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Japanese
Enhanced Examination Report

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1999 Higher School Certificate Japanese Enhanced Examination Report

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

tooi desu ka

shigoto

dare to isshoni.

JAPANESE 1999

ACCELERATED (2 Unit Z) COURSE

STUDENT/
REGISTRATION
NUMBER

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STATE /
TERRITORY

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CENTRE
NUMBER

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PART A REPORT & CONVERSATION ASSESSMENT CRITERIA	INDICATORS						AUTHORITY NOTATION/ MARKS
	<i>High⁺</i>	<i>High</i>	<i>Medium⁺</i>	<i>Medium</i>	<i>Low</i>	<i>No Evidence</i>	
• The ability to give information on the topic of the prepared report	H ⁺	H	M ⁺	M	L	NE	
• The ability to respond to questions on the topic	H ⁺	H	M ⁺	M	L	NE	
• The capacity to respond to questions and sustain conversation in a relevant way, and willingness and capacity to go beyond a minimal response	H ⁺	H	M ⁺	M	L	NE	
• Clarity of expression, including accuracy in the use of linguistic elements	H ⁺	H	M ⁺	M	L	NE	
• Pronunciation, including sounds, phrasing and intonation; knowledge of cultural appropriateness in the interaction	H ⁺	H	M ⁺	M	L	NE	
• Ability to handle difficult structures well	H ⁺	H	M ⁺	M	L	NE	

PART B ROLE PLAY ASSESSMENT CRITERIA	INDICATORS						AUTHORITY NOTATION/ MARKS
	<i>High⁺</i>	<i>High</i>	<i>Medium⁺</i>	<i>Medium</i>	<i>Low</i>	<i>No Evidence</i>	
• The capacity to present and convey information	H ⁺	H	M ⁺	M	L	NE	
• Variety and appropriateness of vocabulary and sentence structure	H ⁺	H	M ⁺	M	L	NE	
• Clarity of expression, including accuracy in the use of linguistic elements	H ⁺	H	M ⁺	M	L	NE	
• Pronunciation, including sounds, phrasing and intonation; knowledge of cultural appropriateness in the interaction	H ⁺	H	M ⁺	M	L	NE	
• Ability to handle difficult structures well	H ⁺	H	M ⁺	M	L	NE	

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.

21-23	=	H+
17-20	=	H
12-16	=	M+
7-11	=	M
3-6	=	L
0-2	=	NE

Part B Responding to Spoken Passages

General Comments

Teachers are referred to the Exam Specifications, ie 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+

日本に来る前に日本の文化があまりわかり
 ませんでした。でも、今日本料理とかうおけ
 も大好きです。日本のれきしがおもしろい
 とおもうから京都へ行ったり、お寺を見たり
 しました。そして富士山をのぼりました。
 とてもたのしが、たです。でも日本語がまだ
 へたです。

H

学校でたくさん友達をつくって、たいてい日本
 語で話します。先週に友達と富士山にのぼ
 っておせんに行きました。とても楽しか、た
 です。来週京都に行きお寺を見たり買物を
 したりします。おもしろそうです。

M+

日本はおもしろいです。きよとつにすんで
 います。日本のれきしおもしろいです。日本
 のりよりか大々好きです。らい週カレオケが
 できます。カレオケはいいです。たのしいか
 た。いじさんを見たいです。

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)

Clothing Item	Description	Number Bought
gloves	yellow	-
socks	black	-
sweater	soft	3
pants	slim, brown	2

1 Mark

1 Mark

2 Marks

2 Marks

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)

	Food	Drink
Shannon	ham + pineapple pizza	medium sized juice
Yoshiko	chilli chicken sandwich	coffee

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.

47-43	=	H+
42-36	=	H
35-24	=	M+
23-12	=	M
11-5	=	L
4-0	=	NE

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 *genkooyooshi*, 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 <i>desu / masu</i> form |
| M+ | - some kind of beginning and end |
| | - flows fairly well |
| | - some use of plain form or <i>desu / masu</i> 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 |

Above Average

あき子さんへ。
 こんにちはは。おげんきですか。私はジョーニ
 ーナ・シナトラが大オキですからコンサートに
 行っ。た。とてもおもしろくていいでした。コ
 ンサートは大阪こうえんにはじめて四月十日に
 じご七時から十時まででした。私はおべんと
 うを買った。コンサートはとてもたのしか、
 たと思います。さようなら。
 山田より。

Average

ルーイスへ、
 おげんきですか。私にはへんげん
 きです。私は大阪に行きました。ジョーニツ
 ナトラのコンサートも見ます。ぜんぶで4
 000円です。とてもおもしろいです。ダンス
 をみました。ジョーニツナトラセシヨラ
 ぞです。コンサートは1時から4時まで。
 さようなら
 アリツアより

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' *yor*i 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 *yoru* 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+ - 200–250*ji*
- 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+ - 100–200*ji*
- content sequence logical but may be disjointed in places
- some errors in appropriate language for style of writing
- L - less than 100*ji*
- 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

