challenging areas being the translation of *made* as ‘until’ and the confusion over where the candidate lived until 18 years of age.

In Part (b), most candidates either omitted the word ‘everywhere’ from their responses or did not indicate the number of people.

Some candidates also confused *sugoku* with *suugaku*.

**Item 6**

Part (a)  Diary his grandfather wrote when war was on/during war/when sent to war/  
when he went to war.  

1 Mark

Part (b)  Subsection (i)  Read it.  
Subsection (ii)  Doesn’t want war to be repeated/occur again in the future.  

1 Mark

1 Mark

**Comment**

Many candidates in Part (a) omitted the word ‘wrote’ or any suggestion that the diary was written by the grandfather.

The ‘*Why?’ part of Part (b) presented difficulties and common errors included:

- ‘not wanting the boy to go to war’
- ‘wanting the war to stop’
- ‘wanting the boy to become strong by reading about tragedy’.
**Item 7**

Part (a) The hole in the roof is too big 1 Mark
Part (b) Her husband will help him 1 Mark
Husband/He can repair anything 1 Mark

*Comment*

Many candidates in Part (a) omitted the word ‘roof’ from their responses, or, neglected to note that ‘the hole was too big!’ The word ‘hole’ was unfamiliar to many candidates.

A pleasing number of candidates identified the causative in naoseru. Some candidates, however, were mistaken as to who was offering the help (ie the woman would repair it). *Shujin* as not translated well.

**Written Examination**

**Section I — Reading Skills (10 marks)**

This section was marked on a 12 point scale and subsequently reduced to 10 marks.

**Marking Scheme, Mark Allocation and Comments**

**Question 1**

Part (a) Parents, relatives, people around them; angry/scold 2 Points
   teased/bullied by friends/peers
   disliked by society.
   (Any 2 of 3)

*Comment*

Candidates often confused who was ‘being angered’ but understood quite well who was ‘bullied’ and ‘disliked by society’.

Part (b) Big banks and companies which ’til now had power/ 3 Points
   no longer believed in/trusted
   society’s common sense/values/knowledge/attitudes/beliefs also changed.

*Comment*

Candidates understood quite well the concept of the ‘big banks and companies which until now had power’ but had difficulty with who believed and the translation/interpretation of *sonna ni*. The translation of *jooshiki* also caused problems. There was also confusion between words for ‘society’ and ‘company’.
Part (c) Going on exchange overseas/study abroad/foreign student 2 Points
can see Japan from outside/in another way/from another perspective/
view from outside/different vision of Japan.

Comment
This question was quite well done. The main area of difficulty was the idea of reflection towards Japan.

Part (d) To change society and politics/government 2 Points
without losing good points of Japanese culture.

Comment
Confusion again between words for ‘society’ and ‘company’. Many candidates also missed the concept of only needing the ‘good points’ of Japanese culture rather than all of Japanese culture. Many candidates translated yoi tokoro as ‘good places’ rather than ‘good aspects or points’.

Part (e) Hurt/deeply/seriously by
being shunned/left out/ignored by everyone
being no longer ‘real Japanese’/not becoming.

Comment
The areas causing greatest concern were: who was shunned/hurt deeply; and, who was viewed as not being ‘real Japanese’.

Section II — Writing Skills  (10 marks)

General Comments
Overall, the standard of writing was high, given the challenging topic. Most candidates used a number of kanji (candidates should avoid the inappropriate use of Chinese kanji) and a variety of senior structures. Most candidates wrote within the ji limit. Candidates are reminded that they will not be awarded extra marks for extra length.

The incorrect use of genkoo yooshi is still a problem for many candidates, particularly when writing vertically. The writing of borrowed words is also generally poor.

In the better responses, candidates included a number of issues such as smoking, drugs, alcohol and indicated why these issues should be included.

In the weaker responses, candidates tended to mention only one issue, such as ‘tormenting’, without sufficient detail.

Candidates are reminded that the reading passage is a stimulus, not something to be copied out in the composition.

