



# 2022 Japanese in Context Marking Guidelines

## Section 1: Responding to texts

### Question 1

Criteria	Marks
• Summarises all the reasons why people would participate in this <i>Kintsugi</i> workshop	4
• Summarises some of the reasons why people would participate in this <i>Kintsugi</i> workshop	3
• Shows some understanding of the reasons why people would participate in this <i>Kintsugi</i> workshop	2
• Provides some relevant information	1

#### **Sample answer:**

Attending the workshop gives people an opportunity to make special plates as people are using gold to fix the broken ones. They will also learn about the history of *Kintsugi*, which helps to keep this traditional art form alive. Learning *Kintsugi* also helps the environment as you learn to fix something rather than throwing it away.



## Question 2

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the text by writing a letter to reassure Taro using Lana's experience</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 thorough understanding of the text by writing a letter to reassure Taro using Lana's experience</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>	5
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of the text by writing a letter to reassure Taro using Lana's experience</li><li>• Writes with some awareness of context, purpose and audience</li><li>• Demonstrates some control of a range of Japanese structures and vocabulary, including <i>kanji</i></li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the information in the text</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:

たろうへ

元気ですか。たろうが日本の大学に行くのを心配しているみたいだから、友達のラナのことを教えたいと思う。

ラナも、オーストラリアから日本の大学に来てがんばっているから聞いてみたら、大学で使う難しい日本語は、他の学生にとっても難しいみたい。だから、辞書を引いたり、先生に聞いて覚えたら大丈夫だよ。

それに、たろうはオーストラリアの学校で、人前に立って話す練習はしてるだろうから、すぐ人前で日本語を話すことに自信を持てるよ。少しでも、たろうの心配がなくなったらいいな。さとしより。

### Sample answer (translation):

Dear Taro,

How are you? Since it seems that you're worried about going to a Japanese university, I thought I'd like to tell you about my friend, Lana, who had experienced something like you.

Lana also came from Australia to a Japanese university and is trying her best, so I asked her, and it seems the difficult Japanese they use at university is also difficult for other Japanese students. It'll be okay if you remember things by using a dictionary and asking your teacher.

Also, Taro, you've probably been practising speaking in front of people at your Australian school, so you'll quickly get confident about speaking in Japanese in front of an audience. I hope I've been able to relieve your worries a bit.

From Satoshi



### Question 3

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of both texts by choosing a suitable holiday program and including the reasons why one program is better than the other</li><li>• Demonstrates an outstanding ability to synthesise the information and ideas from both texts</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 thorough understanding of both texts by choosing a suitable holiday program and including the reasons why one program is better than the other</li><li>• Demonstrates a sound ability to synthesise the information and ideas from both texts</li><li>• Relates information to 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 a sound understanding of both texts by choosing a suitable holiday program and including the reasons why one program is better than the other</li><li>• Demonstrates an ability to synthesise the information and ideas from both texts</li><li>• Demonstrates an awareness of context, purpose and audience</li><li>• Demonstrates control of Japanese structures, vocabulary and <i>kanji</i></li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of one or both texts by choosing a holiday program</li><li>• Demonstrates some ability to synthesise the information and ideas from both texts</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a basic understanding of the text(s)</li></ul>	1–2

**Answers could include:**

- The importance of considering other people's feelings and do what you can to make other people happy (that is *omotenashi*).
- Choosing a suitable program for Haru is an act of *omotenashi*.
- The JPN Language School is more suitable as Haru wants to improve his English and is interested in art and computer games.
- The ABC program is less suitable as Haru does not like playing sports or eating meat.



## Question 4

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the text by writing a formal letter that addresses all of the challenges and provides all of the suggestions related to the activity</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>	7–8
<ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of the text by writing a formal letter that addresses the challenges and provides suggestions related to the activity</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>	5–6
<ul style="list-style-type: none"><li>• Demonstrates an understanding of the text by writing a letter that addresses some of the challenges and provides some of the suggestions related to the activity</li><li>• Demonstrates control of Japanese structures and vocabulary, including <i>kanji</i></li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the text and writes a letter about the activity</li><li>• Attempts to meet the requirements of the task</li></ul>	1–2

### **Answers could include:**

Challenges that the food bank staff face:

- Not being able to collect enough food for the food bank
- Can only operate the food bank on weekends as they have full-time jobs on weekdays.

Suggestions to tackle the problems, for example:

- Create advertisements to encourage people to bring food
- Go to the local shopping centre to recruit volunteers to work at the food bank.



## Question 5

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

### **Answers could include:**

#### *Point of view*

- The internet has an enormous amount of information but people also need to think through the information from the internet, in order to succeed in the future.

#### *Content*

- Access to vast amounts of information does not necessarily lead to a successful life
- People need to have access to information and have the ability to think for themselves
- The contrast/inversion that ‘accessing the “wide world” of the Internet’ actually narrows our worldview helps to emphasise what is happening to people, including the reader.

#### *Language*

- Rhetorical questions are used to engage the reader, for example, ‘However, in the future, are they able to succeed in society just by getting that enormous amount of information?’
- Repetition of the phrase ‘the wide world’ emphasises the paradox that the ‘wide world’ of the internet actually narrows our worldview
- The simile ‘like you can’t be healthy if you don’t eat a balanced diet’ makes it easy to understand the importance of getting well-balanced information and knowledge
- Using high modality words such as, ‘expected to’ and ‘strongly’ reinforces the author’s point of view.



## Question 6

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the text by writing an article about how parents and teachers can support young people to decide on their plans after high school</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>	11–12
<ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of the text by writing an article about how parents and teachers can support young people to decide on their plans after high school</li><li>• Writes with 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>	8–10
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of the text by writing an article about how parents and teachers can support young people to decide on their plans after high school</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>	5–7
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the text by writing an article about how parents and teachers can support young people to decide on their plans after high school</li><li>• Attempts to meet the requirements of the task</li></ul>	3–4
<ul style="list-style-type: none"><li>• Proves some relevant information</li></ul>	1–2

### **Answers could include:**

- The importance of decreasing young people's anxiety related to their life and jobs in the future and the importance of young people pursuing the things that they want to do or are interested in.
- Teachers and parents could help, for example:
  - by telling young people what they are good at
  - by encouraging young people to do casual work to gain work experience
  - by building an environment where young people can consult them easily
  - by supporting and understanding young people rather than rushing them.



## 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



# 2022 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	The individual as a global citizen – advertisement	H3.1
2	6	Japanese identity in the international context – conversation	H3.6
3	10	Traditions and values in contemporary society – conversation/holiday program flyer	H3.2
4	8	The individual as a global citizen – local newspaper article	H3.3
5	10	The changing nature of work – article	H3.5
6	12	Young people and their relationships – blog post	H3.4

## Written Examination

### Section 2: Creating texts in Japanese

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