



## EXAMINERS' REPORT ON 2002 TERTIARY ENTRANCE EXAMINATION

### SUBJECT: JAPANESE: SECOND LANGUAGE

#### STATISTICS

Year	Number Who Sat	Non-Examination Candidates	Did Not Sit
2002	269	7	6
2001	294	10	12
2000	282	8	14

The Examiners' Report is written by the Chief Examiner to comment on matters relating to the Tertiary Entrance Examination in this subject. The opinions and recommendations expressed in this report are those of the Chief Examiner and not necessarily representative of or endorsed by the Curriculum Council.

The Marking Guide provided at the end of this report was prepared for markers and may have been substantially amplified by discussions held in the pre-marking meeting. It is not intended as a set of model answers, and is not exhaustive as regards alternative answers. Some of the answers are less than perfect, but represent a standard of response that the examiners deemed sufficient to earn full marks. Teachers who use this guide should do so with its original purpose in mind.

#### SUMMARY

The examination consisted of two parts, the oral interview and the written paper (which included the aural comprehension). The number of tasks in the written paper was consistent with the 2001 TEE examination and the degree of difficulty was regarded as similar, however some sections proved to be more challenging to the candidates than those of the 2001 paper. The mean was 56.61%, compared to 54.93% in 2001 (52.88% in 2000). The lowest mark was 0, (10% in 2001) and the highest mark was 98% (96% in 2001). The individual average marks were:

Oral examination	58.4	(59.1 in 2001)
Aural comprehension	49.0	(50.9 in 2001)
Written examination	59.4	(55.6 in 2001))

The oral interview was conducted in a new format this year and consisted of candidates initially presenting an item and talking about it uninterrupted for ninety seconds, followed by a general discussion related to the set themes. The interview took approximately twelve minutes, and no longer than fifteen minutes. The written paper consisted of the aural comprehension, reading and responding, and writing sections. The choices in the writing section were consistent with the 2001 examination in that candidates were required to write

one short (200 *ji*) and one long task (400 *ji*). The form of language, i.e. *desu/masu* was specified. The average mark for the writing section alone was 59.3 (58.5 in 2001), with the highest possible mark for the section being achieved. Marking Guides were developed for both the oral and the writing sections by the Examining Panel after much discussion and consideration of the use of the Grade Related Descriptors provided to teachers by the Curriculum Council. Markers reported overall satisfaction with these. It must be stressed though that the marking guides are exactly that, *not* grade related descriptors, and that markers are required to allocate marks to candidates, not grades.

While many candidates performed well, there is a need for improvement in candidates' reading of prescribed kanji, and writing of Japanese script, including basic kanji such as *watashi*. Incomplete answers in the Reading and Responding section resulted in ambiguity and affected marks achieved. Structure and content in the Writing section, verb formation and correct use of linking phrases still needs improvement.

### **GENERAL COMMENTS**

The Chief Examiner extends her sincere gratitude to the two other members of the examining panel, Ms Kyoko Kawasaki and Ms Tomoko Nakamatsu. Their dedication to the production of a high quality examination paper is outstanding. Thanks also go to Mr Takeshi Moriyama and Mr Kawasaki for their time in the production of the Aural Section CD. In addition, gratitude is extended to the Independent Reviewer, Mrs Iyoko Scanlan, and the Final Checker, Ms Glenda James, for their very thorough and professional input. The smooth conduct of the oral interview and the marking of the written paper would not have been possible without the efficient and enthusiastic team of markers led by Ms Sharon Ainsworth as Chief Marker. A large number of the markers have many years of experience and this ensures the quality of marking. The marking panels this year included both first time markers and a marker from the country and it is hoped that those markers found the experience to be of great benefit professionally and personally. Schools who release their staff to undertake the marking work are also acknowledged. On the Examining Panel's behalf I would also like to thank Dr Bob Peck, Mrs Trina Edwards, Mr Neil Wilson. and, Mrs Kerry Tarrant for their invaluable assistance with the development of the paper and the organization of the examination.

The Panel aimed to cover the full range of themes as outline in the syllabus as well as a wide range of grammar, vocabulary and kanji. Texts and questions were designed to test the candidates' ability to answer higher order questions and produce more detailed answers.

