Below is a comprehensive analysis of the mistakes made by the student, structured similarly to the provided template. The analysis is categorized into Kanji/Vocabulary related mistakes and Grammar mistakes, with specific sub-sections for each type of error.  
  
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## 1. Kanji/Vocabulary Related Mistakes  
  
### 1.1. Pronunciation Mistakes  
  
#### 1.1.1. Misreading Kanji  
- \*\*Question 1\*\*: The student chose "うえぎ" (2) instead of the correct "うわぎ" (4).  
 - \*\*Analysis\*\*: The student misread the Kanji "上着" as "うえぎ" instead of "うわぎ," indicating confusion with the pronunciation of this specific Kanji.  
  
#### 1.1.2. Long Vowel and Short Vowel Pronunciation Mistake  
- \*\*Question 2\*\*: The student chose "じゅしょう" (1) instead of the correct "じゅうしょ" (3).  
 - \*\*Analysis\*\*: The student failed to recognize the long vowel in "住所," pronouncing it as "じゅしょう" instead of "じゅうしょ."  
  
### 1.2. Vocabulary Choice Errors  
  
#### 1.2.1. Selecting Similar Sounding Words  
- \*\*Question 3\*\*: The student chose "しゅうじん" (3) instead of the correct "しゅじん" (4).  
 - \*\*Analysis\*\*: The error suggests a misunderstanding of vocabulary meaning, confusing "主人" (shujin, meaning husband) with "囚人" (shuujin, meaning prisoner).  
  
## 2. Grammar Mistakes  
  
### 2.1. Vocabulary Application Errors  
  
#### 2.1.1. Incorrect Verb or Action Usage  
- \*\*Question 4\*\*: The student chose "せわする" (3) instead of the correct "かたづける" (4).  
 - \*\*Analysis\*\*: The student did not correctly associate the action of "tidying up" (かたづける) in the sentence context, opting instead for "taking care of" (せわする).  
  
### 2.2. Sentence Structure and Contextual Errors  
  
#### 2.2.1. Misunderstanding Sentence Context  
- \*\*Question 5\*\*: The student chose "らいしゅう、せんせいをくらべます" (1) instead of "らいしゅう、せんせいをたずねます" (4).  
 - \*\*Analysis\*\*: The misunderstanding was in the contextual meaning of visiting (たずねます) versus comparing (くらべます).  
  
#### 2.2.2. Incorrect Contextual Interpretation  
- \*\*Question 6\*\*: The student chose "こんなけいけんは" (1) instead of "こんなしっぱいは" (2).  
 - \*\*Analysis\*\*: The error indicates a misunderstanding of the meaning of "ミス" (mistake) and its closest synonym "しっぱい" (failure).  
  
### 2.3. Logical Flow and Conjunction Errors  
  
#### 2.3.1. Incorrect Conjunction Use  
- \*\*Question 11\*\*: The student chose "けど" (4) instead of "ため" (3).  
 - \*\*Analysis\*\*: The student failed to correctly use the conjunction "ため" to indicate cause/effect in the sentence.  
  
### 2.4. Verb Form and Tense Errors  
  
#### 2.4.1. Incorrect Verb Form Selection  
- \*\*Question 10\*\*: The student chose "ねそう" (4) instead of "ねろ" (2).  
 - \*\*Analysis\*\*: The student selected a potential form instead of the imperative verb form needed for giving a command.  
  
### 2.5. General Sentence Completion Errors  
  
#### 2.5.1. Misapplying Sentence Endings  
- \*\*Question 14\*\*: The student chose "行かなかった" (1) instead of "することになった" (3).  
 - \*\*Analysis\*\*: The student misunderstood the sentence ending, incorrectly choosing a past negative form over a future action resolved form.  
  
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This structured analysis identifies specific knowledge points where the student made errors, associating each mistake with a broader category of pronunciation, vocabulary choice, grammar, or logical flow. This provides a clear framework for addressing each type of misunderstanding and guiding further study.