



2018 Japanese in Context Marking Guidelines

Section 1: Responding to texts

Question 1

| Criteria | Marks |
|-----------------------------------------------------------------------------|-------|
| • Provides a concise summary of all of the main points of the interview | 4 |
| • Identifies most of the main points in summary form | 3 |
| OR • Identifies the main points of the interview but not in summary form | |
| • Identifies some of the main points of the interview | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Spain has lots of sightseeing spots and is a good place for a working holiday. However, if you are staying for longer she warned that learning Spanish is important. Also, she added that the living costs in Spain are high and that it can be difficult to find a job there.

Question 2

| Criteria | Marks |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <ul style="list-style-type: none">• Demonstrates a thorough understanding of the text and writes a speech for school students about what they can do to protect the environment• Writes effectively for context, purpose and audience• Demonstrates an excellent control of a range of Japanese structures and vocabulary, including <i>kanji</i> | 6 |
| <ul style="list-style-type: none">• Demonstrates a sound understanding of the text and writes a speech for school students about what they can do to protect the environment• Relates information to context, purpose and audience• Demonstrates a sound control of a range of Japanese structures and vocabulary, including <i>kanji</i> | 4–5 |
| <ul style="list-style-type: none">• Demonstrates some understanding of the information in the text and writes a speech for environmental protection• Writes with some awareness of context, purpose and audience• Writes using some control of Japanese structures and vocabulary | 2–3 |
| <ul style="list-style-type: none">• Provides some relevant information | 1 |

Sample answer:

皆さん、こんにちは。今日は、環境のためにあなたたちができることについて話したいと思っています。まず、学校で水を買っている人、自分のすいとうを用意して、ゴミの量をへらしましょう。ば

次に、ゴミはきちんとゴミ箱に入れてください。これによって、誰かがあなたたちのゴミを拾わなければいけないということも無くなります。ば

また、ゴミはもえるゴミとリサイクルとに分けましょう。そうすると、ゴミをリサイクルする時にリサイクルできないものと混ざることなく、素早くしよりできると思います。ば

以上、みなさん気をつけてくださいね。ば

Sample answer (English translation):

Hello everyone. Today, I want to talk about what you all can do for the environment. Firstly, the people that are buying water at school, let's decrease the amount of rubbish (we produce) by having your own water bottle ready.

Next, please put rubbish properly into the rubbish bin. If this happens, the need for someone else to pick up your rubbish will disappear.

Also, let's separate rubbish into burnable rubbish and recyclables. If we do that, when we recycle rubbish, I think we can quickly process it if we don't mix it with things that can't be recycled.

That's it, everyone please be careful.



Question 3

| Criteria | Marks |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the text and writes a perceptive diary entry about the new teaching methodology• Writes effectively for context, purpose and audience• Demonstrates an excellent control of a range of Japanese structures and vocabulary, including <i>kanji</i> | 7–8 |
| <ul style="list-style-type: none">• Demonstrates a sound understanding of the text and writes a diary entry about the new teaching methodology• Writes appropriately for context, purpose and audience• Demonstrates control of a range of Japanese structures and vocabulary, including <i>kanji</i> | 5–6 |
| <ul style="list-style-type: none">• Demonstrates some understanding of the text• Writes with some awareness of context, purpose and audience• Writes using some control of Japanese structures and vocabulary | 3–4 |
| <ul style="list-style-type: none">• Provides some relevant information | 1–2 |

Sample answer:

今日、来年からの数学授業変更プランを見た。家でオンラインの授業を見て、学校では問題もをとくという形になるみたい。たくさんの良い点が書かれてあったけど、どうかなあ。だってもて、学校が終わってからアルバイトをしないといけない学生には、家でオンラインの授業をも何度も見る時間はないでしょ。それに、人と話すのが苦手な学生は、オンラインの授業でわからなかったことを、自分から先生に聞くのはむずかしいかもしれない。経済的なりゆうでもコンピューターとインターネットをそろえることができない学生も出てくるかもしれない。もみんなはいったい、これについてどう思っているんだろう。も

Sample answer (English translation):

Today, I saw the plan for changing Maths lessons from next year. At first I thought the way of looking at lessons online at home and solving problems at school was good but now I think I'm a bit worried. Students who have to work at a part-time job after school probably won't have time to look over online lessons numerous times at home. Also, it might be difficult for students who aren't good at speaking with other people to speak to teachers on their own accord about what they didn't understand from the online lessons. There will also probably be students who can't organise a computer and internet access due to financial reasons. I wonder what everyone thinks about this.



