



2023 Japanese In Context Marking Guidelines

Section 1 —Responding to texts

Question 1

Criteria	Marks
<ul style="list-style-type: none">Summarises the male speaker's main points	4
<ul style="list-style-type: none">Summarises most of the male speaker's main points OR <ul style="list-style-type: none">Provides the male speaker's main points without summarising	3
<ul style="list-style-type: none">Provides some of the male speaker's main points without summarising	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

Video games can be used to benefit people doing exercise for health at home.

They also can help students understand and address natural disasters that may occur in their community.

Also, video games can be used at work to help employees develop skills related to their work.



Question 2

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the conversation• Writes an effective diary entry 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 conversation• Writes an appropriate diary entry for 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 conversation• Writes with some awareness of context and/or purpose and/or audience• Demonstrates some control of Japanese structures and vocabulary	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

十二月十日

今日はとてもいい日だった。おばあちゃんにとっても大切なことを教えてもらったからだ。

年賀状なんて、パソコンで一気に仕上げてポストに入れるだけだと思っていた。でも一言メッセージを手で書くことで、受け取る相手に温かい気持ちを届けることができるとおばあちゃんが教えてくれた。

それに今日うれしかったのは、僕もおばあちゃんに便利な情報を教えてあげられたことだ。パソコンを使うと、年賀状作りがとても楽になることを知っておばあちゃんがよるこんでくれた。

Sample answer (translation):

10th December

It was a very nice day today because my grandma taught me something very important.

I thought that I could easily make New Year cards. I can type on a computer and just put them in the post. But grandma told me that writing a personalised short message is better because it can convey warm feelings to the recipient.

I thought that it was great to be able to share useful information with my grandma. She was so glad to know that using a computer will be easy to make New Year's cards.



Question 3

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the speaker's point of view • Demonstrates a strong ability to respond to the text personally and critically by writing an effective article 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 speaker's point of view • Demonstrates a sound ability to respond to the text personally and critically by writing an appropriate article for context, purpose and audience • Demonstrates 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 • Demonstrates some ability to respond to the text personally and/or critically by writing an article with some awareness of context, purpose and audience • Demonstrates a sound control of Japanese structures and vocabulary, including <i>kanji</i> 	4–5
<ul style="list-style-type: none"> • Demonstrates some understanding of the text • Writes with some awareness of context and/or purpose and/or audience • Demonstrates some control of Japanese structures and/or vocabulary 	2–3
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

今日、観光フォーラムで旅館やホテルのけいえいをまもるための話をきいた。旅館やホテルのあいている部屋を人々に仕事をする場所として使ってもらうために、机やインターネットをせっちし、現代風な部屋にできないかという話だった。

私も話してと同じように、旅館の部屋を変えることで、もしかすると伝統的な日本らしい旅館はなくなってしまうかもしれないと思う。

でも、この社会に生きる人々が仕事ができる場所を提供することは必要だと思う。そうすれば、旅館を使う人が増え、その結果、旅館がなくなるとをふせぎ、まもることにもつながると信じている。

Sample answer (translation):

Today I heard about an idea to protect *ryokan* and hotel businesses at a tourist forum. This talk was about modernising *ryokan* rooms by setting up workstations with office equipment and internet.

I agree with the speaker that by changing current *ryokan* rooms into more modernised ones for work, some of the traditional atmosphere of Japanese inns may be ruined.

However, I also believe that a plan to provide people in this society places to work needs to be considered. This will allow people to use *ryokans* more often and therefore protect them from disappearing.



Question 4

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of both texts• Demonstrates a strong ability to synthesise the information and ideas of both texts by writing an effective formal email 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 thorough understanding of both texts• Demonstrates a sound ability to synthesise the information and ideas of both texts by writing an appropriate formal email for context, purpose and audience• Demonstrates 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• Demonstrates some ability to synthesise the information and ideas of both texts by writing a formal email with some awareness of context, purpose and audience• Demonstrates a sound control of Japanese structures and vocabulary, including <i>kanji</i>	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of one or both text(s)• Writes with some awareness of context and/or purpose and/or audience• Demonstrates some control of Japanese structures and/or vocabulary	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of one or both text(s)• Demonstrates a limited control of Japanese structures and/or vocabulary	1–2

Answers could include:

- Cosplay is one popular part of Japanese youth culture. At the event, a team of horror anime characters won and were introduced in a youth magazine in Australia, which shows that the students in Australia would also enjoy this youth culture from Japan
- At this cosplay event, students can develop their collaboration skills
- Students need to be creative to design costumes and put on makeup in order to become the characters.



Question 5

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

Answers could include:

Content

The author's message is that as an individual, we should follow the examples of people who try to take action on environmental issues to protect this planet.

The writer successfully expressed how people in recent years are taking environmental problems seriously as their own issues by giving two examples; the invention of eco-friendly phone cases and bamboo straws.

Language

- Using rhetorical questions '何回～を^か買い替えるだろうか?' to engage readers to think about using phone cases
- Applying inversion in the last two sentences 'さあ、こうしてはいられない。身近な事から始めよう、この私達の地球のために' to emphasise the message that we should do something for the planet
- The writer used repetition, '何度も何度も' to emphasise how much people these days try hard to do something for environmental problems
- Using incomplete sentences such as 'でももし、捨^すてたあとの携帯ケースから花が咲くとすると?' to give the readers an opportunity to imagine the great invention of the high school students
- The writer employs metaphor, '魔法のケイタイケース' to express how incredibly valuable and fascinating the invention is, in order to protect the environment
- By using inclusive language, such as 'この私達の地球のために', to stress the message to the reader that each of us needs to consider environmental problems.



Question 6

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the magazine article• Writes a perceptive blog entry 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 magazine article• Writes an appropriate blog entry for context, purpose and audience• Demonstrates control of a range of Japanese structures and vocabulary, including <i>kanji</i>	8–10
<ul style="list-style-type: none">• Demonstrates a sound understanding of the magazine article• Writes a blog entry with some awareness of context, purpose and/or audience• Demonstrates a sound control of Japanese structures and vocabulary, including <i>kanji</i>	5–7
<ul style="list-style-type: none">• Demonstrates some understanding of the magazine article• Writes with some awareness of context and/or purpose and/or audience• Demonstrates some control of Japanese structures and/or vocabulary	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the magazine article• Demonstrates a limited control of Japanese structures and/or vocabulary	1–2

Answers could include:

- Elly faced challenges which were related to language
- Elly also experienced challenges in understanding the importance of Japanese traditional etiquette and manner when playing *Koto* in Japan
- Elly's experience with learning *Koto* in Australia helped her to find her personality, as she could express herself through playing *Koto* which allowed her to develop her social skills
- Elly's experience with accepting the traditional way of learning *Koto* helped her to find her identity. She learned to respect others and what *Koto* is, allowing her to express both the beauty of Japanese tradition and her own identity through her *Koto*-playing.

What the students could learn from Elly's experience:

- It is good to find something you can express yourself in to help find your identity
- The ability to accept differences (eg in traditions and manners) is important as that would give you a new point of view, which will also help to develop your identity
- It is important to keep persevering in order to improve yourself.



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



2023 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 changing nature of work – interview	H3.1
2	6	Young people and their relationships – conversation	H2.2, H2.3, H3.6
3	8	Traditions and values in a contemporary society – speech	H2.2, H2.3, H3.4
4	10	Young people and their relationships – conversation / article	H2.2, H2.3, H3.2
5	10	The individual as a global citizen – blog	H3.5
6	12	Japanese identity in the international context – article	H2.2, H2.3, H3.3, H3.6

Section 2: Creating texts in Japanese

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