Many candidates are still overusing passive and causative verb forms.
Marking Scheme and Comments

Content (C)
- Answer the question
- It is all right if the answer contains any sort of general (or specific) ideas relating to the topic of "guruupu puresshaa"
- Most essays have some relation to the topic
- Read all words, including words over 250 letters
- Suggestion … some examples of group pressure in Australia, express own opinion of group pressure
- Relevant ideas
- Coherency, good start and end

Language (L)
- Language is more important than content
- Script – use of kanji and hiragana
- Vocabulary – use of a variety of appropriate vocabulary
- Grammar – accurate and appropriate use of 2/3 unit structures
- Plain form

<table>
<thead>
<tr>
<th>Category</th>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>10</td>
<td>C Complete and logical development of ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L All the question answered</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L Excellent command of 2/3 unit structures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary and kanji</td>
</tr>
<tr>
<td>Very Good</td>
<td>9</td>
<td>C+L Language is excellent/very good, or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May have dealt with all criteria but have only a few errors in language use</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C + L is excellent but usage of desu/masu form without mixing</td>
</tr>
<tr>
<td>Good</td>
<td>8</td>
<td>C+L Language is good. Minor grammatical errors that do not affect understanding, or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May have dealt with all criteria but have a number of errors that affect understanding or</td>
</tr>
<tr>
<td>Above Average</td>
<td>7</td>
<td>C+L Language is good. Minor grammatical errors that do not affect understanding, or</td>
</tr>
<tr>
<td>Average</td>
<td>6</td>
<td>C+L The message is generally understood, but there may be problem areas, or</td>
</tr>
<tr>
<td>Below</td>
<td>5</td>
<td>C+L The message is generally understood, but there may be problem areas</td>
</tr>
<tr>
<td>Grade</td>
<td>Score</td>
<td>Grade</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Average</td>
<td>4</td>
<td>C+L</td>
</tr>
<tr>
<td>Poor</td>
<td>3~2</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L</td>
</tr>
<tr>
<td>Very Poor</td>
<td>1</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Sample Answers

Excellent (10/10)
Average (6/10)

1999 HSC Japanese Enhanced Examination Report

Average (6/10)
Section III – Prescribed Text  (10 marks)

General Comments
This question was marked in two sections. The transliteration was marked on a 6 point scale which was subsequently scaled to 3 points. The questions were remarked on an 8 point scale and subsequently scaled to 7 points.

Question 3 Transliteration
The sidelined kanji were allocated 1 mark each, totalling 6. Any mistake resulted in the deduction of a mark.

Answers
1. ensookai no kazu wa
2. gunka wa hikitaku nai
3. jibun no ongaku ga taisetsu
4. geijutsu toka shisoo toka
5. ie/uchi ya shinseki
6. ookayama no eki de orite

General Comments
Some candidates omitted tenten or particles. Some candidates did not notice that sidelined sections continued to the following line of text in the passage, for example, failing to complete item 2.

Mark Allocation and Comments

Question 1
Jobs scarce
Number of concerts decreased
Number of people going to war increased
NHK broadcasts ware related
Band members don’t get together 2 Points
(any 2 of the above = 2 points, 1 = 1 point)
Food rationed/scarce/poor quality 1 Point
Payment in food/gifts 1 Point

Comment
Candidates need to include all relevant details from the passage and remember to use their knowledge of the prescribed text as a whole.
Question 2
Mother understands father’s decision says they will manage somehow. 1 Point OR Mother knew that father’s music was more important to him than the problem of food. 2 Points

Comment
Candidates showed a good understanding of this question. Some candidates relied on translating the quoted speech of mother, in particular, and father.

Question 3
Father has been disowned/shunned by family and relatives. 1 Point Many/various bad things happened but he didn’t stop playing. 1 Point

Comment
There was some confusion regarding the ‘many/various bad things’ that occurred. Some candidates were mistaken with regard to tense and with regard to whether the ‘bad things’ happened to father or simply during the war.
2 Unit (for Background Speakers)

Written Examination

Section I – Reading Skills  (50 marks)

General Comments
The responses in Reading Skills were pleasing and the candidates demonstrated their good knowledge, understanding and skills in both literary and non-literary questions.