Question 4

| Criteria | Marks |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <ul style="list-style-type: none">• Demonstrates a comprehensive understanding of both texts by writing an email that clearly explains the benefits of this ryokan• Creates a cohesive and authentic text to meet the requirements of the task• Demonstrates an excellent control of a range of Japanese structures, vocabulary and <i>kanji</i> | 9–10 |
| <ul style="list-style-type: none">• Demonstrates a sound understanding of both texts by writing an email that explains the benefits of this ryokan• Writes effectively to meet the requirements of the task• Demonstrates a sound control of a range of Japanese structures, vocabulary and <i>kanji</i> | 7–8 |
| <ul style="list-style-type: none">• Demonstrates an understanding of both texts by writing an email about the benefits of this ryokan• Organises information and ideas to meet the requirements of the task• Demonstrates control of Japanese structures, vocabulary and <i>kanji</i> | 5–6 |
| <ul style="list-style-type: none">• Demonstrates some understanding of one or both texts• Attempts to meet the requirements of the task | 3–4 |
| <ul style="list-style-type: none">• Demonstrates a basic understanding of the text(s) | 1–2 |

Answers could include:

- People with tattoos are able to use one of the *onsen* so the cousin will be able to use it too
- The cousin won't be embarrassed because people are allowed to wear a swimming costume in one of the *onsen*
- They can put a bed into the traditional-style room so the cousin doesn't have to sleep on the floor
- A close-by café where hotel guests can get western-style food
- Luke is also able to enjoy staying in a *ryokan*.

Question 5

| Criteria | Marks |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <ul style="list-style-type: none">• Demonstrates a perceptive understanding of the text by writing an article that reflects on maintaining traditional culture and developing gender equality• Writes effectively for context, purpose and audience• Demonstrates an excellent control of a range of Japanese structures and vocabulary, including <i>kanji</i> | 9–10 |
| <ul style="list-style-type: none">• Demonstrates a sound understanding of the text by writing an article that reflects on maintaining traditional culture and developing gender equality• Writes with a sound understanding of context, purpose and audience• Demonstrates a sound control of a range of Japanese structures and vocabulary, including <i>kanji</i> | 7–8 |
| <ul style="list-style-type: none">• Demonstrates an understanding of the text by writing an article that reflects on traditional culture and gender equality• Relates information to context, purpose and audience• Demonstrates control of Japanese structures and vocabulary, including <i>kanji</i> | 5–6 |
| <ul style="list-style-type: none">• Demonstrates some understanding of the text• Attempts to meet the requirements of the task | 3–4 |
| <ul style="list-style-type: none">• Provides some relevant information | 1–2 |

Sample answer:

男女平等社会を作ろうと言うが、特に日本の伝統文化における男女平等をめざすのは難しいばようである。例えば、歌舞伎^{かぶき}世界では、男性のみがステージにたてる。それに関して、あばる歌舞伎役者は、自分のむすめがどれだけ才能があり、どりよくをしても、子供のうちのみばステージに立てて、それ以降は役者としての活動ができないとなげいている。この事実は、ばとても残念なことだと思う。今の時代、文化や芸術を残すためには、その伝統だけを大切にばするのではなく、時代に合わせて形を変えていく必要があると思う。そうすれば、男女関係ばなく才能のある人が役者としてかつやくできるし、より多くの観客をひきつけることができばるだろう。ば

Sample answer (English translation):

Although we say we want to build a society of gender equality, it seems difficult in particular to aim for gender equality in (the world of) traditional culture in Japan. For example, in the world of *kabuki* only males are allowed to act professionally on stage. In regards to that, a *kabuki* performer is disheartened by the fact that his own daughter, no matter how much talent she has or how hard she tries, can only go on stage while she's a child and after that she cannot be a performer. I think this fact is very regrettable. In this day and age, in order to sustain culture and arts, we should not just prioritise tradition and I think there is a need to match the practice (of culture and arts) with the era. If we do that, people with talent can act as performers without regard to gender and they can appeal to larger audiences.

**Question 6 (a)**

| Criteria | Marks |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <ul style="list-style-type: none">• Demonstrates a thorough understanding of Sakura's personality• Provides appropriate examples to support their answer | 4 |
| <ul style="list-style-type: none">• Demonstrates some understanding of Sakura's personality• Provides examples to support their answer | 2–3 |
| <ul style="list-style-type: none">• Provides some relevant information | 1 |

Sample answer:

Sakura is an insecure person as she needs approval from her followers on social media to make her happy. She is also a very socially active person who goes to different places in order to update her social media. Sakura is also quite adventurous as she is ready to try different things. However, it seems she can easily get depressed.

