

## Japanese A: Language and Literature

### Overall grade boundaries

#### Higher level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 12	13 - 28	29 - 44	45 - 59	60 - 71	72 - 85	86 - 100

#### Standard level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 11	12 - 27	28 - 41	42 - 56	57 - 69	70 - 84	85 - 100

### Higher level internal assessment

#### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 4	5 - 9	10 - 13	14 - 17	18 - 20	21 - 24	25 - 30

### Recommendations for IB procedures, instructions and forms

Guiding questions should not be numbered or have line numbers as points of reference. They should not refer to any specific details in a particular line of the extracts. The Language and Literature Guide should be read carefully.

Some guiding questions were written both in English and Japanese, which could be considered as four questions instead of two. This practice may be distracting for candidates, and also unfair as it offers extra suggestions. It may be helpful if the IB coordinators go through the IA regulations with subject area teachers to remind them of these rules, so that the candidates will perform in well-prepared exam conditions.

### The range and suitability of the work submitted

In general, many candidates prepared well and showed an appropriate level of knowledge and understanding of the work. Most of the extracts were appropriately challenging and suitable in its length. Most of the guiding questions were no longer numbered and the composition of these questions followed the requirements of the guide with one question on the content and another on the language. However, there were some extracts that might be disadvantageous to the candidates because of insufficiently rich content. There were a few extracts taken from the work originally written vertically but typed horizontally. The convention of the original work should be respected except when there is a reason for it.

When classic texts are used, it is sometimes necessary to describe the historical and social backgrounds of the works created and explain the linguistic differences, in comparison with the modern language. The presentation tended to focus on the translation, rather than the implicit meanings of the texts.

The extracts must be fully utilized in the formal oral commentaries. There was a notion created by some teachers and candidates which implied that certain sections of the extracts were “unimportant” or “irrelevant”. If indeed that is true, such extracts must be discarded and more appropriate extracts must be prepared.

## Candidate performance against each criterion

### Criterion A: Knowledge and understanding of text and or extract

Candidates were generally well prepared, demonstrating an appropriate to good level of knowledge and understanding of the work. However, some groups of candidates spent too much time on the summary of the whole book, on the backgrounds of the writer, and/ or on other knowledge irrelevant to the extract. A text reference should be made verbatim by picking up words/ phrases/sentences instead of a candidate's saying ‘it is written from line \_\_\_ to line \_\_\_’.

### Criterion B: Understanding of the use and effects of literary features

While many candidates described the themes of the extract from the perspective of content, and then listed textual elements like the choice of words, phrases, and/ or stylistic features, the link between the former and the latter was not much discussed. Only few candidates paid attention to the structure of the extract, which is an important element in the delivery of a literary message.

### Criterion C: Organization

As was the case last year, many candidates did not organize their ideas effectively.

One examiner comments as follows: ‘the most challenging task for many candidates seems to be the organization of their oral presentation. Some candidates barely had any introduction to the presentation. They started with a biography or the writing styles of the authors and referred to other works or to the entire story. Some immediately began explaining the text, line by line, after a very brief introduction of the extracts.’

It is not necessary to talk about the whole book unless it is relevant to the analysis candidates are going to make. A commentary should be focused on the extract itself. It is helpful for candidates to include a brief introduction, which plays an important role as a form of guidance to the listener. This could contain a brief description of the extract, its place in the book, and the steps the candidate is going to take in the commentary. Some groups of candidates did not have a conclusion.

### Criterion D Language

Although most candidates used an adequate level of language, register was a problem for several candidates who overused words and phrases that were too informal and/ or frequently used unnecessary loan words. The correct use of terminology should be encouraged. For example, “ren” should be used when referring to the stanza of a poem instead of “paato”.

### Recommendations for the teaching of future candidates

The organization of an oral commentary needs to be taught more specifically, as this is still a weak area. There are several different ways to organize a presentation, however, if the thesis of a commentary and how the commentary will be structured are clearly stated in the introduction, both the candidate and the examiner will have clear directions for the rest of the commentary.