Question 1
Subsection (a) Items 1–5 were answered very well. Most candidates were able to identify the relevant parts of the text and made appropriate reference to the text to support their interpretation. Items 7 and 8, however, proved to be challenging as the candidates needed to carefully analyse the use of metaphor. Excellent responses included a knowledge of the author and his background to fully answer the question.

Sample Answers

*Outstanding*

Item 1

行まできれば、目の前の老婆から印度の至るところについて
特に美しいことのせいかがつ

Item 2

印度の生活は、理解が足りない。日本人に対する知識と自分自身
助けにしてabajきのに何もできなくてやっと

*Average*

Item 1

同い、印度にいてורהは、死にかかっている人々
死体を見るなどは、日常茶飯事のことでから。

Item 2

二、印度では多くの人が瀕死状態、死に至っている
今の事実を知っているが、それらの人々を
ととで考え、助けがみたが、まだ如るいはいるため。××
Subsection (b) This non-literary question examined the candidates’ skills in contemporary issues. The text chosen was very topical and extracted from the highly regarded magazine. Most candidates performed well in Items 2 and 3. However, Item 1 appeared to be a more demanding question as it required a level of conceptual and abstract thinking.

Sample Answers

Outstanding

Item 1

Above Average

Item 1

Item 2

Part B Prescribed Text

Subsection (a) The candidates showed good preparation in the literature studies. They handled most of the questions confidently:

- Item 1 uses of language were answered correctly by most candidates
- Item 2 characterisations were answered correctly by most candidates
- Item 6 and 7 proved to be challenging as the candidates often did not carefully analyse the effect of metaphor.
Sample Answers

Outstanding

六、息子が家に思っていた。雏新江は、自分にまるめられた女であり、ゆうがんで強く、その上
やさしく、人思いであることを理由として、新治の母親にそのように思った。

Average

六、①新治の母親に自分のことでではなく父親が悪いことを言ったから、父親の代わりに
うやまったから

②ただ、あてまるためだけに自分のことをぎっそりにしてまで勝さたって disag的である
パープルを新治の母親にあげたから。

Subsection (b)  Items 1 – 6 were generally well done. In the better responses, candidates showed an interpretation of information and completed it with the appropriate ending. Weaker candidates, however, simply copied a part of the text.

Item 7 was a more challenging question. It required interpretation of facts and synthesis of ideas from the whole text, and examined the theme of the chapter from the prescribed text.
**Section II – Writing Skills (50 marks)**

**Part A – Translation (20 marks)**

**General Comments**

Most candidates clearly showed their familiarity with the prescribed text. Many candidates displayed excellent knowledge of specialised vocabulary items in English and were able to translate them into a sophisticated level of Japanese. However, there are still some candidates who translated literally from English, which results in very strained Japanese.

The level of candidates’ ability was mostly satisfactory. However, some English words and phrases were not fully understood which affected their translation into correct and appropriate Japanese. Candidates are advised to study the prescribed text in detail to achieve better results. In particular, candidates must learn the meaning of the verbs which are appropriate to the context.
Common errors during translation were:

- I sneaked back
- I crept away
- only two or three pigs
- squealing
- noise of all the pigs
- ventured into
- did not speak
- run out
- expert
- tame horses.

Appropriateness of the Japanese expressions, vocabulary and kanji. The following expressions were translated inappropriately:

- we will get to the bottom of this
- Bob was standing over me
- we thrashed it out of Bill.

Translation — Marking Criteria

The marking criteria are shown below:

**Understanding of the English text**

Excellent - fully understood
Very Good - well understood with minor errors which do not effect the story
Average - generally understood with a few problem areas
Fair - some misunderstanding of the text (expressions and whole sentences) and/or there may be ideas which contradict each other
Poor - poor understanding of the English.

