



2021 Japanese in Context Marking Guidelines

Section 1: Responding to texts

Question 1

Criteria	Marks
• Demonstrates a thorough understanding of what the speaker found unique about the Japanese people's mentality	4
• Demonstrates a sound understanding of what the speaker found unique about the Japanese people's mentality	3
• Demonstrates some understanding of what the speaker found unique about the Japanese people's mentality	2
• Provides some relevant information	1

Sample answer:

Japanese people care more about others than themselves. Older customers are apologetic when they think they are not contributing enough to a restaurant's profit. They tend to order more than enough. When young people dine out, they prefer to offer the leftover food for others to take home, rather than taking it themselves because they think other people may want the food too.



Question 2

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the text by writing an email reflecting on the program discussed 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 an email reflecting on the program discussed 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 an email reflecting on the program discussed 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:

ミキ、今日はおもしろい話を聞いた。ケントの学校では、高校生と老人ホームの交流プログラムがあるんだって。お年寄りに料理や編み物^{あま}を教えてもらって楽しそうだよ。ま

ミキも私もおじいちゃんおばあちゃんが海外に住んでいるから、あまり関わる機会がなくてま
さみしいよね。お母さんもよく、もっとおばあちゃんに色々教わっておけばよかったと言っ
てる。ま

教わるだけじゃなくて、スマホやコンピュータの使い方とか、私達も教えてあげられるのはま
すばらしいと思わない？私達もそういう活動に参加してみたいね。ま

Sample answer (translation):

Hi Miki, I heard something interesting today. Kent's school has this special program where elderly people in a nursing home and high school students do activities together. It seems to be fun to learn cooking and knitting from them.

Both you and I have our grandparents overseas so we don't have the opportunities to interact with them often which makes me sad. My mum often says that it would be good if she had learned more from her mother.

Not just learning from elderly, we can also teach them something we are good at in return, such as how to use a smartphone or computer. Isn't that cool? We want to participate in such an activity, don't we?



Question 3

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the text and writes an article discussing the speaker'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 the speaker'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 the speaker'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 the speaker's view• Writes with some awareness of context, purpose and audience	2–3
<ul style="list-style-type: none">• Writes using some control of Japanese structures and vocabulary• Provides some relevant information	1

Answers could include:

The speaker's point of view regarding virtual teachers (using artificial intelligence in teaching):

- Lesson preparation and test marking are easier for teachers
- Differentiated programming to cater for individual students' needs
- Virtual teachers can respond to students' and parents' online questions promptly
- Students may feel lonely without face-to-face interaction
- Artificial teachers can connect with many more students online.



Question 4

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of both texts by writing a letter to the most suitable candidate• Writes effectively for context, purpose and audience• 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 a letter to the most suitable candidate• Writes appropriately for context, purpose and audience• 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 a letter to a candidate• Writes with a sound understanding of context, purpose and audience• 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 by writing a letter to a candidate• 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">• Demonstrates a basic understanding of the text(s)	1–2

Answers could include:

- Choose the most suitable candidate – Yoko
- The most suitable candidate:
 - knows basic programming through studies at school or from books
 - has good communication skills
 - considers what the young people are after
- Yoko's characteristics:
 - has been taking an online course for programming since last year
 - collects useful ideas through her social network
 - is willing to have discussion with her boss to develop better apps.



Question 5

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of how the writer's view has changed over time• 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's view has changed over time• 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's view has changed over time• 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's view has changed over time• 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:

Content:

- The writer's view has changed from 'surprise' to 'understanding' and to 'appreciation'.
- The writer was initially surprised to see a capable doctor like Dr Kimura devoting his time to a place overseas with harsh conditions. She thought many patients also needed the doctor's help in Japan.
- Through the interview with Dr Kimura, the writer came to understand the doctor's passion to help people out, and his genuine warmth and responsible thoughts towards inequality in life. She felt embarrassed with her own self-centred view.
- As the writer followed Dr Kimura's journey and witnessed his contribution to the local community, she started to appreciate Dr Kimura's work. His actions were beyond a doctor's call of duty, such as creating waterways. The writer believed there was no other doctor who gave this level of support to the local people. Hence, she started to show great respect and appreciation towards Dr Kimura.