The Oral Interviews were conducted at Canning College over two days, at Bunbury over one day, and by telephone to schools in regional Western Australia. There were seven pairs of markers on the first day and six pairs on the second day that changed on a rotational basis at Canning College. One pair of markers travelled to Bunbury. As each marker was required to take both the speaking, and observer/marker roles across the interviews, candidates were examined by both native and non-native speakers. Care was taken to match experienced markers with inexperienced markers as much as possible. The new format proved to be challenging to the candidates and there remains a need for students to develop the ability to initiate, maintain and direct a conversation rather than waiting for questions to be asked of them.

There were six markers involved in the written paper, including two of the Examining Panel members. A pair of markers marked the aural comprehension, reading and responding and writing sections respectively. Thus all scripts were marked by all six markers, ensuring consistency in the marking of each section. Both the aural and reading sections required both short and lengthy answers to some questions. Markers of these sections commented that although candidates' answers at times indicated they understood the texts, the detail was not in their answers, thus they were not able to earn full marks for the question. Teachers are advised to include more higher-order questions in their school-based aural and reading assessments in order to ensure their students are able to more fully answer questions. This is especially important as some questions are worth two or more marks. There were some very high quality written responses although candidates tended to include memorised phrases which did not always help the flow of the response.

## ***COMMENTS ON SPECIFIC SECTIONS AND QUESTIONS***

### **Oral Interview**

This year the role-play and picture stimulus parts of the oral interview were not included in the examination. Candidates this year were able to bring in a single item and talk without interruption for ninety seconds about that item. Items typically brought in were photographs and souvenirs. It must be stressed that candidates may bring in *a single item*, not a collection of items, i.e. a selection of photographs. It was found that most candidates had memorised a ninety second speech about their item. This gives the candidate an opportunity to begin the examination with familiar, and usually grammatically correct material, and thus have some sense of achievement. However, the candidate was not always able to answer questions about their item, particularly when the questions were of a higher order. One issue which arose and that teachers must address, is that many candidates identified themselves and/or their school in their opening ninety seconds. It is important that this is not done to avoid any bias in the marking. Although it cannot be stipulated in examination regulations, the wearing of school uniform is also not advised, as it is also a means of identifying a candidate.

The Examining Panel provided markers with suggested opening questions on the set themes, and considerable time was spent in the pre-marking meeting discussing the conduct of the examination and reaching marking consensus. Markers made every effort to cover the themes and thereby find a topic the candidate could discuss in some depth. It was particularly important that candidates were asked questions that allowed them to demonstrate to the best of their ability their language skills and markers were successful in achieving this aim. Candidates need to be encouraged to develop their ability to discuss the themes in greater depth, express opinions and make comparisons. A well rehearsed response to what is intentionally an opening question on a theme does not give the marker a clear indication of the candidate's true ability.

### **Comments from the markers on language use:**

- *Students were often unable to recognize Itsu Houkago hoka komattakoto~*
- *Ageru/morau/kureru* were used incorrectly
- Misuse of *kara*,
- Dates and adjectives, *no* and *na* used incorrectly
- *~te tamarimasen* too frequently used and sometimes used in an inappropriate context
- Katakana words pronounced with English pronunciation

- Overuse of *~tari ~tari* structure as noted in previous years
- Use of *otousan* , *okaasan* instead of the familiar *haha/chichi*
- Use of *da to omou* and *to omou* were often confused
- Joining of *I* adjectives and nouns was inaccurate
- *Te hoshii* posed great difficulty with comprehension and usage
- *No hou ga* when to use *no* and when not to
- *I* adjectives and *kara* – many students used *dakara*
- Many candidates failed to use *kara* when responding to a *doushite* question

## Written Paper

### Section One: Aural Comprehension

This section of the exam consisted of nine short texts, the same number as the 2001 examination. However, this year there were more questions requiring detailed answers, and it seems the time allowed between passages for candidates to complete answers was insufficient. This may have influenced the mean achieved in this section as markers have commented there were many incomplete answers, which led to ambiguity and failure to achieve full marks for the question. For the first time in some years, male-male conversations were included which may have challenged candidates. Some comment has been made about the clarity of one of the male voices, which has been duly noted by the Examining Panel. One error in the wording of question 18 led to all candidates receiving the full mark for this question.

Common errors occurred when numbers, dates and times were mentioned, i.e. in question 8 the correct answer was 300,000 yen, but 30,000 was frequently written. It was found that if question 8 was answered incorrectly, then so was question 13. Similarly with question 28, many candidates missed the quantity and price. Passages Five to Eight were clearly the most challenging. Vocabulary such as *juku*, *keizai*, *chuugakkou*, *gakkou annai* and *hagaki* proved difficult. The amount of detail required in the answers was significant this year, and many candidates were simply not able to provide sufficient amount. This could have been due to lack of comprehension, question clarity or time. It has been noted by the Examining Panel that more writing space is required for the longer answers.

