Below is an analysis of the student's mistakes in the Japanese practice test, organized into the specified format with detailed sections and sub-sections.  
  
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### 1.1 Kanji/Vocabulary Related Mistakes  
  
#### 1.1.1 Kanji Reading Mistakes  
  
- \*\*Question 1:\*\*   
 - \*\*Error:\*\* The student chose "けん" instead of the correct reading "く" for "区" in the context of "区の博物館."  
 - \*\*Knowledge Point:\*\* Understanding of kanji readings in different contexts. The student needs to recognize the correct reading of "区" in relation to public facilities or administrative areas.  
  
#### 1.1.2 Vocabulary Choice Mistakes  
  
- \*\*Question 2:\*\*   
 - \*\*Error:\*\* The student chose "けんぎゅう" instead of "けんきゅう" for "研究."  
 - \*\*Knowledge Point:\*\* Recognition of vocabulary related to academic or scientific terms. The student confused similar-sounding words.  
  
- \*\*Question 3:\*\*   
 - \*\*Error:\*\* The student chose "はこ" instead of "ふくろ" for "袋."  
 - \*\*Knowledge Point:\*\* Understanding of vocabulary related to everyday items. The student needs to differentiate between "箱" (box) and "袋" (bag).  
  
- \*\*Question 4:\*\*   
 - \*\*Error:\*\* The student chose "考がえた" instead of "考えた" for "かんがえた."  
 - \*\*Knowledge Point:\*\* Proper use of kanji in words, especially in verbs. The student incorrectly used an extra character that does not belong in the word.  
  
### 1.2 Grammar Mistakes  
  
#### 1.2.1 Verb Conjugation Mistakes  
  
- \*\*Question 5:\*\*   
 - \*\*Error:\*\* The student chose "せわする" instead of "かたづける" for the sentence "つくえの上を（かたづける）."  
 - \*\*Knowledge Point:\*\* Understanding appropriate verb usage in context. The student needs to recognize the correct action verb for cleaning or organizing.  
  
- \*\*Question 6:\*\*   
 - \*\*Error:\*\* The student chose "ときどき" instead of "どきどき" for "はなすときは（どきどき）する."  
 - \*\*Knowledge Point:\*\* Understanding the nuances of adverbs related to feelings and states. The student confused frequency with emotional state.  
  
#### 1.2.2 Expression and Politeness Mistakes  
  
- \*\*Question 7:\*\*   
 - \*\*Error:\*\* The student chose "ごらんになって" instead of "めしあがって" for the expression "どうぞ（めしあがって）ください."  
 - \*\*Knowledge Point:\*\* Appropriate use of polite expressions in Japanese. The student needs to differentiate between expressions for looking and eating.  
  
#### 1.2.3 Sentence Structure and Meaning Mistakes  
  
- \*\*Question 8:\*\*   
 - \*\*Error:\*\* The student chose "いただきます" instead of "おじゃまします" for the response to "よくいらっしゃいました。

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 - \*\*Knowledge Point:\*\* Understanding of common conversational phrases. The student used a phrase for receiving food instead of one for entering a space.  
  
- \*\*Question 9:\*\*   
 - \*\*Error:\*\* The student chose "せんせいをさがします" instead of "せんせいをたずねます" for the meaning of "あいにいきます."  
 - \*\*Knowledge Point:\*\* Correct usage of verbs related to visiting or meeting people. The student confused searching with visiting.  
  
#### 1.2.4 Contextual Vocabulary Usage  
  
- \*\*Question 10:\*\*   
 - \*\*Error:\*\* The student chose "しゃしんがきょうみで" instead of "でんしゃにきょうみをもっています."  
 - \*\*Knowledge Point:\*\* Correct usage of "きょうみ" (interest) in sentences. The student needs to understand how to express interest properly.  
  
- \*\*Question 11:\*\*   
 - \*\*Error:\*\* The student chose "このみちはこまかい" instead of "こまかいおかねがないので."  
 - \*\*Knowledge Point:\*\* Appropriate usage of adjectives like "こまかい" (small, detailed). The student needs to know the context for using such adjectives.  
  
### 1.3 Grammar Mistakes (Part 2)  
  
#### 1.3.1 Particle Usage Mistakes  
  
- \*\*Question 12:\*\*   
 - \*\*Error:\*\* The student chose "で" instead of "も" for "10,000円（も）もらえた."  
 - \*\*Knowledge Point:\*\* Understanding the use of particles to indicate extent or emphasis. The student needs to distinguish between particles indicating location and emphasis.  
  
#### 1.3.2 Conjunction and Clause Mistakes  
  
- \*\*Question 13:\*\*   
 - \*\*Error:\*\* The student chose "手伝ってはいけない" instead of "手伝ってくれなかった."  
 - \*\*Knowledge Point:\*\* Correct choice of conjunctions and clauses to express cause and effect. The student needs to understand negative permission versus absence of action.  
  
### Conclusion  
  
The student's performance indicates a need for focused practice on vocabulary recognition, verb conjugation, and the use of polite expressions. Additionally, improvement in understanding sentence structure and the appropriate use of particles is recommended. The student should also work on distinguishing similar-sounding words and expressions to avoid confusion in context.