To analyze the mistakes made by the student, I'll structure the analysis into two main sections: Kanji/Vocabulary related mistakes and Grammar mistakes. Each section will be further divided into relevant sub-sections, summarizing the specific knowledge points where errors were made. Let's dive into the analysis:  
  
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### 1. Kanji/Vocabulary Related Mistakes  
  
#### 1.1 Vocabulary Usage  
- \*\*Mistake in Question 1:\*\*  
 - \*\*Question:\*\* すみませんが　父に　何か　あったら　電話を　（ 　　　　　 ）。

すぐに　来ますので。

- \*\*Options:\*\*   
 1. してくださいませんか   
 2. してくれてもいいですか   
 3. してもらいませんか   
 4. してもらうのがいいですか  
 - \*\*Correct Option:\*\* 1  
 - \*\*Student's Choice:\*\* 2  
 - \*\*Analysis:\*\* The student chose "してくれてもいいですか," which is a less formal and more casual request form, not suitable for the context where a more polite and formal expression is required. The correct answer, "してくださいませんか," is the most appropriate level of politeness for asking someone to do something, especially when the scenario involves concern for one's father.  
  
### 2. Grammar Mistakes  
  
#### 2.1 Request Forms  
- \*\*Mistake in Question 1:\*\*  
 - \*\*Error Type:\*\* Misunderstanding of polite request forms.  
 - \*\*Explanation:\*\* The student failed to recognize the need for a formal and polite request form in the given context. This highlights a gap in understanding how different request forms vary in politeness and appropriateness depending on the situation and relationship between the speakers.  
  
#### 2.2 Conditional Sentences  
- \*\*Mistake in Question 2:\*\*  
 - \*\*Question:\*\* サッカーの　試合 (しあい) は　中止になると　思っていたら　（ 　　　　　 ）。

- \*\*Options:\*\*  
 1. 行かなかった  
 2. 行けそうだった  
 3. することになった  
 4. 中止になった  
 - \*\*Correct Option:\*\* 3  
 - \*\*Student's Choice:\*\* 2  
 - \*\*Analysis:\*\* The student chose "行けそうだった," which indicates uncertainty about attending the match, instead of the correct "することになった," which accurately completes the conditional sentence structure pointing out an unexpected outcome. This mistake suggests a misunderstanding of how to effectively use conditional sentences to convey expectations versus actual outcomes.  
  
#### 2.3 Sequencing of Events  
- \*\*Mistake in Question 2:\*\*  
 - \*\*Error Type:\*\* Misinterpretation of event outcomes.  
 - \*\*Explanation:\*\* The student showed difficulty in sequencing events based on conditions and outcomes. "することになった" expresses a definitive change of plans or decisions following the initial expectation that the match would be canceled, a nuance missed by the student's selection.  
  
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### Summary  
The student's errors chiefly revolve around the appropriate use of politeness levels in verbal requests and understanding conditional sentences' outcomes. The misunderstanding of polite request forms indicates a need for more practice in discernment of formal and informal language contexts. Additionally, the difficulty with conditional sentences and sequencing events suggests further study is necessary to master these grammatical structures.  
  
The student's grasp on vocabulary usage and request forms requires improvement, particularly in distinguishing between varying degrees of formality and understanding contextual appropriateness. Enhanced focus on these areas, especially within practical context scenarios, would likely improve their performance.