Shopkeeper: いらっしゃいませ。

Me: こんにちは。いいてんきの日ですね。

S: はい、そうです。

M: たんじょう日のプレゼントがほしいんですが。

S: 何がほしいんですか。

M: じゃ、わかりません。けいこさんは本が大好きだからたぶん本です。

S: どんな本が大好きですか。

M: 日本のれいぎしの本だと思えます。

S: ああ、そうですか。あの本はどうでしょうか。見せてあげます。

M: どうぞ。ああ、とてもきれいな本ですね。けいこさんが大好きでしょう。いくらですか。

S: ごせん円です。

M: ああ... ちょ、と高かいですけど、いい本です。これをください。

S: どうぞ。どうぞ。さようなら。

M: さようなら。

Average

わたしの学校...
 私は学校にとでもたいすきです。学校に出たらアメリカに行らでげいざいをべんきょうするつえりです。でもアメリカにドルかとても高いからしんぱいです。それから私はしょうらいビジネスマンになりたいです。
 私の父が今会社の社長だから私もビジネスマンになるうと思っております。
 30さいくらいならたらやさしくきれいな女とけっこんしたいです。オーストラリアの女たちはとてもやさしいです。
 さようなら又いまで、

2/3 Unit (Common)

Listening and Speaking Examinations

Listening Skills (20 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 Point

Rain, cool. 1 Point

Comment

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

Item 2

Part (a) Headache, sore throat/throat hurts. 2 Points

Part (b) Tomorrow he (has to) be in/go to Hiroshima. 1 Point

for 6 days 1 Point

for a conference/meeting. 1 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 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 1 Point
- from the middle-aged man/his uncle 1 Point
- who came from Australia. 1 Point
- He’s rich. 1 Point
- (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 1 Point
- in front of the station 1 Point
- Part (b) She wanted to visit/go/come 1 Point
- to the aunt’s (her sister’s) new house. 1 Point

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 | 1 Point |
| | 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. 1 Point
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 1 Point
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 and candidates translated the phrase as 'hotsprings'. 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 kikimassen 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

Marks	Code	
5x8 = 40	C/C	Communication/Content
	F	Fluency
	A	Accuracy
	S/S	Senior structures

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

			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 (eg ‘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, ie *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 (eg *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 ‘café 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

8	=	Outstanding
7	=	Excellent
6	=	Very Good
5	=	Good
4	=	Average
3	=	Below Average
2	=	Fair
1	=	Poor
0	=	Very Poor

Question 2

Relevance of Ideas

Excellent - varied and interesting

Very Good - varied ideas

Good - good ideas

Average - adequate ideas

Below Average - inadequate ideas

Poor - limited ideas

Very Poor - lack of relevant ideas

Communication

Excellent - full communication

Very Good - very good communication

Good - effective communication

Average - satisfactory communication

Below Average - basic communication

Poor - minimal communication

Very Poor - minimal communication – often single words only

Pronunciation

Excellent - accurate, clear pronunciation of Japanese and foreign words

Very Good - good pronunciation

Good - good with minor errors

Average - generally good

Below Average - sometimes inaccurate/poor pronunciation

Poor - poor pronunciation

Very Poor - virtually incomprehensible

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

7	=	Excellent
6	=	Very Good
5	=	Good
4	=	Average
3	=	Below Average
2	=	Poor
1	=	Very Poor

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-masen* 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) ふゆ¹ やすみ² に ともだち³ と ひろしま⁴ に いく。

1 冬
2 休み
3 友達
4 広島
(たち)

(ii) いちばん¹ すき²なのは あさ³ はやく⁴ おきる ことです。

1 一番
2 好き
3 朝
4 早く

(iii) ごご¹ は ゆき² になるから みち³ があぶなくなる。

1 午後
2 雪
3 道

(iv) うみ¹ のそばにある しろい² いえ³ を かったひと⁴ は おかねもち⁵ でしょう。

1 海
2 白い
3 家
4 買った人
5 お金持ち

Above Average

(i) ふゆ¹ やすみ² に ともだち³ と ひろしま⁴ に いく。

1 冬
2 休み
3 友達
4 広島島

(ii) いちばん¹ すき²なのは あさ³ はやく⁴ おきる ことです。

1 一番
2 好き
3 朝
4 早く

(iii) ごご¹ は ゆき² になるから みち³ があぶなくなる。

1 午後
2 雪
3 道

(iv) うみ¹ のそばにある しろい² いえ³ を かったひと⁴ は おかねもち⁵ でしょう。

1 海
2 白い
3 家
4 買った
5 お金持ち

Average

(i) ふゆ¹ やすみ² に ともだち³ と ひろしま⁴ に いく。

1	冬				2	休	み		
3	友	達			4	広	島		

(ii) いちばん¹ すき²なのは あさ³ はやく⁴ おきる ことです。

1	一	番			2	好	き		
3	朝				4	早	く		

(iii) ごご¹ は ゆき² になるから みち³ があぶなくなる。

1	午	後			2	霽	雪		
3	道								

(iv) うみ¹ のそばにある しろい² いえ³ を かつたひと⁴ は おかねもち⁵ でしょう。

1	海				2	白	い		
3	家	家			4	帰	ら	人	
5	お	金	も	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) 姉は多分大学に入る。