Teach the strategies of making a commentary. A writer creates the message/ thesis by means of a wide range of methods. Candidates are expected to analyze the message and the methods, show how they are related and how they impact the reader. Merely listing the findings does not gain a high score.

The 5 minute discussion should be used to provide the opportunity for candidates to clarify what has been said, to explain more in depth, and to comment on some passages they didn't analyze during the first 10 minutes. Teachers are expected to assist candidates to demonstrate more of their understanding of the extract. Questions on the whole work benefit candidates only if they relate to the extract.

### Further comments

- Teachers should not correct errors or add suggestive interpretations of the extracts during the oral sessions.
- Teachers should read the IA regulations carefully.

### Standard level internal assessment

#### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 4	5 - 9	10 - 13	14 - 17	18 - 20	21 - 24	25 - 30

## Recommendations for IB procedures, instructions and forms

All pieces of IA work submitted were completed within 15 minutes. Students generally maintained their individual oral commentary for the suggested time of 10 minutes followed by the discussion. Attention, however, should be paid to filling in the IA forms correctly. Teachers' comments against each criterion should be written in the target language which is Japanese, rather than English. Most comments were given in general terms and did not explain or give evidence about how the teacher decided to give the mark against each criterion. It is not necessary to include comments regarding the candidates' efforts or nervousness.

## The range and suitability of the work submitted

The work submitted were very similar to the previous years. The popular texts and extracts were taken from *Rashomon* and *Hana* by Ryunosuke Akutagawa, *Kokoro* by Soseki Natsume, and *Chieko* by Kotaro Takamura. A few extracts were taken from more recent works in which the students appeared to show more engagement. All texts and poems were within the suggested 40 lines, but some of them did not give the students enough depth of content to analyse, or scope of language features to discuss.

## Candidate performance against each criterion

### Criterion A: Knowledge and understanding of the text or extract

The majority of the candidates were well prepared, and demonstrated their understanding of the text, supporting their thoughts with examples, evidence and appropriate references. While stronger students were able to focus on the text itself and its place in the whole text, weaker students often spoke about the whole text and gave details about the author, which are not required.

### Criterion B: Understanding of the use and effects of literary features

Candidates were able to identify various literary features, but some did not mention the intention of the authors or their effect on the audience clearly and fully.

### Criterion C: Organization

Stronger candidates effectively demonstrated their understanding of the text with a well structured commentary; introduction, content, use and effects of literary features, and conclusion. Weaker candidates, however, often started from the beginning of the text, explaining and paraphrasing it line by line with sudden closure.

### Criterion D: Language

In general, candidates were able to demonstrate a good use of language, and did not have difficulties in sentence structure or expressing their ideas using formal spoken language. Only very few students struggled with vocabulary and used occasional English words. Weaker

students tended to use fillers unnecessarily because they were either nervous, or trying to remember a word.

## Recommendations for the teaching of future candidates

Teachers need to read the section of the Guide that refers to the conduct of the individual oral commentary carefully. During a discussion, it is strongly recommended that teachers ask questions that clarify, improve, probe, and elaborate on candidates' ideas. Students should demonstrate their full understanding and interpretation based on analysis of the text, and should not explain the text by simply paraphrasing a line by line.

## Higher level written task

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 5	6 - 11	12 - 18	19 - 23	24 - 28	29 - 33	34 - 40

## Recommendations for IB procedures, instructions and forms

It is important to follow the requirements of the course, for example, regarding Task 1, production based on Part 1 or 2: the content should be properly focused on language issues (e.g. an article on social issues or a brochure advertising 'English Conversation Lessons' etc.)

For Task 2, it is important to follow the requirement of producing a Formal Essay which critically responds to one of the prescribed questions. Different text types are not appropriate for this question.

## The range and suitability of the work submitted

Most students have shown a clear understanding of the course materials covering a wide range of texts in different forms, styles and registers. There was a range of written tasks, for example pastiche, diaries, letters, tributes, drama scripts, newspaper articles, opinion columns, speeches and blogs.

## Candidate performance against each criterion

### Criterion A

Most of 'Rationale' was not complete and lacked information. It should include the study, purpose, outcome and reading target, and some candidates did not reach the full marks available due to missing information.

