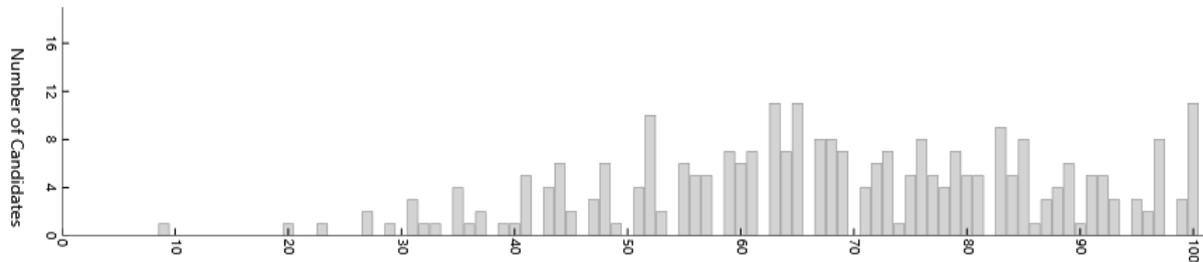




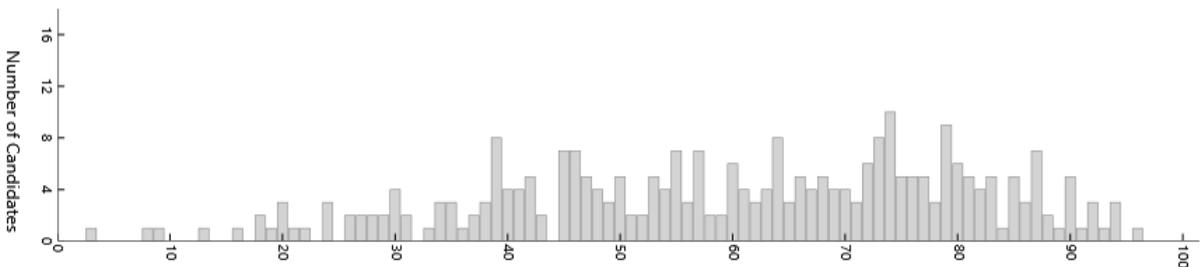
Summary report of the 2016 ATAR course examination: Japanese: Second Language

Year	Number who sat all examination components	Number of absentees from all examination components
2016	285	5

Examination score distribution–Practical



Examination score distribution–Written



Summary

Candidates completed a practical and written examination.

Practical examination

The practical (oral) examination consisted of three parts, Preparation, Part B: Discussion prompted by stimulus and Part C: Conversation. The spread of marks ranged from 9.20% to 100% and the standard deviation was 18.67%.

Attempted by 285 candidates

Mean 68.53%(/100) Max 100.00% Min 9.20%

Section means were:

Part B: Discussion prompted by stimulus

Mean 24.38(/35)

Max 35.00

Min 1.40

Part C: Conversation

Mean 44.15(/65)

Max 65.00

Min 7.80

Written examination

The written examination consisted of three sections with candidates required to attempt all questions in Sections One and Two. In Section Three, candidates were required to complete one compulsory question and to choose one of the other two questions. The spread of marks ranged from 3.19% to 95.81% and the standard deviation was 20.19%.

Attempted by 288 candidates

Mean 59.95%(/100) Max 95.81% Min 3.19%

Section means were:

Section One: Response: Listening	Mean 17.50(/30)	Max 30.00	Min 3.19
Section Two: Response: Viewing and reading	Mean 24.99(/40)	Max 38.22	Min 0.00
Section Three: Written communication Part A: Stimulus response	Mean 6.99(/12)	Max 12.00	Min 0.00
Section Three: Written communication Part B: Extended response	Mean 10.81(/18)	Max 18.00	Min 1.06

General comments

Practical examination

Candidates were well prepared generally for the examination and their overall performance was at a good level, with comprehension skills notably well demonstrated. Some candidates managed to show their full potential through providing highly relevant and comprehensive answers across questions, whereas some others struggled to expand their answers to unexpected questions. The one-minute speech of a small number of candidates did not have a clear focus and their chosen topic was not apparent to the markers. In Part C, most candidates demonstrated their willingness to engage in the conversation and expand their responses beyond minimal answers. However, markers noted a tendency, among many candidates, to recite a long prepared response that resembled a monologue, digressing from the question being asked.

Practical examination

Advice for candidates

- Think about a 'topic' when preparing your talk on the stimulus item for Part B. You have only 40–60 seconds for this task so your talk should have a clear focus whose topic is apparent to the marker. Giving a well-defined talk will increase your chances of receiving questions that are familiar to you in the discussion that follows.
- For Part C, learn ways to expand your responses but with some flexibility. Giving a long rephrased response does not always work when your response starts to digress from the question being asked. Listen to the question carefully and prepare to modify your learned response when necessary.

Advice for teachers

- Students should be familiar with the procedure of the practical examination and practise accordingly. They will benefit from your detailed advice on each step of the examination procedure including a transition from Part B to Part C.
- Students need more practice on verb tense as it continues to be a major problem. They should be advised to be not only focused on the vocabulary required, but also the verb tense required by the question being asked.

Written examination

The majority of candidates planned their time effectively and managed to attempt all questions. In the listening and reading sections, many candidates missed one crucial word and lost valuable marks. Candidates needed to pay greater attention to the finer details in their responses, so as to ensure they receive the full mark possible. Some candidates provided a lengthy translation from the text, much more than the question required, and increased the possibility of errors. Japanese (hiragana) was often used in the responses that are required to be in English. Legibility continued to be a major problem with candidates writing too hastily, too faintly and with letters that were too small. Abbreviated language was prevalent in many responses.