あ	ね	は	た	い	ん	だ	い	が	く	に	は
い	る										

(ii) 入院している校長先生

に	ゅ	う	い	ん	し	て	い	る	こ	う	ち
ょ	う	せ	ん	せ	い						

(iii) 本州の青森県

ほ	ん	し	ゅ	う	の	あ	お	も	り	け	ん

(iv) 市場と魚屋

い	ち	ば	し	さ	か	な	や				

(v) 地下鉄の駅に急いで走った

ち	か	て	つ	の	え	き	に	い	そ	い	で
は	し	っ	た								

(vi) 林田様の洋服

は	や	し	だ	さ	ま	の	よ	う	い	く	

Above Average

(i) 姉は多分大学に入る。

あ	ね	は	お	お	ぶ	だ	い	が	く	に	
は	い	る									

(ii) 入院している校長先生

に	ゅ	う	い	ん	し	て	い	る	こ	う	ち
ょ	う	せ	ん	せ	い						

(iii) 本州の青森県

ほ	ん	し	ゅ	う	の	あ	お	も	り	け	ん

(iv) 市場と魚屋

い	ち	ば	し	さ	か	な	や				

(v) 地下鉄の駅に急いで走った

ち	か	て	つ	の	え	き	に	い	そ	い	で
は	し	っ	た								

(vi) 林田様の洋服

は	や	し	だ	さ	ま	の	よ	う	い	く	

Average

(i) 姉は多分大学に入る。

あ	ね	は	た	ぶ	ん	だ	い	が	く	に
は	い	る	。							

(ii) 入院している校長先生

は	い	い	ん	し	て	い	る	こ	う	し	ょ
う	せ	ん	せ	ぬ	い						

(iii) 本州の青森県

ほ	ん	し	ゅう	の	あ	お	も	り		

(iv) 市場と魚屋

ば	し	ょ	う	と	さ	か	な	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	っ	た									

(vi) 林田様の洋服

は	や	し	た	様	の	よ	う	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) dijariiduu

ディジャリーター

(d) jenereeshon gyappu

ジエネレーション・ギャップ

Above Average

(a) roopuwee

ロープウヱー

(b) chekku meeto

チヱックシート

(c) dijariiduu

ディジャリードー

(d) jenereeshon gyappu

ジエネレーション・ギャップ

Average

(a) roopuwee

ロープワイ

(b) chekku meeto

チェック・メート

(c) dijariiduu

ディジャリーター

(d) jenereeshon gyappu

ジエネレーション・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)

15	Excellent	C	Extremely well done in all aspects – reads clearly/well
		A	A few minor errors but does not affect understanding in any way. Extensive correct use of variety of structures
		S	Extensive use of appropriate <i>kanji</i>
14	Very Good	C	Very well written: clear and coherent
13		A	Excellent use of grammar that demonstrates knowledge of Japanese with some minor errors that do not affect understanding
12		S	Many correct <i>kanji</i> used appropriately

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 <i>kanji</i> 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 <i>kanji</i> have been attempted but there are a number of errors OR a limited number of correct <i>kanji</i> 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 <i>kanji</i>
3		S	Few correct <i>kanji</i>
2	Poor	C	Very difficult to understand
1		A	Grammar is almost non-existent
0		S	Although some <i>kanji</i> 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

り	後	め		せ	好	が	す		
で	で	ま	私	が	み	上	私	私	み
す		し	は	高	で	手	の	の	ん
	お	た	六	い	す	で	母	名	な
	ん		年	で			は	前	か
	が	大	前	す	私	私	は	は	ん
	く	学	に		の	の	り	マ	こ
	の	を	ビ		兄	父	よ	ソ	ん
	先	エ	マ		は	は	う	で	に
	生	フ	ノ		ハ	ス	り		ち
	に	ぎ	を		ソ	ボ	を	十	は
	な	ト	ひ		サ	ー	す	八	
	る	う	き		ム	ツ	る	カ	
	コ	し	は		た	が	こ	い	
	モ	た	じ		し	太	と	で	

る		ら	ん	と	と	に	い	え	
間	日	い	と	と	り	行	な	たり	日
に	本	た	う	も	ま	っ	け	り	本
	語	い	て	お	す	た	し		に
れ	が	で	な	も		り	み	日	い
ん	下	す	ぶ	白	そ	す	を	本	る
じ	手		ん	い	の	る	見	語	間
っ	だ		が	と	上	の	た	を	に
う	か		を	聞	日	を	り	話	、
し	分		た	い	本	た		し	新
な			た	た	の	の	ゆ	た	し
け	日		く	の	ぶ	し	う	り	い
れ	本		の	で	ん	が	名		人
ば	に		ん		が	に	な	み	に
な	い		な	で	は	し	所	れ	会

Very good – page 3

					も		ア	時	リ
					あ	日	し	、	ま
					り	本	ト	日	せ
					が	に	ラ	本	ん
					と	来	、	語	。
					う	こ		が	オ
					こ	よ		上	い
					づ	か		手	ス
					い	、		に	ト
					ま	た		な	ラ
					す	ア		、	リ
					、	す		こ	マ
						。		し	に
						ど		ま	リ帰
						う		う	る

- 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.

