



# 2019 Japanese in Context Marking Guidelines

## Section 1: Responding to texts

### Question 1

Criteria	Marks
<ul style="list-style-type: none"><li>Clearly explains the relationship between the two speakers, providing a detailed justification with appropriate examples of language from both speakers</li></ul>	4
<ul style="list-style-type: none"><li>Explains the relationship between the two speakers, providing justification with examples of language from the text</li></ul>	3
<ul style="list-style-type: none"><li>Attempts to explain the relationship between the two speakers, providing limited examples of language from the text</li></ul>	2
<ul style="list-style-type: none"><li>Provides some relevant information</li></ul>	1

#### **Sample answer:**

They are a senior and a junior (company employee and casual employee) working in the same company called Tamatsu. Yoshida is a senior as she changed her language from polite to casual way such as calling Sasaki without title and used an order 'Contact me when you get better' after she found out that the phone call was from Sasaki who is a junior. Sasaki is a junior and he spoke politely and used honorific language such as 'Please check it'.



## Question 2

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of the text by writing a diary entry reflecting on Emily's activities last year</li><li>• Writes effectively for context, purpose and audience</li><li>• Demonstrates an excellent control of a range of Japanese structures and vocabulary, including <i>kanji</i></li></ul>	6
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of the text by writing a diary entry with some reflection about Emily's activities last year</li><li>• Writes appropriately for context, purpose and audience</li><li>• Demonstrates a sound control of a range of Japanese structures and vocabulary, including <i>kanji</i></li></ul>	4–5
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the information in the text</li><li>• Writes with some awareness of context, purpose and audience</li><li>• Writes using some control of Japanese structures and vocabulary</li></ul>	2–3
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

### Sample answer:

今日、ジョージに、去年の日本でのオーストラリアデーの話をしたら、ジョージはびっくりよしてた。私はすごく楽しかったけど、地元の日本人のことを全然考えていなかった。日本人よにとっては、普通の日なんだから、夜中に大声で歌を歌ったり、スキー場でクリケットをしよたりして、いいめいわくだったと思う。オーストラリア人がいつもこんな事をしていると思よわれたら、いやだな。恥ずかしい事をしたと反省している。今度は、周りの人たちの事を考よえて行動するようにしよう。よ

### Sample answer (English translation):

Today, when I talked with George about my Australia Day in Japan last year, George was surprised. I had a lot of fun but I wasn't thinking about the local Japanese people at all. From the point of view of the Japanese people, it was a normal day so I think it was a nuisance that we did things like singing loudly late at night and playing cricket at the ski resort. I'd hate it if they thought that Australians always did things like this. I'm reflecting that I did embarrassing things. Next time, I will make sure that I act after thinking about the other people around me.



### Question 3

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the text and writes a perceptive blog entry to reflect on the speaker's view regarding the new trend</li> <li>• Writes effectively for context, purpose and audience</li> <li>• Demonstrates an excellent control of a range of Japanese structures and vocabulary, including <i>kanji</i></li> </ul>	8
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the text and writes a blog entry to reflect on the speaker's view regarding the new trend</li> <li>• Writes with a sound understanding of context, purpose and audience</li> <li>• Demonstrates control of a range of Japanese structures and vocabulary, including <i>kanji</i></li> </ul>	6–7
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the text and attempts to write a blog entry about the speaker's view</li> <li>• Writes with some awareness of context, purpose and audience</li> <li>• Writes using some control of Japanese structures and vocabulary</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of the text and attempts to write a blog entry about the speaker's view</li> <li>• Writes with limited awareness of context, purpose and audience</li> <li>• Writes using limited control of Japanese structures and vocabulary</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

**Sample answer:**

今日、着物の会で、伝統的な着物の着方が変わってきているという話を聞いた。私は、この話しめ手のように、現在の着物の柄らめと素材の変化には賛成である。なぜなら、このような変化のおかげで若者や旅行者の中で、着物を着る人が増えてきているからである。話し手は柄らめ、伝統的なものから、より現代的なものに変わってきている点は寂さびめいとコメントをしたが、着物の伝統を続けるためには、どのような形であれ、沢山の人の着てもらい機会を増やすことが大切だと思っっている。私も、着物の文化が継続するためには、現代社会の需要じゅうよう（ニーズ）に合うような変化は受け入れていかなければならないと思う。め

**Sample answer (English translation):**

Today at a kimono meeting, I heard that there are changes in traditional kimono. I agree with the speaker that it is good to have some changes in the pattern and materials in kimono. It's because of these kinds of changes there is an increase in the number of people wearing kimono amongst young people and tourists. However, she commented that she felt sad that kimono is losing its traditional patterns to match contemporary style. On the other hand, she thinks that to continue with the tradition of kimono it is important to give people the opportunity to wear kimono whatever the changes may be. I also agree with her that to continue with the tradition of kimono we have to accept the change that suits the needs of modern society.