### Section Two: Reading and Responding

There were four questions in Section Two, however question 3 included two texts of reasonable length. This may have impacted upon the time that candidates had to complete this section of the examination fully. Candidates were required to provide short answer or longer explanation-type answers. There was a range of text types including community bulletin board notices, a memo, letters and magazine articles exposing candidates to both formal and plain form written language.

**Questions 1 and 2** required simpler answers allowing candidates to skim the text and identify key information. In question 1 there were a number of kanji reading errors, such as *Fujishima*, being read as *Mt. Fuji*. Many candidates also missed the detail about the station entrance. Few candidates were able to recognise *Naka-ku* and most did not attempt to answer the “where” part of the question. Misinterpreting katakana words also proved a problem. Question 2 resulted in a lot of answers being made up, not from the text at all. The child’s name, *Eriko*, was not correctly identified. The most common interpretation was Erik. Also, *Raeriko*, *taraeriko*, and *Nattaraeriko* were found, which indicates that the preceding

phrase was not understood. Again, times, quantities and classifiers proved problematic, with the classifier *hon* being interpreted as “book”.

**Question 3** was on the whole done quite well, considering the complexity and length of both texts and the answers required. However, the responses indicated that many candidates grasped the gist of the text, but were unable to fully comprehend it and provide the necessary detail in their answers. The kanji for “few” was misinterpreted as “small”, and together with the following hiragana, *nai*, became “not small”.

**Question 4** was quite a challenging text and candidates had difficulty answering questions fully. An error in the opening sentence of the text has been noted, however this did not impact at all upon answers candidates were required to give. Some common errors and points worth mentioning were:

- (i) Away on holiday for 2-3 months rather than ill,
- (ii) Many missed the second part “going to school became unpleasant/unbearable,
- (iii) A number put third year middle school, instead of junior high, first year.
- (iv) Quite well done.
- (v) This was poorly done as very few candidates could interpret “they told him to go”. A number of students said, “they want him to go”, “ they are annoyed, or shocked”. Those who did comprehend the first part “they told him to go” were able to also identify the parents’ current attitude.
- (vi) This was also a badly done question. Common responses were “understand his feelings” and “you don’t need to go to school”.

### Section Three: Writing

This section of the examination clearly demonstrated a very wide range of achievement in writing and there were some outstanding pieces of writing. As in the 2001 examination, there was one short and one long writing task. The form of language was also specified. Candidates were penalised if they selected the incorrect form or wrote over the specified *ji* limit.

Well done items in this part of the examination were: good use of relative clauses by the better candidates; ideas and information provided were mostly relevant and showed originality; introductions were also generally good although memorised phrases were quite obvious which can at times inhibit the flow of a piece of writing. Script errors also occurred with both katakana and kanji. Some candidates were unable to write simple kanji such as *kazoku*, *watashi*, *kawaguchi*, *yamakawa*, and *eiga*. Also hiragana script such as *shi*, *i* and *ri* were at times unclear. In question 1 too much detail was provided on (i) the kimono, or (ii) sightseeing, and not enough on essential information such as an alternative time to meet. In question 2(i) introductions were made without relating to the context of exchange and timeline and in (ii) candidates were not able to successfully compare “life now” and “school days”. Incorrect forms of address to the Kawaguchi family were also common, such as *Kawaguchikazoku*, *kawaguchi no kazoku*, *minasan*, *Kawaguchikazokusan*, *Kawaguchinominnanasan*.

Grammatical and structural errors, such as failing to use paragraphs, need to be addressed. The use of *no de/kara* was often incorrect with the reason and result being in the wrong order. *Sorekara* was used when *sorede* was correct. The use of *~takute tamarimasen* was inappropriate. *Tamaranai* literally means “unbearable” and usually expresses physical (automatic) response. The use of “third person wants...” as in “the host mother wants to buy

you a kimono.” needs attention. The use of the verb +*atode* often had the incorrect form of the verb. *Arimasen* in the plain form was often written as *aranai*. Incorrect particle preceding *arimasu*, i.e. *ga arimasu* instead of *ni arimasu* was also noted. Use of affective words was incorrect in examples such as *totemo sumimasen* rather than *hontouni sumimasen*.