Good

ス	ツ	五	は	お	い	ツ			
ト	ト	才	四	母	ます	ク	は		私
ラ	は		十	さん	す	ス	じ		の
リ	ね	×	三	ん	。	で	め		ス
ア	こ	弟	才	と	私	す	ま		ピ
で	か	才		弟	の家	。	し		ー
×	三	は		か	家	。	て		チ
×	び	十	×	い	ぞ	。			で
×	き	五	お	ます	く	タ	私		す
×	い	才	母	す	は	ゴ	の		。
×	ま	×	さん	。	お	ン	名		
×	す	で	ん	お	父	に	前		
×		す	は	父	さん	住	は		
×	オ		四	さん	ん	ん	ア		
×	ー	才	十	ん	て	で	レ		

NB: The boxes marked with an 'X' mean that I've corrected something and it is a blank box.

く	い	日	ま	ま	す	を	私	は	と
さ	ろ	本	ま	す	。	見	の	高	言
日	な	に	。	。	オ	な	し	い	学
本	お	い	そ	前	ー	が	。	で	校
人	寺	る	し	、	ト	ら	。	す	で
友	に	の	て	日	ハ	晩	み	か	勉
達	行	間	、	本	イ	ゴ	は	ぎ	強
も	く	に	日	に	ク	は	本	れ	し
出	つ	、	本	行	に	ん	を	い	ま
来	も	た	か	っ	乗	を	読	で	す
た	り	く	大	た	る	食	む	大	。
い	で	さん	好	事	事	べ	と	き	私
で	す	ん	き	か	か	た	テ	い	の
す	。	い	で	あ	出	い	レ	で	学
。	た	ろ	す	り	来	で	。	す	校

Good – page 3

			し	つ	み	日	本	い	学
			く	て	し	本	語	勉	校
			お	み	て	で	が	強	で
			ね	■	い	日	英	し	日
			が	■	ま	本	語	交	本
			い	た	す	語	よ	け	語
			ま	い	。	■	り	れ	を
			す	で	フ	の	む	は	い
			。	す	ル	勉	す	交	っ
				。	ー	強	か	り	し
				こ	エ	す	し	ま	よ
				う	ン	る	そ	せ	う
				ぞ	ト	を	う	ん	け
				よ	に	楽	で	。	ん
				ろ	な	し	す	日	め

- Generally good use of grammar structures, eg *to iu, ga, de, koto ga dekiru, 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.

Average

と	す	す	た	間	日	で	私	み	
父	。	。	り	に	本	す	の	な	
と	オ	サ	日	学	ど	。	な	々	
私	ス	ー	本	校	一	番	ま	ん	
で	ト	ワ	語	に	年	オ	え	お	
す	ラ	ソ	の	行	に	ー	は	は	
。	リ	と	生	き	住	ス	ア	よ	
例	ア	パ	機	た	ん	ト	✓	う	
町	で	ー	活	り	で	ラ	ド	ご	
ニ	カ	テ	孝	シ	い	リ	ル	が	
ー	ど	ガ	エ	じ	ま	ア	ユ	い	
で	ク	大	た	山	す	人	ー	ま	
ワ	は	好	り	に	。	で	オ	す	
ロ	母	き	し	の	日	す	り	。	
ナ	母	で	ま	ぼ	本	。	バ		

	て	み	川	も	々	と	ア	は	ー
	い	な	口	も	ん	で	で	毎	ラ
	ま	れ	々	れ	で	す	学	日	に
	す	ん	ん	い	す	。	校	は	住
	。	パ	の	で	。	ホ	に	れ	ん
	日	ー	う	す	川	ス	小	ご	で
	本	テ	ち	。	口	ト	々	す	い
	語	ィ	は	サ	々	フ	い	。	ま
	で	で	海	ー	ん	軸	で	私	す
	は	た	の	フ	の	ミ	す	の	。
	な	の	近	ィ	う	り	。	オ	ッ
	す	し	く	ソ	ち	ー	五	入	ド
	で	み	で	た	は	は	百	ト	ニ
	す	に	す	め	と	川	せ	ラ	の
	。	し	。	に	て	口	い	り	気

- 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 Yuuichi 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 Yuuichi’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 they need 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 Mikage 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

Marks	Code		
6x3 = 18	C/C	Communication/Content	
	P/F	Pronunciation/Fluency	
	A	Accuracy	
	S/V	Senior structures/Vocabulary	
Category	Mark	Description	
Excellent	6	C/C	Full communication and lots of relevant ideas
		P/F	Accurate clear pronunciation/Even flow/easy rhythm and natural intonation
		A	Accurate command of grammar with few minor errors
		S/V	Correct and effective use of SS and Vocabulary
Very good	5	C/C	Very good communication and many relevant ideas
		P/F	Good pronunciation/Smooth flow without too many pauses (mid sentences)
		A	Very good command of grammar with some errors
		S/V	Very good command of SS and Vocabulary with some errors
Good	4	C/C	Good communication with considerable number of relevant ideas
		P/F	Good pronunciation/Smooth flow with some pauses
		A	Good command of grammar with quite a few errors
		S/V	Good command of S/S and Vocabulary with some errors
Average	3	C/C	Satisfactory level of communication and content
		P/F	Reasonable pronunciation/More pauses with some hesitation
		A	Quite a few mistakes but still comprehensible
		S/V	Some correct SS and basic Vocabulary
Fair	2	C/C	Basic level of communication with a few relevant ideas
		P/F	Poor pronunciation/Hesitant, uneven pace, with longer pauses
		A	Limited knowledge of basic grammatical structures with substantial number of errors
		S/V	A few correct SS and limited Vocabulary
Poor	1	C/C	Minimal communication with few relevant ideas
		P/F	Virtually incomprehensible with too many long pauses
		A	Poor knowledge of basic grammatical structures with frequent errors
		S/V	Hardly any correct SS with extremely limited Vocabulary
	0		Very poor attempt
N/A	0		Not attempted