### Criterion B

Most of the candidates made good use of course materials, however, there were a few examples where themes, characters and the author's intentions were not reflected upon, or the content was not appropriate to the task chosen.

### Criterion C

The tasks were mostly organized to the text type chosen.

### Criterion D

In many pieces of work there were some examples of inappropriate, as well as inaccurate use of language.

## Recommendations for the teaching of future candidates

All teachers or supervisors who teach the 'Language and Literature' programme should fully understand the requirements of the course. Teachers should also introduce and encourage candidates to use a wider range of text types. Candidates should also use different texts to produce their task.

## Standard level written task

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 2	3 - 5	6 - 9	10 - 12	13 - 14	15 - 17	18 - 20

## Recommendations for IB procedures, instructions and forms

It is important that teachers and supervisors are well informed regarding the requirements of the 'Language and Literature' programme. The comments made for this section of the HL report also stand for SL.

## The range and suitability of the work submitted

Most students have shown a clear understanding of the course materials, covering a wide range of texts in different forms, styles, and registers. For Task 1, similar to SL, many of the pieces of work were works of Pastiche as a sequel based on novels. A few showed an authentic approach to describing characters without any contradictory expressions, including the style and sentiment of the original work.

For Task 2, the most popular prescribed question was "How could the text be read by two different readers?" followed by "How and Why is a social group represented in a particular way?"

It is important to remember that Task 1 and Task 2 should not be based on the same category of 'Language' or 'Literature', and that Task 2 *must* be an essay. Students are expected to write a critical response, so must not produce tasks in alternative text types.

## Candidate performance against each criterion

### Criterion A

The outlines for Task 2 should be short and clear, and the subscribed question should be stated.

### Criterion B

In some schools, candidates replaced the required text type of 'essay' for Task 2 with alternative text types. This is not allowed. Responses in some essays were not adequately supported by references, and had a tendency to show a superficial understanding. Accordingly the tasks did not properly correspond to the prescribed question.

### Criterion C

Most of tasks lost one or two points due to the lack of consistency in arguments as well as the use of ambiguous expressions.

### Criterion D

Most candidates were accurate in their use of language. A few had a full command of the sophisticated vocabulary appropriate to the highest quality of essay.

## Recommendations for the teaching of future candidates

Please refer to comments in the HL section for this component.

## Higher level paper one

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 2	3 - 5	6 - 10	11 - 13	14 - 15	16 - 18	19 - 20

### General comments

Many candidates chose the pair in Section 1 (text A and B) over the pair in Section 2 (text C and D). Although the second pair is more demanding in terms of the content and purpose than the pair in Section 1, this is balanced out by the shorter length of the texts. It was

probable that candidates found it easier to access the theme in Section 1, which was 'uniform' which could be an everyday-life topic for them.

## The areas of the programme and examination which appeared difficult for the candidates

Many candidates had difficulty developing the analysis/ argument; they showed a general ability to read the texts and write comparative analysis, but did not demonstrate further development on, or engagement with the topic. Many candidates would 'list' comparisons between the texts, including contexts, purposes, techniques and stylistic features, but did not necessarily expand their arguments regarding how these elements contribute to the construction, content or theme of the texts, or articulate their analysis of the texts further. Overall, many papers lacked development of the analytical arguments.

Some candidates also had issues with organisation. For example, candidates listed comparisons on multiple elements in detail one by one (for example listing everything on text A and moving on to the comparable elements in text B). But, this organisation is not an effective manner of writing, especially for the comparative reading of the texts. It tends to become very flat as writing and avoids constructing an effective development of the analysis and argument on the topic.

## The areas of the programme and examination in which candidates appeared well prepared

Generally speaking, candidates were well prepared in terms of how to respond to the questions, how to meet each criteria and how to organise the response paper. There was no response papers that showed serious issues with understanding and writing about the texts.

Also, many candidates paid detailed attention to stylistic features, techniques and tone, and demonstrated abilities to compare the texts through those elements.

Additionally, writing was generally clear; only limited numbers of papers included unclear sentences or meanings, and for the rest, the examiner did not struggle with understanding the response papers.