Language:

- The very first sentence sets the timeline (5 years ago) and the first sentence of the third paragraph revisits the timeline (during the last 5 years) to explain the change of the writer's views over a period of 5 years.
- The first paragraph includes negative words, such as *drought*, *desert*, *water shortage*, *unbearable*, *developing* and *dangerous* to describe the harsh working conditions, while contrasting words like *experienced* and *very capable* are used to describe the doctor's ability and the rough conditions.



- The writer uses her inner voice 「なぜ. . . !」 to make her view more personal, with an exclamation mark (instead of a question mark) at the end to emphasise her shock.
- The writer uses emphasis words, expressions and grammar items, such as こんな (所)、何も、ても、にだって, as well as a strong expression にちがいない (there is no doubt) to show the struggle to comprehend Dr Kimura's incentives.
- The writer also mentions that her face has turned red because of her embarrassment for a self-centred way of thinking. This emphasises the writer's immediate change of view towards Dr Kimura / reflection on her previous views.
- Use of grammar ようになった (has become) describes the change, combined with positive words 本当に幸せだ to show the writer's great appreciation towards Dr Kimura.
- Using a rhetorical question (ではないか) to suggest to the audience that there is no other doctor who contributes this much and to show this is why her appreciation towards the doctor has grown over time.
- Finishing the article with a definite statement, 'right now I'm proud of Dr Kimura' highlights the complete change of the writer's view from her first encounter with Dr Kimura.



Question 6

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of both texts by writing a forum post to discuss paternity leave• 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 both texts by writing a forum post to discuss paternity leave• Writes appropriately for context, purpose and audience• Demonstrates a thorough knowledge of Japanese structures and vocabulary, including <i>kanji</i>	8–10
<ul style="list-style-type: none">• Demonstrates a sound understanding of both texts by writing a forum post to discuss paternity leave• Demonstrates a sound awareness of context, purpose and audience• Demonstrates a sound knowledge of Japanese structures and vocabulary, including <i>kanji</i>	5–7
<ul style="list-style-type: none">• Demonstrates some understanding of one or both texts by writing a forum post to discuss paternity leave• Demonstrates some awareness of context, purpose and audience• Demonstrates some knowledge of Japanese structures and vocabulary, including <i>kanji</i>	3–4
<ul style="list-style-type: none">• Demonstrates a basic knowledge of Japanese structures and vocabulary, including <i>kanji</i>• Provides some relevant information	1–2

Answers could include:

- Some companies force their employees to take paternity leave
- Men can help with housework if they stay home
- Wives appreciate their husband's help at home
- Some men don't really appreciate staying home instead of going to work
- Some companies offer paternity leave but don't allow their employees to apply for it
- Some men have concerns about losing their position while they are on leave OR losing the opportunity to be promoted
- Some men are keener to get involved in parenting than others by taking advantage of paternity leave.

Possible discussion points:

- Should paternity leave be made compulsory or not? Why/Why not?
 - Impact on the partner
 - Impact on the family
- Are men discriminated against if they wish to take leave but are not allowed by their employer?
- How is it important to change the way the society thinks about men being involved in parenting without the fear that they may lose their current position in their workplace during paternity leave?



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



2021 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	Traditions and values in a contemporary society – speech	H3.1
2	6	Young people and their relationships – conversation	H3.6
3	8	The changing nature of work – speech	H3.3
4	10	The changing nature of work – conversation/personal profiles	H3.2
5	10	The individual as a global citizen – article	H3.3, H3.5
6	12	Traditions and values in a contemporary society – forum post	H3.2, H3.4

Written Examination

Section 2: Creating texts in Japanese

Question	Marks	Content	Syllabus outcomes
7	25	Japanese identity in the international context – essay	H2.1, H2.2, H2.3, H2.4, H2.5
8	25	The individual as a global citizen – essay	H2.1, H2.2, H2.3, H2.4, H2.5