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. | 1 Mark |
| | 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) | 1 Mark |
| | 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. | 1 Mark |
| | There were no places where you could be quiet/alone by yourself. | 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. | 1 Mark |
| | Subsection (ii) Doesn’t want war to be repeated/occur again in the future. | 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 teased/bullied by friends/peers disliked by society. (Any 2 of 3)	2 Points
----------	--	----------

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/ no longer believed in/trusted society’s common sense/values/knowledge/attitudes/beliefs also changed.	3 Points
----------	---	----------

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

Category	Mark		Description
Excellent	10	C	Complete and logical development of ideas All the question answered
		L	Accurate use of plain form without mixing Excellent command of 2/3 unit structures Vocabulary and <i>kanji</i>
Very Good	9	C+L	Language is excellent/very good, or May have dealt with all criteria but have only a few errors in language use C + L is excellent but usage of <i>desu/masu</i> form without mixing
Good	8	C+L	Language is good. Minor grammatical errors that do not affect understanding, or May have dealt with all criteria but have a number of errors that affect understanding
Above Average	7	C+L	Language is good. Minor grammatical errors that do not affect understanding, or May have dealt with all criteria but have a number of errors that affect understanding or May have used plain or <i>desu/masu</i> form, but been used mixed 1~2 times
Average	6	C+L	The message is generally understood, but there may be problem areas, or May have only dealt with few question criteria with some errors, or May have only dealt with few question criteria but have used accurate Japanese
Below	5	C+L	The message is generally understood, but there may be problem areas

Average

Fair	4	C+L	May have only dealt with few question criteria with some errors May have only dealt with few question criteria and have used inaccurate Japanese
Poor	3~2	C L	Basic communication Poor variety of structures
Very Poor	1	C L	Strained communication Lacking in length Poor knowledge of language/grammar
N/A	0		Non attempt

Sample Answers

Excellent (10/10)

る	し	シ	れ	り	と	え	に	オ	
そ	た	+	た	し	夕	ば	も	イ	グ
う	く	し	り	な	バ	学	色	ス	ル
だ	な	を	す	い	コ	校	々	ト	イ
	い	か	る	と	を	の	な	ラ	プ
こ	こ	け	。	き	す	友	グ	リ	フ
れ	と	ら	そ	ら	フ	達	ル	ア	レ
は	を	れ	れ	わ	た	の	イ	で	ッ
と	し	て	で	れ	り	グ	フ	は	シ
て	て	本	と	た	お	ル	が	学	+
も	ま	当	て	り	酒	イ	あ	校	イ
わ	う	は	も	い	を	フ	る	に	
る	人	自	フ	じ	飲	で	。	も	
い	が	分	レ	め	ん	友	た	社	
事	い	が	シ	ら	を	達	と	会	

				に	ない	思	る	い	た
				な	い	う	こ	し	と
				る	し	。	と	て	思
				の	オ		を	い	う
				か	イ		自	る	。
				分	ス	そ	分	こ	
				か	ト	う	で	と	
				ら	ラ	く	き	と	僕
				な	リ	や	め	さ	は
				い	ア	い	た	ん	自
				。	が	と	方	せ	分
					ど	こ	が	い	で
					ん	せ	い	し	は
					な	い	い	て	ん
					国	が	と	い	を

Good (8/10)

は	ら	え	も	こ	違	な	プ		
悪	な	て	大	れ	う	る	レ	最	
い	い	見	き	は	人	。	ッ	近	グ
こ	。	た	い	私	は	た	シ	オ	ル
と	ガ	後	問	違	友	と	。	い	い
じ	ル	で	た	か	違	え	い	ス	フ
ゃ	し	何	い	思	か	ば	の	ト	
を	ア	か	た	っ	ら	学	問	ラ	フ
い	か	も	。	た	い	校	だ	リ	レ
。	ら	し	私	違	じ	や	い	ア	ッ
特	少	な	違	違	め	会	ガ	で	シ
に	し	け	は	よ	ら	社	大	ガ	ハ
オ	違	れ	少	り	れ	で	き	ル	い
い	う	は	し	と	る	少	く	い	
ス	の	な	考	て	。	し	て	フ	

					を	る	化	々	ト
			不	ガ	あ	こ	が	か	ラ
			幸	ル	か	と	あ	住	リ
			を	し	っ	は	る	ん	ア
			持	ア	て	無	。	で	で
			っ		手	理	人	い	は
			て	ア	っ	だ	々	る	世
			来	レ	だ		は	か	界
			る	シ	う	私	は	ら	の
			こ	ハ	の	違	せ	ら	い
			と	い	か	は	ん	い	ろ
			だ	。	が	ほ	ぶ	ろ	い
			。	私	必	か	同	ろ	ろ
				違	要	か	じ	な	な
				に	だ	の	に	な	人
					。	人	な	女	

