



2020 Japanese in Context Marking Guidelines

Section 1: Responding to texts

Question 1

Criteria	Marks
• Summarises the benefits of the service	4
• Summarises some benefits of the service	3
• Shows some understanding of the benefits of the service	2
• Provides some relevant information	1

Sample answer:

The 'rental friend' service provides users with the company of others for fun events. People also use this service to share their secrets without worrying that the secret may be leaked. Also, people may hire a friend when they want someone to communicate awkward messages on their behalf.



Question 2

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the text by writing a diary entry reflecting on the issue raised in the conversation• 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 thorough understanding of the text by writing a diary entry with some reflection on the issue raised in the conversation• Writes appropriately for context, purpose and audience• Demonstrates a sound control of a range of Japanese structures and vocabulary, including <i>kanji</i>	5
<ul style="list-style-type: none">• Demonstrates a sound understanding of the text by writing a diary entry with some reflection on the issue raised in the conversation• Writes with some awareness of context, purpose and audience• Demonstrates some control of a range of Japanese structures and vocabulary, including <i>kanji</i>	4
<ul style="list-style-type: none">• Demonstrates some understanding of the information in the text• Writes with limited awareness of context, purpose and audience• Writes using limited control of Japanese structures and vocabulary	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

今日は「ハーフの会」に行ってみた。意外とたくさんの人がいて、私が悩んでいた事は実はみんなも感じていると気づくことができてよかった。

先月日本に来てから日本語を話す時は自分が大人しくなってしまうと、堂々と意見を言っていた昔の自分とのギャップにとまどっていた。でも、それは日本語の表現が控えめだから、態度や考え方もそうなるんだって分かって安心した。

英語ではっきりものを言う自分も、日本語で遠慮がちになってしまう自分も、どちらも私なのだと思えてよかった。また会に参加しよう。

Sample answer (translation):

I'm glad that I went to the Hafu's meeting today. There were more people than I expected and I realised there are people who have the same issue as me.

Since I came to Japan last month, I felt more reserved and I was confused, comparing that with myself when I used to state my opinions without hesitation in English. But I was relieved to find out it's all natural as Japanese expressions are humble, hence the attitude and the way of thinking also change.

I came to understand that whether I speak in English or whether I speak in Japanese, I am myself. I look forward to going to the meeting again.



Question 3

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the text and writes an article discussing Hosoyama's view• Writes effectively for context, purpose and audience• Demonstrates an excellent control of a range of Japanese structures and vocabulary, including <i>kanji</i>	8
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the text and writes an article discussing Hosoyama's view• Writes appropriately for context, purpose and audience• Demonstrates effective control of a range of Japanese structures and vocabulary, including <i>kanji</i>	6–7
<ul style="list-style-type: none">• Demonstrates a sound understanding of the text and writes an article discussing Hosoyama's view• Writes with a sound understanding of context, purpose and audience• Demonstrates 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 text and attempts to discuss Hosoyama's view• 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

Answers could include:

Students may discuss, agree or disagree with Hosoyama's view.

Agree with Hosoyama's view:

- Brighter melody could appeal to the audience
- People generally don't agree with gender discrimination so Hosoyama's way of thinking could be supported
- The lights shown on stage using technologies could be attractive to the audience.

Disagree with Hosoyama's view:

- Without the sad images of rain, snow or tears, it is not *Enka* any more
- Without the human relationship especially between a man and a woman, and without the lyrics of nature, the traditional theme is lost
- The traditional stage atmosphere would be ruined by the bright and technology-filled stage.



Question 4

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of both texts by writing an email to a friend to give advice• Creates a cohesive and authentic text to meet the requirements of the task• 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 thorough understanding of both texts by writing an email to a friend to give advice• Writes effectively to meet the requirements of the task• Demonstrates sound 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 both texts by writing an email to a friend to give advice• 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:

- Organise vaccination and travel insurance before the trip
- Tell the family about the trip itinerary
- Bring warm clothes and comfortable shoes
- Bring practical souvenirs, rather than expensive items
- Keep valuables safe and have a copy of important documents in a safe place
- Study the local language before the trip.



Question 5

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of how the writer tries to convince the reader of his point of view• Provides extensive reference to both the content and the language of the article	9–10
<ul style="list-style-type: none">• Demonstrates a thorough understanding of how the writer tries to convince the reader of his point of view• Provides detailed reference to both the content and the language of the article	7–8
<ul style="list-style-type: none">• Demonstrates a sound understanding of how the writer tries to convince the reader of his point of view• Provides some reference to both the content and the language of the article	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of how the writer tries to convince the reader of his point of view• Provides limited reference to the content and/or the language of the article	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the message of the article	1–2

Answers could include:

- Connects with the reader by saying that he is a graduate of the school
- Uses rhetorical questions to engage the audience, eg ‘Do you consider yourself a global citizen?’
- Tells his anecdotal story to engage the reader
- Uses persuasive language ましょう repeatedly to convince the reader
- Lists three key ideas to structure his article clearly
- Uses noun ending when he explains the three key ideas to make his article structured
- Makes use of an emphasis word *こそ* to stress the importance of contributing to the society
- Uses an example of high school students in order to encourage the reader to take action
- Concludes his speech by explicitly asking the reader to think about what they can do
- Applies inversion in the last sentence to urge the reader to take action.



Question 6

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the texts by writing a blog to discuss the kind of company they want to work for• Writes effectively for context, purpose and audience• Demonstrates an excellent control of a range of Japanese structures and vocabulary, including <i>kanji</i>	11–12
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the texts by writing a blog to discuss the kind of company they want to work for• Writes with sound understanding of context, purpose and audience• Demonstrates sound control of a range of Japanese structures and vocabulary, include <i>kanji</i>	8–10
<ul style="list-style-type: none">• Demonstrates sound understanding of the texts and writes a blog to discuss the kind of company they want to work for• Relates information to context, purpose and audience• Demonstrates control of a range of Japanese structures and vocabulary, including <i>kanji</i>	5–7
<ul style="list-style-type: none">• Demonstrates some understanding of the text(s) and writes a blog• Attempts to meet the requirements of the task	3–4
<ul style="list-style-type: none">• Provides some relevant information	1–2

Answers could include:

Students could discuss favourable working conditions, and whether they prefer the flexible or the traditional working hours.

Flexible working hours:

- Employees can decide their working time and have a relaxed mind
- Employees at some companies can have siesta, which increases the employees' productivity
- Employees' motivation goes up and they can work happily.

Traditional working hours:

- Employees work at the same time so it is efficient for their teamwork and productivity
- Employees don't lose their focus.



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



2020 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 — advertisement	H3.1
2	6	Japanese identity in the international context — conversation	H3.3
3	8	Traditions and values in a contemporary society — interview	H3.6
4	10	The individual as a global citizen — announcement and online chat	H3.2
5	10	The individual as a global citizen — school newsletter article	H3.5
6	12	The changing nature of work — articles	H3.4

Written Examination

Section 2: Creating texts in Japanese

Question	Marks	Content	Syllabus outcomes
7	25	Young people and their relationships — 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