## Question 4

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of both texts by writing a formal letter applying for the relevant job</li><li>• Creates a cohesive and authentic text to meet the requirements of the task</li><li>• Demonstrates an excellent control of a range of Japanese structures and vocabulary, including <i>kanji</i></li></ul>	11–12
<ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of both texts by writing a formal letter applying for the relevant job</li><li>• Writes effectively to meet the requirements of the task</li><li>• Demonstrates a sound control of a range of Japanese structures and vocabulary, including <i>kanji</i></li></ul>	8–10
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of one or both texts by writing a letter applying for a job</li><li>• Organises information and ideas to meet the requirements of the task</li><li>• Demonstrates control of Japanese structures, vocabulary and <i>kanji</i></li></ul>	5–7
<ul style="list-style-type: none"><li>• Demonstrates some understanding of one or both texts</li><li>• Attempts to meet the requirements of the task</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a basic understanding of the text(s)</li></ul>	1–2

### Sample answer:

坂本さまへひ

オリンピックのアルバイト募集の記事を見て連絡させていただいております、ジョーンズたくやと申します。私は、募集項目にあった、観光案内に応募したくて連絡させていただきまひした。私は長い間、動画を作成して、投稿することを趣味にしている、世界の人々にそれをひ見てもらっています。特に面白いビデオを作るのが、得意ですので、日本に来る外国人の興ひ味をひき、観光の手助けとなるような動画を作りたいと思っています。また私は3ヶ国語をひ話すことができますので、そのスキルと色々な動画を作ってきた経験を生かして、是非このひアルバイトをさせていただければと思っていますので、どうぞよろしくお願ひいたします。ひ

ジョーンズたくやよりひ

### Sample answer (English translation):

To Mr Sakamoto,

I am writing as I saw the article recruiting for casual jobs at the Olympic Games. I am called Takuya Jones. I am contacting you to apply for the (job) entitled in the recruitment advertisement, Sightseeing Guide. For a long time, I have been making videos, have an interest in uploading them and having people from around the world see them. In particular, I am good at making interesting videos. I think that I want to make videos that can draw in the interest of foreigners who come to Japan and also assist sightseeing. Additionally, I can speak the language of three different countries. With these skills and the experience of making various videos, please consider me for the job. Thank you very much.

From Takuya Jones



## Question 5

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the text by writing an email that offers Sakura appropriate advice</li><li>• Writes effectively for context, purpose and audience</li><li>• Demonstrates an excellent control of a range of Japanese structures and vocabulary, including <i>kanji</i></li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of the text by writing an email that offers Sakura advice</li><li>• Writes with a sound understanding of context, purpose and audience</li><li>• Demonstrates a sound control of a range of Japanese structures and vocabulary, including <i>kanji</i></li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates an understanding of the text and writes an email that offers Sakura some advice</li><li>• Relates information to context, purpose and audience</li><li>• Demonstrates control of a range of Japanese structures and vocabulary, including <i>kanji</i></li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the text and writes an email</li><li>• Attempts to meet the requirements of the task</li></ul>	3–4
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1–2

### Sample answer:

さくらへぶ

メールありがとう。ぶ

まず、さくらは、借りた本は早く読んで、なるべくすぐに返すこと。さくらは、貸したもののぶを返さないとされているのよ。読むのに時間がかかるなら、それをまさこに伝えるべきよ。ぶ

でも、私は、まさこがあなたの友達をきらいだからといって、あなたがその友達をきらいにぶなる必要はないと思う。だって、あなたの友達、あなたが選ぶべきでしょ。さくらが大切ぶだと思う人を友達とすればいいし、まさこを本当の友達だと思うなら、さくらの友達のいいぶところを教えてあげればいいよ。どちらにしても、関係を良くするために、さくらはまさこぶと一度きちんと話したほうがいいと思うよ。ぶ

さくらの悩みが解決することを祈ってる。ぶ

レナぶ



**Sample answer (English translation):**

Dear Sakura,

Thanks for your email. First you should quickly read the book you borrowed and give it back as soon as you can. She probably thinks you're keeping it because you haven't returned it. I think if it's going to take you a while to read it, you should let Masako know.

But, I think that you shouldn't start hating your (other) friend because Masako said that she hated her. That's because you should choose your own friends. You should be friends with people who you think are important to you and if you think Masako is a real friend, you should tell her about your friend's good points. Whatever the case, I think you should really speak with Masako to fix your relationship.

I hope you can solve your problems.

Rena



## Question 6

Criteria	Marks
<ul style="list-style-type: none"><li>Provides a comprehensive explanation of how the writer expresses their message</li><li>Provides extensive reference to both the content and language of the story</li></ul>	9–10
<ul style="list-style-type: none"><li>Provides a detailed explanation of how the writer expresses their message</li><li>Provides detailed reference to both the content and language of the story</li></ul>	7–8
<ul style="list-style-type: none"><li>Provides a sound explanation of how the writer expresses their message</li><li>Provides some reference to both the content and language of the story</li></ul>	5–6
<ul style="list-style-type: none"><li>Provides some explanation of how the writer expresses their message</li><li>Provides limited reference to the content and/or language of the story</li></ul>	3–4
<ul style="list-style-type: none"><li>Demonstrates a limited understanding of the message of the story</li></ul>	1–2

### **Answers could include:**

#### Message

- Robots cannot replace humans

#### Content

- Humans have the capacity for compassion and empathy that robots do not, so that they are able to create meals to cater for different people and different situations, for example, soft pasta for tired mothers
- Humans are determined and passionate, and are able to work to achieve their goals, for example, Ken wants to become a chef and studies independently to achieve this dream
- Robots are limited by what they are programmed to do.

#### Language

- Rhetorical questions are used to engage the reader, for example, 'Can robots do things like that?' and 'Can robots make food with thoughtfulness like this?'
- Repetition of words and ideas are used to emphasise ideas, for example, 'much more delicious food than what robots can make. Much more delicious food.'
- Metaphors, for example, 'a flavour that completely melts in your mouth' are used to engage the audience and emphasise how delicious Ken's food is, and that he considers who is eating his food.



## Section 2: Creating texts in Japanese

### Questions 7 and 8

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



# 2019 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	Young people and their relationships — dialogue	H3.5
2	6	Japanese identity in the international context — conversation	H3.6
3	8	Tradition and values in a contemporary society — speech	H3.3
4	12	The individual as a global citizen — conversation/advertisement	H3.2
5	10	Young people and their relationships — email	H3.4
6	10	The changing nature of work — short story	H3.3

## 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