**Appropriateness of Japanese expressions, vocabulary and kanji**

Excellent - correct and sophisticated Japanese with excellent accuracy
Very Good - good and appropriate Japanese
Average - good Japanese but some expressions which do not read as authentic
Fair - some inadequate Japanese
Poor - extremely inappropriate Japanese.
Overall general impression – how it reads

Excellent   - excellent and natural flow
Very Good   - very good flow
Average      - a few inconsistencies in the overall flow
Fair         - understood but some areas are difficult to follow
Poor         - readable but with little or no flow.

Distribution

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-18</td>
<td>Excellent</td>
</tr>
<tr>
<td>17-13</td>
<td>Very Good</td>
</tr>
<tr>
<td>12-9</td>
<td>Average</td>
</tr>
<tr>
<td>7-4</td>
<td>Fair</td>
</tr>
<tr>
<td>2-0</td>
<td>Poor</td>
</tr>
</tbody>
</table>
-sample answers
-outstanding

僕は大きな声がでた小屋の方に向き合っていくのを聞いたが、とても暗かったので僕は安全だった。僕はそこで小屋に戻って、誰かが「パーティーを僕。そしたら事の真相がわかりますよう」と言うのを聞いた。

僕は色々はいていないが、僕は屋根の中にくつろぎ静かに行き、そにととまってかくいていた。

最初僕は二、三匹の猫がしぐれにあとがりと歩き、その後広がるのだががオーケー鳴いている音が半分静けさのない男の人たちと女のたちもが小屋の中に集めたのが関心も

また小屋に入っていた。ボーが僕がぶたのがいは見かけの中にお酒を注いだことを見つけ、

ボーは、彼を採用して彼は生きまだまだ彼の声は皮をはいたとと言った。

ぶたが静かになった時、僕は再小屋を真っ先に出て馬小屋に去を取って行った。僕は眠った

ぶたとまじりにぼたのときには何がんか何かの中に

入れたんだ、え？がくしてたかメだで、僕らはぜれ

昨日の夜、ヒルはぶたのかえはぶたのかえの中に入れたんだ、え？がくしてたかメだで。僕らはぜれ

昨日の夜ヒルをから聞き出していた、お前の番はこれだからもちろんだ。」と言った。僕は彼が心地

残りの得があったが聞き下さり、話しなかった。

僕が馬小屋では追い出そうとしたら、ドアの所でボーが僕の足をつっかええた。彼は僕を

まちで打ちさえした。

ぼたはまるで使いのためにはも優れていて、それに馬を飼い慣らしていた。僕は気絶して

しまったので、何回僕が僕もうまくえたのかわからない。
Above Average

私は脳にかかる大きな声を聞いた。しかし、彼女は暗かったので、私は静かだった。私は脳に
傾いたときに、誰がか“パートを携えて、そして
私達はこの本にせまる”と言っているのを聞いた。

私はゲーリーをほいているのが私に歯止めを
かけていた。が、それも

初めて私はたった2、3匹の豚の声を聞いたが、その後
他の豚が鳴かれ、すぐに全ての半分飲んで食事し、全て
の豚を導いた。

豚はおばの床に入っていた。そして、のとが、私たちは
豚の橋に座っているのを見つけた。のとが、パートを
見つけて、生きていることをほぐと言った。

豚が静かになった時には、私は山に、毛布を取り
取り出した。私は眠りにつき、李先生に
私のようにきいていた。

のとが“え、ちょっと、お前のしめは、そのような体、じかんの
豚は豚の橋に入れたかったけど、もやや考えた必要はない、
俺達は、きのうの夜、じかんにいためから、お前のしめは