On the issue of kanji, correct stroke order still needs to be addressed by teachers. Hiragana and particularly katakana formation also needs some improvement across the board at this level. Problems with *okurigana* in words such as *daisuki* and *tabetemitai*, *omoimasu*, *shitemitai* continue to occur. *Daisuki* in particular was mentioned in the 2001 Examiners’ Report as being frequently incorrectly written.

### ***POINTS FOR CONSIDERATION BY THE SYLLABUS COMMITTEE***

- The balance of short and long answer questions may need to be altered in both the Aural Comprehension and Reading and Responding sections.
- Design of the reading comprehension questions should continue to be of higher order thus requiring candidates to elicit reason from the texts but the number of passages should be reviewed.
- Writing tasks should be in both forms of language, i.e. formal and informal, and similar length to this examination.
- Consideration needs to be given to how candidates unable to attend oral examination centres provide copies of their items to the markers for viewing.

Fiona Orrman-Brown  
December 2002

### **2002 Examining Panel**

Chief Examiner: Mrs Fiona Orrman-Brown

Deputy: Dr Tomoko Nakamatsu

Third Member: Ms Kyoko Kawasaki

Chief Marker: Ms Sharon Ainsworth

**SECTION ONE: AURAL COMPREHENSION**

**(44 marks)**

Section One consists of announcements numbered one to three and dialogues numbered one to six. There are 31 questions in total. All questions should be attempted.

You will hear a set of instructions.

For each question you will hear recorded speech in Japanese.

The recorded speech will be given twice, after which you should record your answer or answers.

Please record your answers in the spaces indicated for each part.

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**Test Passage with script.**

Listen to the following short text so as to become familiar with the speakers' voices.

There are no questions or marks for this part of the examination.

### Announcements One to Three

(7 marks)

There are three announcements and seven questions. (Questions 1 to 7)

Circle the letter of the statement that is true according to the announcements. Each announcement will be said twice. Each question is worth one mark.

1. Between which two stations are trains not travelling?
  - a) Chuo station and Shinjuku station
  - b) Shinjuku station and Kanda station \*\*
  - c) Kanda station and Chuo station
  - d) Shinjuku station and Yamanote station
  
2. The Yamanote Line and Sobu Line will take passengers to:
  - a) Platform five
  - b) Platform seven.
  - c) Shinjuku \*\*
  - d) Tokyo
  
3. Why is the Joetsu shinkansen delayed?
  - a) There is snow.\*\*
  - b) There is heavy rain.
  - c) The train has broken down.
  - d) There is an accident on platform five.
  
4. Which cars on the shinkansen are the non-reserved cars?
  - a) Cars seven and eight
  - b) From Car twelve to Car fifteen.
  - c) From Car one to Car five.\*\*
  - d) Cars nine and ten.
  
5. Where are the toilets and telephones located on the shinkansen?
  - a) At the back of all the odd numbered cars.
  - b) At the front of all the even numbered cars.\*\*
  - c) At the back of all the even numbered cars.
  - d) At the back and front of the buffet car.
  
6. What should the hotel guests carry when they leave the hotel?
  - a) Their room key
  - b) Their passports \*\*
  - c) The check-in form
  - d) Street map
  
7. How do the hotel guests find the kiosk?
  - a) Turn left at the lift in the lobby.
  - b) Turn right in front of the chemist shop.
  - c) On the second floor next to the hotel restaurant.
  - d) Past the lift, turn right at the end of the corridor.\*\*

**Father and Son, Dialogue One****(11 marks)**

There are six short answer questions. (Questions 8 to 13). Listen to the dialogue and then answer, **IN ENGLISH**, the questions that follow. The dialogue will be said twice.

8. How much does the homestay tour cost? (1 mark)  
300,000 Yen
9. What is the father's initial reaction to the cost of the tour? (1 mark)  
The father says it is not cheap.
10. What activities does the son say are described in the pamphlet? (2 marks)  
**Studying English, surfing, visiting Australian schools**
11. How does the father say his son can study English in Japan? (2 marks)  
By tapes and videos and English schools.
12. Why does the son think going on the homestay tour will improve his English? (2 marks)  
Because by staying with a family he can do various things with the family, go to school, and learn about the culture.
13. The father explains he cannot afford the full cost of the tour, how much does the son say he will contribute and by what means? (3 marks)  
He says he will contribute 100,000 yen, and that he has 50,000 yen saved and will earn another 50,000 yen from a part time job.