Average (6/10)

る	も	人	こ	が	人	界	心	ア	
で	の	は	と		が	ガ	す	レ	オ
し	と		を	そ	多	ら		ッ	ー
よ	取	オ	見	ひ	い	来	特	シ	ス
う	て	ー	ち	ら	か	た	に	ャ	ト
		ス	こ	の	ら	旅		ー	ラ
と	ふ	ト	と	人		行	オ	ガ	リ
て	か	ラ	ガ	々	オ	レ	ー	よ	ア
も	く	リ	あ	に	ー	ヤ	ス	く	に
ガ	き	ア	リ	い	ス	ヤ	ト	あ	は
カ	ず	人	ま	じ	ト	い	ラ	る	、
い	ッ	カ	す	め	ラ	み	リ	と	ケ
そ	い	ら		さ	リ	ん	ア	思	ル
う	て	の	外	せ	ア	し	は	い	ー
だ	い	け	国	る	人	た	世	ま	ヲ

		ガ	の	心	ル	ガ	る	ち	と
		ッ	い	と	ー	ふ	い	ッ	思
		た	け	思	ブ	え	こ	ち	い
		ほ	ん	い	ア	て	と	り	ま
		う	を	ま	レ	来	し	、	ち
		ガ	王	す	ッ	ち	た	ワ	、
		い	も	ガ	シ	そ	リ	イ	そ
		ち	お		ャ	う	し	ン	ひ
		い	け	だ	し	で	て	を	に
		と	ひ	ひ	も	す	い	飲	、
		思	げ	で	ガ		る	ん	今
		ま	な	も	も	こ	カ	だ	夕
		す	ろ		レ	れ	カ	り	バ
			お	自	ひ	は	い		コ
			ち	分	ち	グ	人	カ	を

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 were 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 1 Point
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

行き先は目の前の老婦一人にだけ、印度の至る所にいて
特にめずらしいことではなからう。

Item 2

印度の事に関して理解が足りない日本人に対する怒りと自分も
助けけてあげたいのに何もできないとやきやき
があるから。

Average

Item 1

同。印度人にとてみれば、死にかけている人や
死体を見ることは、日常茶飯事の事だから。

Item 2

二。印度では多くの人が瀕死状態、死に至っている
この事実を知っている江波は、それの人にも何をする
とて「さあ、助けることがあつた」と思っているため。 × ×

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

障害者を^{ジロジロ}見ないよう[✓]に 心かけながらも 横目で姿を
追っ[✓]てしまい、その身体[✓]の ~~異形さに~~ 異形さに
恐れ、また驚かれるから。

Item 2

不自由な[✓]肉体を持つとは マイナスであり、~~異形さに~~
「聖人君子」としての扱いで 障害者の その「マイナス」な
部分を^補つ^よが 徳善的な 考え~~のため~~のため
美化し、

Above Average

Item 1

一、人は誰しも、自分が「持つ[✓]たい物を持つ他者
に対し 恐れを抱くと同時に 惹か[✓]れたい[✓]ため。

Item 2

二、多くの人が「不自由な[✓]肉体を持つ[✓]とは
~~マイナス~~ マイナスでしかない、と思[✓]っているため。
その認識[✓]の裏返しに 障害者を 聖人君子と
一括りにしま[✓]けり。

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、息子が嫁として選んだ初江は、自分に
 まさる海女であり、ゆうかんで強く、その上
 2 やさしく、人思いであることも理由として新治の
 母親はそのように思った。

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と父親の代わりに
 ② したが、あやまる ~~自分のために~~ ためだけに自分の
 ことをきせいにしめてまで月券きとった賞品である
 バッグ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.

Sample Answers

Above Average

七 食事は口語的のレベルは、文化の多様性が進むにつれて豊か
 くなり、権力が絡む依然として、(口語的)文化
 文化を基にした元主権力が多文化進化したもの。
~~食事は口語的のレベルは、文化の多様性が進むにつれて豊か
 くなり、権力が絡む依然として、(口語的)文化
 文化を基にした元主権力が多文化進化したもの。~~
 筆者は政治の権力、民の

Average

七 食事は口語的のレベルは、文化の多様性は、今のと
 ころ、罪がなく、また害もないが、
 将来的にいつ、文化間の衝突が
 生じるかは(他)分からないという
 現状から一歩引いた視点。

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

20-18	=	Excellent
17-13	=	Very Good
12-9	=	Average
7-4	=	Fair
2-0	=	Poor

Sample Answers

Outstanding

僕は大きな声がぶた小屋の方に向か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。僕はそっとぶた小屋に戻って、誰かが「パーティを探せ。そしたら事の真相がわかるだろう。」と言うのを聞いた。

僕はブーツをはいていなかったのだから僕は原生林の中にそっと戸静かに行くと、そこにとどまってかくれていた。

最初僕は二、三匹のぶたしか聞かずにいなかったけれど、その後全てのぶたがキーキー鳴いている音が半分酔っ払いの男の人たちと女の人たちをぶた小屋に集めた。の関心をぶた小屋に集めた。