## The strengths and weaknesses of the candidates in the treatment of individual questions

The strengths: many candidates knew how to discuss differences and similarities with regards to context, style and technique, text type, etc.

The weaknesses: some candidates forgot to mention the audience.

Some candidates only 'explained' the texts and slightly touched on similarities and differences, but often these pieces of work did not give a constructive comparison or contrast about the texts to bring detailed stylistic analysis together with the further discussion of the



main theme. In this case, candidates ended up explaining their stylistic analysis, without expanding their analysis to the theme and engaging with it.

## Section 1

Section 1 invited candidates to compare and contrast a pair of texts on the theme of uniform. Text A is an excerpt from an analytical essay on uniform culture in Japan. Text B is a newspaper article on the new uniform at JAL (Japan Air Lines). Many candidates demonstrated a good understanding of the texts (differences and similarities, style, rhetoric, main idea). Some strong candidates made a good connection between text A and text B; for example, text B is a sort of realisation of love to uniform discussed in text A. Especially strong candidates covered almost everything, including the reference to the photograph in text B, and showed the development of the analysis, while incorporating their stylistic analysis with their constructive arguments on the theme.

Some candidates argued that text A employs an objective manner of writing, whilst others said it employs a subjective style of writing. Text A is a critical essay on uniform culture. With its reference to various social phenomena and examples regarding uniform, one can say it employs an objective style of writing as one type of sociocultural criticism. Simultaneously, it is written in a very assertive manner and shows author's relatively subjective opinion. Therefore, should candidates mention whether text A employs objective/subjective manner of writing, they might need an extra attention to articulate their reasoning.

Weaker candidates showed an understanding of the style, techniques, and audience, but did not articulate the purposes and common theme and lacked development of analysis.

## Section 2

Texts in section 2 both make the reader rethink the idea of night. Text C consists of multiple short poems by one author, discussing night, loneliness and urban life, and text D is an excerpt of critical essay by an anatomist, written for a general audience, similarly discussing night, urban youth life, and sleep/the unconscious. Not many candidates chose this pair, but those who did showed competence in reading texts appropriately, comparing texts effectively, and in developing analysis constructively. In general, this pair would require more 'reading' into the content, compared to the pair in section 1, mainly due to its abstract topic, especially in order for candidates to construct an effective comparative analysis of the texts and develop their further analysis and argument on the theme. However, most of the candidates who chose this pair successfully demonstrated their abilities in these areas.

## Recommendations and guidance for the teaching of future candidates

Some groups of candidates responded to the question in a very similar or the same manner (for example mentioning features such as writing style, context, audience, by employing the same sort of vocabularies to explicate those points). This indicates that candidates were effectively taught how to write good response papers at school in a way that they sufficiently meet each criterion, which is very important. Yet, it should be also noted that, occasionally,

'taught' writing style deprives of candidates' creativity to expand the argument in their own manners.

Following on from this point, it is recommended for teachers to train their candidates to:

- cover various aspects of text type, purpose, context, stylistic features and techniques, audience and other major and minor elements. Even if candidates decide to focus on certain elements, it is important not to miss out something essential, at the expense of a certain focus.
- organise their writing clearly and effectively. It is important not just to 'list' elements of analysis but to 'use' those elements and construct analysis/argument effectively.
- develop their ability to conduct further analysis on the topic. Excellent candidates were able not only to make a comparison and contrast between the texts, but also to develop their further analysis on the topic, based on their understanding of literary and contextual analysis through the reading of the pair of texts.
- avoid unnecessary mistakes such as Chinese characters.
- try to use time efficiently. Some candidates deleted considerable parts of their response during the process, which could have caused them to run out of time. Time-management can be effectively taught at school.
- avoid lengthy summaries or the use of lists. It is advisable for candidates to bear in mind that each part of their writing should contribute to the presentation of their understanding of the comparative texts and to the development of their further analysis.

## Further comments

Only a few candidates were able to summarise necessary elements, compare and contrast the texts, and develop their analysis based on an appropriate understanding of the texts. Since it is a written piece of work, it is important that candidates are appropriately taught how to write a good paper, but also that they develop their critical skills in reading and writing in a constructive manner.