さ、お前だ”と言った。私は彼女が残りの
豚は、もぐにあそびの川、大坂が

私から小屋から飛び出した時、のとが私に言い
私の豚の名をつかった。のとが、私の名を

それに

のとが、打つという、筆頭者で、彼は馬の
お人たちを侍った。私は、馬の
気を失ったのが
彼か、その頃、私は打ったのか知らぬ。
Average

Many candidates express opinions well, displaying their argument with reference to relevant historical and sociocultural aspects of Japan. Responses to Topic (a) demonstrated detailed knowledge and insightful understanding of the issue, although they tended to argue for and against nuclear weapons. Responses to Topic (b) displayed perceptive understanding of this contemporary issue, expanding personal experiences to generalisation of benefits of crosscultural experiences. Weaker responses expressed opinions without substantiation, relying on some factual information or personal experiences. These topics are topical and relevant to students’ daily life although they proved to be rather challenging as candidates were required to focus on synthesising their points of view.

Essay Structure

Most candidates used paragraph structures well, particularly as the points of argument set out in the question were organised in order. Some candidates, however, did not develop their arguments logically or coherently. Disconnected ideas were hard to follow.
Use of Language

Overall, pleasing written style. Simple expression is better than the misuse of difficult vocabulary and expressions. Incorrect use of *kanji* was still common in many essays.

Composition — Marking Criteria

The marking criteria are shown below:

**Content**

Outstanding - argues and substantiates a point of view convincingly and coherently
Excellent - argues and substantiates a point of view coherently
Good - argues a point of view coherently with some attempt at substantiation
Average - displays a point of view without substantiation
Below Average - expresses opinions without substantiation and presents some relevant factual information
Poor - displays an insufficient range of ideas
Extremely Poor - displays a lack of relevant ideas, mostly out of focus.

**Essay structure**

Outstanding - presents a logical and well structured essay
Excellent - presents a well developed and well structured essay
Good - presents an adequate essay structure
Average - demonstrates a structured essay but ideas are not well linked
Below Average - shows inadequate essay structure
Poor - presents a lack of consideration for the essay structure, poor sequence of points
Extremely Poor - presents no logical development.

**Language**

Outstanding - displays an excellent command of written Japanese
Excellent - displays well written Japanese
Good - demonstrates a good command of Japanese
Average - displays an adequate command of written expressions
Below Average - uses a few colloquial expressions and some correct *kanji*
Poor - demonstrates poor usage of written expression and some colloquial expressions
Extremely Poor - shows very poor written expression.
### Distribution

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-28</td>
<td>Outstanding</td>
</tr>
<tr>
<td>27-23</td>
<td>Excellent</td>
</tr>
<tr>
<td>22-18</td>
<td>Good</td>
</tr>
<tr>
<td>17-13</td>
<td>Average</td>
</tr>
<tr>
<td>12-9</td>
<td>Below Average</td>
</tr>
<tr>
<td>7-4</td>
<td>Poor</td>
</tr>
<tr>
<td>2-0</td>
<td>Extremely Poor</td>
</tr>
</tbody>
</table>
Sample Answers

 Outstanding script page 1

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
</tr>
<tr>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
</tr>
<tr>
<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>51</td>
<td>52</td>
<td>53</td>
<td>54</td>
<td>55</td>
</tr>
<tr>
<td>56</td>
<td>57</td>
<td>58</td>
<td>59</td>
<td>60</td>
</tr>
<tr>
<td>61</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>65</td>
</tr>
<tr>
<td>66</td>
<td>67</td>
<td>68</td>
<td>69</td>
<td>70</td>
</tr>
<tr>
<td>71</td>
<td>72</td>
<td>73</td>
<td>74</td>
<td>75</td>
</tr>
<tr>
<td>76</td>
<td>77</td>
<td>78</td>
<td>79</td>
<td>80</td>
</tr>
<tr>
<td>81</td>
<td>82</td>
<td>83</td>
<td>84</td>
<td>85</td>
</tr>
<tr>
<td>86</td>
<td>87</td>
<td>88</td>
<td>89</td>
<td>90</td>
</tr>
<tr>
<td>91</td>
<td>92</td>
<td>93</td>
<td>94</td>
<td>95</td>
</tr>
<tr>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>

84
 Outstanding script page 2/3
Above Average script page 1