ぶたは全て酔っ払いになっていて、ボブが僕がぶたのがいばおけの中にお酒を注いだのを見つけた。ボブは、バートを探して彼の生きたまま彼の皮をはいてやると言った。

ぶたが静かになった時、僕は馬小屋に勇気を出して馬小屋に毛布を取りに行った。僕は眠ってしまった。起きたときにはボブが僕を見下ろして立っていた。

ボブが、「一体どれだけの酒をお前とヒルは昨日の夜お前とヒルはぶたのがいばおけの中に入れてんだ、え？かくしたってダメだぜ、俺らはせせ

昨日の夜ヒルをから聞き出して、お前の番は二れからくるんだぜ。」と言った。僕は彼がどこに残りのお酒があるのか聞いたとき、話さなかった。

僕が馬小屋から逃げ出そうとしたら、ボブの所でボブが僕の足をつかまえた。彼は僕をおちで打ちすえた。

ボブはおちを使いに付けていて、優れていて、それで馬を飼って慣らしていたのだ。僕は気絶してしまったので、何回彼が僕をおちすえたのかわからない。

Above Average

私は豚小屋に向かう大きな声を聞いた、しかしとても暗かったのび私は安全だった。私は豚小屋に逃げ戻って、誰かが "パーティを探せ、そして私達はこの核心に集まる" と言っているのを聞いた。

私はガールをほいていたのび樹林にここここ~~入り~~入り、かくれていた。

初め私はたった2、3匹の豚(声)を聞いたが、その後全ての豚が鳴く音が全ての半分酔った男達と女達を豚小屋まで導いた。

豚はお酒を酔っていた、そしてボグが私がお酒を豚の桶に注いだのを見つけた。ボグはパートを見つけて生きたまま皮をはぐと言った。

豚が静かになった時、私は小屋に毛布を取りにくり出した。私は眠りにつき、起きた時ボグが私の上に立っていた。

ボグは "えいっと、お前とビルはきのうの夜どのくらい酒を豚の桶に入れたんだ？ もろ否定する必要はない、俺達はきのうの夜ビルをいためつけて、お前の首は

まだお前からだ" と言った。私は彼が私に残りの酒はどのにあるのか訊いた時、口ずかっていた。

私が小屋から逃げようとした時、ドアで彼は私に会い私の脚の廻りをつかまえた。彼は私を~~殴り~~打ち始めた。

ボグは打つことの^{それに}熱練者~~で~~で、彼は馬の皮を使った。私は~~気を失った~~気を失ったのび彼がどのくらい私を打ったのか知らない。

Average

私はアタ小屋の向から来る大きな声を聞いた。たしか
 暗かったの下、私は安座だった。私はアタ小屋に居り
~~アタ小屋~~の声を聞いた。バーンを見つけた

私はくつをはいているからアタ小屋へ逃げ込んで
 隠れていた。最初は2、3匹のアタ小屋に居り、30分
 居た。そして全部のアタ小屋を壊した。私は
 アタ小屋の奥をアタ小屋にむかせる

アタ小屋全部壊れてしまった。アタ小屋は私からアタ
 小屋に酒を与えた。私は見つけた。アタ小屋は「バーンを見つ
 けてアタ小屋を壊した」と言った

私は眠ったり、眠った。そして起きるとき、アタ小屋は
 私の前に立っていた。

彼はむちで私を打ち殺した。
 私はもうアタ小屋に上った。私は何回打たれたか分から
 なかった。

Part B – Composition (30 marks)

Content

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

30-28	=	Outstanding
27-23	=	Excellent
22-18	=	Good
17-13	=	Average
12-9	=	Below Average
7-4	=	Poor
2-0	=	Extremely Poor

Sample Answers

Outstanding script page 1

異文化に接することを得られるものはたく	さんあるが、その中で最も大切な二つのもの	がある。一つは、異なる文化、価値観を持つ	人に対して寛容になることだ、二つ目の良	点は自国の問題点を認識できることだ。	ただ日本においては、異なる文化や価値観に	触れる機会は少ない。異なるものを持つ者に	対して、とまど、たり、警戒してしまっただる	う。日本は、昔から島国で単一民族の国であ	るから、日本人は外国の文化に対して排斥的
である。しかし、異文化と接する二によ	て寛容になるだろう。もう一つの良い点の自	国への批判は他文化との対比によつて生まれ	る。自国の文化と価値観を他国へと比較する	二によつて批判点、改善点を見出し出すこと	ができるのだ。				
これが、私のための見方や価値観は実際	どのように変わったか。まず、自分の	個性を尊重することの大切さを認識した。日	本は画一的な集団主義なりに対してオノスト						

Outstanding script page 2/3

このような考え方も、変化は生じたにちがいない。

ラリアは個人主義の国である。私はオーストラリア人として、混合して育てられたことはいかに大切かを知った。個性を育てることには創造性を育てることによって、日本人に欠落しているのだ。それを実感してから、どのようなスタイルで日本人の問題点を克服すべきか私は考えた。私は教育が鍵を握ると思うのだ。日本の教育は画一的であり、暗記中心の勉強の傾向がある。生徒の持つ意見や主張を問う問題が少なくなる。これはある。これでは創造力も育たない、個性も尊重されない。一方、オーストラリアの教育制度は好照的である。テストには必ずエッセイの問題があるため、生徒は自分の考えや主張を伝えなくては行かない。学校の授業も個人の意見を尊重する形式なのだ。この教育システムは、たぶん、個性も育つだろう。このように、私が日本人・日本に対しての見方を変えたのは、異文化体験をするにすぎないからだ。ただ日本にいただけでは、