## Standard level paper one

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 2	3 - 5	6 - 8	9 - 11	12 - 14	15 - 17	18 - 20

### The areas of the programme and examination which appeared difficult for the candidates

The candidates sometimes did not explain the context, target audience, and purpose fully with well-chosen supporting examples from the text. They often did not analyze the stylistic features of the text carefully, including how these elements were used to construct meaning,

and did not mention the significant effects on the audience. Some candidates found it difficult to include their responses to the guiding questions. Others did not organize their analysis effectively in a logical manner. Many students did not write correct kanji and often wrote in hiragana.

## **The areas of the programme and examination in which candidates appeared well prepared**

In general, the candidates demonstrated a good understanding of their chosen text, and supported their comments by referring to the text. Almost all the candidates were able to use appropriate register and style, and used a wide range of vocabulary and accurate grammar. All the candidates used their time carefully and were able to complete their comments within the provided exam time.

## **The strengths and weaknesses of the candidates in the treatment of individual questions**

Text 1 was a more popular choice than Text 2 by far. The candidates demonstrated good reading comprehension skills of the text, but their analysis often lacked depth, and many comments tended to be paraphrasing, summary, and explanation. Many candidates unnecessarily referred to their personal experiences that were similar to the examples in the text. Most candidates showed their awareness of stylistic features but only few were able to demonstrate a good understanding of such effects including word choice, structure and tone on the readers.

Fewer candidates chose Text 2. Whilst almost all candidates successfully identified the elements of the stylistic features including the use of the photo, quotes, headings, they did not always present their analysis in a convincing manner. Some organization is apparent, but the argument was often not developed coherently and effectively. The stronger candidates organized their comments in very well-balanced paragraphs, and their introduction and conclusion were always related.

## **Recommendations and guidance for the teaching of future candidates**

Candidates should be well aware of the requirements of Paper 1 regardless of the guiding questions. They need to analyze the text type, purpose, contexts and audience in order to show their understanding of the text, and their comments must be supported by references to the text. Candidates should also analyze the stylistic features of the text and their effects on the audience. Their comments need to be organized and developed as a form of argument and not merely explanation. More kanji practice is needed.

## **Higher level paper two**

### **Component grade boundaries**

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 3	4 - 7	8 - 10	11 - 14	15 - 18	19 - 22	23 - 25

## The areas of the programme and examination which appeared difficult for the candidates

There are four areas where many candidates had difficulties this year.

There were some candidates who wrote only in very general terms about the works they analyzed. Although some of them appeared to be capable candidates with a good command of language and an appropriate organization of their essay, care should be taken to provide a detailed and developed discussion in response to the question, and to back up arguments with relevant references. This will enable candidates to show their understanding of the works. In order to produce a persuasive essay, it is very important that candidates are able to offer evidence to support their arguments.

Understanding of context is an issue for many candidates. In many essays, context was not discussed or not integrated with their knowledge of the works in the light of the question.

Similarly, many candidates showed a limited awareness of the role of the stylistic features and their effects. The weaker candidates tended to approach the question only from the content of the works. Very few attempted to examine genres.

It is also extremely important to consider the question carefully, taking account of both parts. It is important to define the terms of the question appropriately in the light of the thesis of their essay.

## The areas of the programme and examination in which candidates appeared well prepared

The language command of the majority of the candidates was at an appropriate to a good level. Although many candidates have been properly taught how to organize an essay, the way an idea can be developed in a sustained and coherent manner needs more attention. The strong candidates displayed their excellent understanding of the works thereby fully incorporating the contexts of the works and the stylistic features in their discussions.

## The strengths and weaknesses of the candidates in the treatment of individual questions

### Question 1

This was one of the most popular questions. Many focused on how views of the world in the works were developed and/or changed in the course of the works, but only a few considered the readers' reception, that is the second part of the question.

## Question 2

Another popular question, yet, one which proved to be a challenging one. Successful candidates described both the social and cultural environments of the writers and integrated them with the contents of the works and their effects on understanding of the works. Unfortunately many candidates responded only to part of the question and/or failed to relate the writers' backgrounds to the contents of the works.