**Question 6 (b)**

| Criteria | Marks |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of both texts • Writes an email using formal language with an understanding of context, purpose and audience • Demonstrates an excellent control of a range of Japanese structures and vocabulary, including <i>kanji</i> | 7–8 |
| <ul style="list-style-type: none"> • Demonstrates understanding of both texts • Writes an email using formal language with an awareness of context, purpose and audience • Demonstrates control of a range of Japanese structures and vocabulary, including <i>kanji</i> | 5–6 |
| <ul style="list-style-type: none"> • Demonstrates some understanding of one or both texts • Attempts to write an email using formal language with some awareness of context, purpose and audience • Writes using some control of Japanese structures and vocabulary | 3–4 |
| <ul style="list-style-type: none"> • Provides some relevant information | 1–2 |

Sample answer:

写真投稿ソーシャルメディアの担当者の方へ

今日は、そちらのソーシャルメディアを使っている私の友達のさくらについて連絡をしています。以前は、楽しんでこのソーシャルメディアに参加していたようですが、最近、体も心へも疲れていて、どうしたらいいかわからないとこのソーシャルメディアを続けることに苦痛へを感じているような更新をしています。へ

彼女の問題は睡眠不足や孤独感へフォロワーからのいじめから来ているかもしれないと思います。大切な友達がサポートが必要なようですので、どうぞ、適切なアドバイスを彼女にしへていただけませんか。よろしくお願ひいたします。横井サチへ

Sample answer (English translation):

To the person in charge of the social media site where you upload photos

Today, I am contacting you about my friend Sakura who is using your social media site. It seems that in the past she was participating in this social media and enjoying herself but, recently, she has updated that she is tired body and soul and that she doesn't know what to do and she is feeling pain in continuing with the social media.

I think her problems might be coming from the fact that she is sleep deprived, has the feeling of isolation, and that she is being bullied by her followers. It seems that my dear friend needs support and so please, won't you please give her some appropriate advice. Thank you very much for your help.

Sachi Yokoi



Section 2: Creating texts in Japanese

Questions 7 and 8

| Criteria | Marks |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <ul style="list-style-type: none">• Demonstrates breadth and depth in the treatment of relevant information and ideas• Writes perceptively for a specified audience, purpose and context• Structures and sequences information and ideas coherently and effectively• Demonstrates an excellent control of a range of language structures and vocabulary, including <i>kanji</i> | 21–25 |
| <ul style="list-style-type: none">• Demonstrates some degree of breadth and depth in the treatment of relevant information and ideas• Writes effectively for a specified audience, purpose and context• Structures and sequences information and ideas effectively• Demonstrates a good command of a range of language structures and vocabulary, including <i>kanji</i> | 16–20 |
| <ul style="list-style-type: none">• Presents relevant information and ideas• Writes appropriately for a specified audience, purpose and context• Demonstrates the ability to organise and express most ideas reasonably, but weaknesses in sequencing, linking, grammar and vocabulary, including <i>kanji</i> | 11–15 |
| <ul style="list-style-type: none">• Demonstrates an awareness of audience, purpose and context, using a narrow range of relevant information and ideas• Attempts to link information and ideas• Uses a limited range of language structures and vocabulary to express ideas | 6–10 |
| <ul style="list-style-type: none">• Communicates a limited range of ideas with little attempt to organise and sequence information | 1–5 |

Answers could include:

Question 7

- Having open classes to teach traditional Japanese culture
- Organising events to experience Japanese culture
- Surveying people to find out about their interests regarding Japanese culture and use the information to organise events
- Creating a homepage that explains and promotes Japanese culture and arts
- Promoting Japanese food in the community.

Question 8

Reference to:

- Family/friends
- Customs/manner
- Passport
- Where I see myself living in the future
- The language/s that I speak
- The food that I eat
- The culture that I identify with more/comfortable in.



2018 Japanese in Context Mapping Grid

Oral Examination

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|------------------------------------|------------------------------------|
| | 25 | Personal investigation – interview | H1.1, H1.2, H1.3, H1.4, H1.5, H1.6 |

Written Examination

Section 1: Responding to texts

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|-------------------------------------------------------------------------|-------------------|
| 1 | 4 | Japanese identity in the international context — interview | H3.1 |
| 2 | 6 | The individual as a global citizen — announcement | H3.3 |
| 3 | 8 | The changing nature of work — dialogue | H3.6 |
| 4 | 10 | Tradition and values in a contemporary society — dialogue/advertisement | H3.2 |
| 5 | 10 | Tradition and values in a contemporary society — blog | H3.4, H3.6 |
| 6 (a) | 4 | Young people and their relationships — blog post/newspaper article | H3.3 |
| 6 (b) | 8 | Young people and their relationships — blog post/newspaper article | H3.6 |

Written Examination

Section 2: Creating texts in Japanese

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|---------------------------------------------------------|------------------------------|
| 7 | 25 | Tradition and values in a contemporary society — speech | H2.1, H2.2, H2.3, H2.4, H2.5 |
| 8 | 25 | Japanese identity in the international context — speech | H2.1, H2.2, H2.3, H2.4, H2.5 |