**Homestay Mother and Leslie, Dialogue Two****(6 marks)**

There are four short answer questions. (Questions 14 to 17). Listen to the dialogue and then answer, **IN ENGLISH**, the questions that follow. The dialogue will be said twice.

14. What is Leslie's plan for next Saturday? (1 mark)  
To go to a movie with her friend and have lunch after the movie..
15. What happens on the mountain during the festival? (1 mark)  
Fires are lit in the shape of the kanji "dai".
16. Where does the family view the festival every year? (1 mark)  
**From a (lovely) Kyoto cuisine restaurant.**
17. Give the two reasons why the host family choose this place to view the festival. (3 marks)  
It is really expensive but as it is run by a university friend the price is a little cheaper for them, and the festival looks very beautiful from the restaurant.

There are three dialogues and ten short answer questions. (Questions 18 to 27). Listen to the dialogue and then answer, **IN ENGLISH**, the questions that follow. Each dialogue will be said twice.

18. Why has Shinji given up soccer club? (1 mark)  
He has to study for his university entrance exams.
19. Where does Shinji take extra classes in Japanese & English? (1 mark)  
At juku/cram school.
20. What does Shinji do ONLY on a Saturday? (1 mark)  
Watches television.
21. What does Kengo want to discuss with his teacher? (1 mark)  
Which university he should enter.
22. What type of study does Kengo's father want him to pursue & why? (2 marks)  
To study economics for his future job with a bank.
23. What type of career does Kengo's mother want him to pursue & why? (2 marks)  
To become either a junior or senior high school teacher like her.
24. What advice does the teacher give Kengo? (1 mark)  
Read the university guides.
25. Kengo's mother describes her concerns to the teacher that Kengo is not studying. Give the two reasons for her concerns. (2 marks)  
That he is too busy with rugby club activities and making a movie.
26. What does she want the teacher to do? (1 mark)  
Tell him to quit the rugby club.
27. Does the teacher agree to the mother's request? If not, give the reasons why. (3 marks)  
No because the teacher thinks the last game is important because Kengo is the club captain, and that the club will only be for another two months. He also thinks it will be a good memory of high school life.

**Community Radio, Dialogue Six**

**( 5 marks)**

There are four short answer questions. (Questions 28 to 31). Listen to the dialogue and then answer, **IN ENGLISH**, the questions that follow. The dialogue will be said twice.

28. What is the Tanimoto butcher shop offering on special during the autumn fair?

(1 mark)

three potato croquets for 150 yen.

29. What is the Bourbon Family Restaurant offering on special during the autumn fair?

(1 mark)

Coffee after a meal at either lunch or dinner time for 100 yen.

30. What is the radio show offering as a present and to how many of its listeners?(1 mark)

Five tickets to a clarinet concert.

31. What do the listeners have to do to receive the present and by when?

(2 marks)

Send in a postcard with their name, address and telephone number on it by Nov. 1<sup>st</sup>  
,expressing interest in the concert.

## SECTION TWO: READING AND RESPONDING

(60 marks)

Section Two consists of four questions.

All questions should be attempted.

Answer in the spaces provided in this Questions/Answer booklet.

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1. Read the following community notice board and answer, **IN ENGLISH**, the questions that follow. (12 marks in total)
- (i) What can you buy and how many for 100 yen? (1 mark)  
**Cartoon books – one for 100 yen**
- (ii) Where are the free markets held? (2 marks)  
*At Fujishima park and at the South Entrance to Fujishima Station.*
- (iii) What sort of items are available at the market on November 17th? (1 mark)  
*Food from around the world.*
- (iv) What sort of lessons are offered from the teacher's home, and for how much? (2 marks)  
*Piano lessons, one hour for 5000 yen.*
- (v) What weekly Friday night activity is advertised and where is it held? (2 marks)  
*Flamenco dance at the Naka Ku/Middle/Centre Ward Community Centre.*
- (vi) For what sort of activity are volunteers being sought? (2 marks)  
*To help elderly people who live alone with their shopping and cleaning.*
- (vii) Which of the part time jobs advertised offers the highest pay rate? (1 mark)  
*Teaching English to children.*
- (viii) What newly opened business is advertising for staff? (1 mark)  
*The bakery - "At Home" Bakery.*