Above Average script page 1

日本人と米国人の原爆の受けとめ方は、
 ほとんど違ふ。日本人は、原爆は「絶対すべきも
 のだ」という考えを持ち、米国人は原爆によつ
 て戦争は「終結した」ので有用なもので、と考
 えている。これは、日本が「投下された側で」、米
 国が「投下した側である」ことから、ことであ
 る。
 私がオーストラリアで歴史の勉強をした時
 第三次世界大戦のことについて、も授業を受け
 た。その時のオーストラリア人の意見に、私
 はひどく「衝撃を受けた」。ほとんどの生徒が、
 原爆を受けた日本が「悪い」と考えているのだ。
 私は日本で、そのよう「考え」している人に
 多く「出会った」。私が「オーストラリア」で「生
 活している」間、日本は「戦争を」続けたために
 原爆を受けた。それが「戦争を」終つたので、よ
 かった。と多くのオーストラリア人「生徒」は考
 えている。私もその「当時」、それを「受け納得す
 る面」もあった。北朝鮮で「日本語」を使つたり、
 南京大虐殺で「多くの」人を「殺した」り、また、

Above Average script page 2

けるの「はな」だ。うか。核が世界の平和を
 保っている、という考えは間違っている、今、
 まっ先に「廃絶」すべきものなのだ。

ーストラリアに侵入した唯一の国であること
 もそのようが考えの要因である。しかし、
 それは戦争が終わったからのことしか考えて
 いない。
 確かに、原爆による戦争は終わった、と
 もとれる。しかし、原爆を受けた広島や長崎
 の人にとつての戦争はそれで終わってはいな
 い。むしろ、それからの人生の方が大変であ
 っただろう。原爆の後遺症は三世代に渡って
 続くとされておられ、今なお苦しんでいる人は
 たくさんいる。そのことを忘れてはいけな
 い。原爆は「まだ」そういつた権限があるとは
 思えない。努力が必要である。例えば、世
 界規模の「サミット」を広島や長崎で行い、原爆
 の恐ろしさをまっとう世界に知ってもらうた
 り、被爆者の方々に当時のことをついで世界のい
 ろんなところ「語り」してもらって、いかに
 核
 絶に「向けて乗り出して」いかなければな
 らない。日本に「まだ」そういつた権限があるとは
 思えない。努力が必要である。例えば、世
 界規模の「サミット」を広島や長崎で行い、原爆
 の恐ろしさをまっとう世界に知ってもらうた
 り、被爆者の方々に当時のことをついで世界のい
 ろんなところ「語り」してもらって、いかに

Average script page 1

オ、オ、又、トラリアで見た宝物

私は、オーストラリアに来ることができた

ことによって、とてもうれしう経験をする

ことができた。その、今までの経験

から、まざままなことを学び、私の物事に対

する考え方も段々と変わっていきました。

人の中で、米國で力を入る経験して

る人が、言、ていたように、私も日本にいた時

は、自分に対して自信を持つことができた

人でした。それに、回りの人からどう見られ

ているかとか、他人の目をどうも気にし

ていた。でも、こ、ちで出逢った友達から、

それは重母様のこととは全然違う事を教えら

れました。もしも日本にいたら、この事に気

が付いていたら、たと思いません。もし気が付

いたら、して、それは、と何年も先のこと

だ、たと思いません。

異國文化を体験することには、て、人間の

優しさを改めて実感する機会がとて多く、
 りました。その経験から、自分も人にもつと
 優しくしてあげられたいんだと、このことも
 学ばました。それと、自分の中で、ゆとりと
 余裕を持つことが出来るように取りました。
 人間生きて行くためには、ゆとりを持つとい
 うことはとても大切だと思えます。日本にい
 た時には何とも思わなかったけど、このころ
 では、日本社会にはゆとりが足りないことに気が
 付きました。日本人は、毎日アリのよきに働

き、自分を見つめ直す時間を持つことができ
 ていきたいと思います。それはとても悲しいこ
 とである。自分を見つめ直すことで生きる時間
 を持てない人は、他の人になんて優しくする
 ことができません。このことは、異文化、木
 1 ストラリーに教えてもらいました。
 異文化体験の中で、'と'の'に'残るこ
 は、人との付き合いだと思えます。その人に
 11 11 事としてもら、たにし、気分を悪する
 ようなことをするたにして、その事は一生

Average script page 3

心に残りまう。
 私がオーストラリアに來てから學んだニ
 はたくさんあります。でも、その中でも一番
 大切なことは、人間一人一人の
 大切さです。私たちが、このように生きてい
 られるのは、回りに自分の事を思い、てくれる
 人々がいるからです。人間一人では生きて行
 くことができません。みんな一人一人がニカ
 世界で大切に存続で、特別なんだということ
 を理解することができます。オーストラリ
 ー

了に來ることだったので。
 異文化は、ものの見方や価値感にとて大
 体験

キ、影響を与えます。今の私は、台風が過
 去、た次の日の朝のようです。