## Question 3

This was another one of the most popular questions. The responses can be roughly divided according to two patterns that are used in the discussion. The first and more successful approach is the type of essay that provides detailed references about the characters' feelings and examines their effects on the understanding of the work. The second pattern is to concentrate on the summary of the scenes without referring to any concrete descriptions that show the characters' feelings. The first approach will be more successful.

## Question 4

Only one candidate chose this question.

## Question 5

No candidate chose this question.

## Question 6

Some candidates found this question interesting and it led to more responses that were creative and provided insight in their reading. However, it is important to think the question through thoroughly, for example, by analyzing both the qualities of heroes and their actions. As the second part of the question asked to examine more than one interpretation of the qualities and the acts of the heroes, it is important to offer more than one perspective.

## Recommendations and guidance for the teaching of future candidates

Candidates need plenty of opportunities to practice how to break down a question. This includes the interpretation of a question and the integration of the contexts and the literary features of the works with the contents of the works in light of the question.

Candidates need to be taught in class what detailed references are, and making references needs to be practiced.

Candidates need to be taught how they can use their analysis of stylistic features in support of their arguments. They are expected to show their understanding of how these elements support and illustrate the ideas of the work. Simply stating a theme of the work or naming a rhetorical device does not show what candidates understand.

The level of kanji remains a concern. It is understandable that, with time constraints and the exam environments, candidates may not fully exercise their kanji knowledge. However, considering the fact that kanji is one of the conventions of Japanese writing, candidates need more training in using the very basic level of kanji not only with a practical reason, but also because of aesthetic and cultural reasons.

## Standard level paper two

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 3	4 - 7	8 - 9	10 - 13	14 - 18	19 - 22	23 - 25

### The areas of the programme and examination which appeared difficult for the candidates

Many candidates did not read the question fully and thus failed to respond to part of it. Considering and integrating the context of the work and the stylistic features into the discussion in relation to the selected question is another weakness. It is noteworthy that this year more candidates did not provide detailed examples and, instead, wrote superficial generalities about the work.

### The areas of the programme and examination in which candidates appeared well prepared

Almost all candidates proved that they were well taught how to organize an essay, but there was still room for improvement in the development of their ideas. The best responses to the selected question offered detailed and insightful understanding of the works and included the context of the works and the stylistic features.

### The strengths and weaknesses of the candidates in the treatment of individual questions

#### Question 1

This was the second popular question. Many candidates focused on how the themes were developed in the course of the works. While the themes of the works could be identical to the view of the world, this needs to be clearly explained in the introduction in order to link the candidate's response to the question. The majority of candidates did not consider another part of the question; the readers' reception.

#### Question 2

This was the third most popular question. A large number of candidates placed their primary focus on the themes of the works, trying to prove how they were described. The social and cultural environments were explained only when there was a link to the themes. While there could be several different ways of organizing a response, it is important to prioritize these. As in the case of question 1, the second part of the question was not much discussed in many responses.

### Question 3

Almost half of the candidates chose this question. The key for success in this question was whether or not candidates could support their arguments with specific examples that showed the characters' feelings. Simple references to the content of the works did not gain a high score.

### Question 4

Very few chose this question.

### Question 5

None chose this question.

### Question 6

Although this question was not often selected by the candidates, there were good responses that examined the qualities and the acts of the heroes and explored the possibility of more than one interpretation of these qualities and acts.

## Recommendations and guidance for the teaching of future candidates

Candidates need to be able to finish writing their essay in one hour and a half. Some candidates apparently ran out of time with the first work discussing it in detail and were only able to superficially analyze the content of the second one. More practice in sitting the exam would be helpful.

Many essays narrate the contents of the works instead of selecting specific descriptions and analyzing them in the light of the question. Teaching how to write an essay in a convincing manner, particularly how to support an argument with text references, should be practiced more often over the two years of the course.

Provide as many opportunities as possible in class to practice how to read the question and define the terms of the question in the light of the thesis of an essay.

Kanji production remains problematic. It obscures the meaning in some cases. Kanji practice should be executed throughout two years of the course.