2. Read the following memo to an Australian babysitter from a Japanese family. The babysitter is helping the family with some housework as well. Answer, **IN ENGLISH**, the questions that follow. (11 marks in total)
- (i) What are the cleaning jobs the babysitter is asked to do? (2 marks)  
*Wash the dishes in the kitchen and clean the genkan/entrance hall.*
- (ii) What can the babysitter do if she gets hungry? (1 mark)  
*Eat the apples or yoghurt in the refrigerator.*
- (iii) What are the lunch arrangements? (1 mark)  
*Sandwiches have been left on the table to be eaten with Miki.*
- (iv) What two tasks should be done at 3 o'clock? (2 marks)  
*Pick up Eriko from school and go to the supermarket.*
- (v) Why can't Miki play outside? (1 mark)  
*Because she has had a cold since yesterday.*
- (vi) List the items and quantity on the shopping list. (2 marks)  
*1 pack eggs, 2 large cans of tuna, 2 bottles of milk.*
- (vii) How can the babysitter contact the parent if there are any problems? (2 marks)  
*Before 2:30pm on tel. 1234-5678, and after 2:30pm on mobile tel.*

3. Read the following letters between Tetsuya and his parents and answer, **IN ENGLISH**, the questions that follow. (19 marks in total)

(i) How does Tetsuya feel about his English ability after three months. Give a reason for your answer. (2 marks)

He feels his English has improved much because he can now understand most of his host family's and teachers' English..

(ii) Describe the differences Tetsuya mentions in his letter between learning to drive in Japan and learning to drive in Australia. (3 marks)

In Japan you go to a driving school and practise there, but in Aust. You practise in your family car, and driving instructors come to your home and you can practise in your neighbourhood.

(iii) Why does Tetsuya think it is easier to learn to drive in Australia? (2 marks)

Because there are fewer cars and the roads are wider.

(iv) What two reasons does Tetsuya give in his letter for wanting to learn to drive in Australia? (2 marks)

It is much cheaper than in Japan, and the lessons would also be good English practise.

(v) How do Tetsuya's parents feel about his request to get his driver's license in Australia? (1 mark)

*They are worried.*

(vi) What do they hear about young Japanese drivers in Australia? (2 marks)

*That they often drive too fast and have accidents.*

(vii) Why do they think there could be danger during a driving lesson? (2 marks)

*They worry that Tetsuya may not understand everything the instructor says and that could be dangerous.*

(viii) What final reason do they give for not agreeing to let Tetsuya get his license in Australia? (2 mark)

That he may need to take another driving test when he is in Japan in order to drive in Japan.

(ix) When do they think it will be better for Tetsuya to get his license and how will they help him? (2 marks)

After graduation from high school and they will pay the money.

(x) How do they say they are keeping fit? (1 mark)

They go for a 30 minute walk each morning.

4. Read the following magazine article from a magazine for junior and senior high school students in Japan, and answer, **IN ENGLISH**, the questions that follow. (18 marks)
- (i) Why did person A stop attending school? (2 marks)  
*Person A was ill for 2-3 months and when he/she returned to school they couldn't understand the lessons at all.*
- (ii) Why did Person B stop attending school? (2 marks)  
*Person B had a fight with their friend and going to school become unpleasant/unbearable.*
- (iii) At what year level did Takeshi stop attending school? (1 mark)  
*Junior high first year.*
- (iv) What reason does Takeshi give for not going to school? (2 marks)  
*All his friends went to a different jnr high so he had no friends at the new school and didn't like the teachers much, so stopped attending.*
- (v) How did Takeshi's parents initially react when he stopped attending school, and what is their attitude now? (2 marks)  
*For the first month they told him to go to school, but now they have stopped saying that.*
- (vi) What does Takeshi want others to understand? (1 mark)  
*That he wants to go to school but now he can't.*
- (vii) Why did Yuka stop attending school? (2 marks)  
*She found senior high school life boring and study uninteresting and even talking to her friends was boring/wasn't fun.*
- (viii) How does Yuka spend her time now and why does she think it has been more beneficial for her than attending school? (3 marks)  
*She reads newspapers, books and magazines and writes her opinions in to them. She thinks that she can express herself better now than she could before and that this is good self-study/self-education.*
- (ix) What is Yuka's ambition now and how does she plan to achieve her ambition? (4 marks)  
*Yuka's ambition now is to write/contribute articles for newspapers and magazines, and maybe to start her own magazine. To do this she will go to writing classes at the culture centre from next month.*

