



# 2024 Japanese in Context Marking Guidelines

## Section 1 —Responding to texts

### Question 1

| Criteria   | Marks |
|--|-------|
| • Summarises the benefits of <i>sukima baito</i>   | 4     |
| • Summarises most of the benefits of <i>sukima baito</i><br>OR<br>• Provides the benefits of <i>sukima baito</i> without summarising | 3     |
| • Provides some of the benefits of <i>sukima baito</i>   | 2     |
| • Provides some relevant information   | 1     |

#### **Sample answer:**

*Sukima baito* are jobs that are done in one's spare time, which allows greater balance between work and study. As tasks are usually simple, previous experience is not required. Moreover, prolonged interpersonal challenges can be avoided, as *sukima baito* are typically one-time commitments.



## Question 2

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the conversation</li> <li>• Demonstrates a strong ability to reflect on own and others' values/beliefs/practices/ideas by writing an effective diary entry 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 conversation</li> <li>• Demonstrates a sound ability to reflect on own and others' values/beliefs/practices/ideas by writing an appropriate diary entry 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 conversation</li> <li>• Demonstrates some ability to reflect on own and others' values/beliefs/practices/ideas by writing a diary entry with some awareness of context, purpose and audience</li> <li>• Demonstrates some control of Japanese structures and vocabulary, including <i>kanji</i></li> </ul>                        | 4     |
| <ul style="list-style-type: none"> <li>• Demonstrates some understanding of the conversation</li> <li>• Writes with some awareness of context and/or purpose and/or audience</li> <li>• Demonstrates some control of Japanese structures and/or vocabulary</li> </ul>  | 2–3   |
| <ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>   | 1     |

### Sample answer:

今日、クラスの友達が、いつまでも自分の子供部屋に住んでいる「子供部屋おじさん」の話をしているのを聞いた。自立って、経済的に自分を支えることだけだろうか。ぼくがもし子供部屋に住み続けたら、たしかに家賃や電気代を払わないかもしれないけど、精神的にもお互いに助け合って暮らしていたら、大人として自立していると思う。そこで節約したお金を自分の夢のために使うこともできるし、親孝行のために旅行に連れて行くこともできる。生活費はとても高いから、親と住んでいるからと言ってバカにされるのはフェアじゃないと思う。

### Sample answer (Translation):

Today, I heard my classmates talking about the concept of a 'kids room mister' – someone who lives in their childhood room for an extended period. Is independence only associated with being economically self-sufficient? If I become a 'kids room mister', it's true that I may not be paying rent or utility bills, but I think I can still become independent by supporting my family emotionally and helping with chores. The money I save could be used for pursuing my goals or taking my parents out to show them gratitude. Since the cost of living is so high these days, I don't think it's fair for others to judge me if I were to continue living with my parents for a long time.



### Question 3

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the points of view, opinions and attitudes expressed in the conversation</li><li>• Writes an effective email 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 thorough understanding of the points of view, opinions and attitudes expressed in the conversation</li><li>• Writes an appropriate email 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>         | 6–7   |
| <ul style="list-style-type: none"><li>• Demonstrates a sound understanding of the points of view, opinions and attitudes expressed in the conversation</li><li>• Writes an email with some awareness of context, purpose and audience</li><li>• Demonstrates some control 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 conversation</li><li>• Writes with some awareness of context and/or purpose and/or audience</li><li>• Demonstrates some control of Japanese structures and/or vocabulary</li></ul>   | 2–3   |
| <ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>  | 1     |

#### Sample answer:

リサ、僕は今度 SNS 短歌コンテストにおうぼしてみようと思っているんだ。リサはポエムが大好きだから、僕といっしょにやらないか？最初は、日本の古いポエムみたいなものが、どうして SNS でそんなにはやっているんだろう、と思ったよ。でもたった 31 文字という短いことばで、自分の気持ちを多くの人に伝えられるからだとわかったんだ。今日、その場で一つ思いついたものを発表してみたけど、僕が短歌で言いたかったことがそこにいた人たちに伝わって、すごく嬉しかった。リサは SNS に毎日なにかを投稿しているだろう。短歌コンテストもやってみたらぜったいに楽しいと思うよ。

#### Sample answer (Translation):

Lisa, I'm thinking of participating in a social media *Tanka* contest. Since you love poetry, why not apply together with me? At first, I wondered why such an old form of Japanese poetry is trending on social media. I realise now that because *Tanka* are composed of only 31 characters, you can easily upload it to social media sites and share your thoughts with many others. I was able to come up with a *Tanka* on the spot today and it was such a great feeling when others acknowledged what I wanted to say. Lisa, you post on social media every day. I'm sure you'd enjoy being a part of this contest!



## Question 4

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of both texts</li><li>• Demonstrates a strong ability to synthesise the information and ideas from both texts by writing an effective formal letter 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</li><li>• Demonstrates a sound ability to synthesise the information and ideas from both texts by writing an appropriate formal letter 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>          | 7–8   |
| <ul style="list-style-type: none"><li>• Demonstrates a sound understanding of both texts</li><li>• Demonstrates some ability to synthesise the information and ideas from both texts by writing a formal letter with some awareness of context, purpose and audience</li><li>• Demonstrates a sound control of Japanese structures and vocabulary, including <i>kanji</i></li></ul>                     | 5–6   |
| <ul style="list-style-type: none"><li>• Demonstrates some understanding of one or both text(s)</li><li>• Writes with some awareness of context and/or purpose and/or audience</li><li>• Demonstrates some control of Japanese structures and/or vocabulary</li></ul>  | 3–4   |
| <ul style="list-style-type: none"><li>• Demonstrates a limited understanding of one or both text(s)</li><li>• Demonstrates a limited control of Japanese structures and/or vocabulary</li></ul>   | 1–2   |

### **Answers could include:**

- Reference to the discussion on whether professional athletes need to demonstrate their global citizenship by speaking the language of the country they play in
- Reference to how some people think it is necessary for athletes to speak English, as it is the language most recognised in the world
- Reference to how learning a language causes stress for athletes
- Reference to the idea that people who work internationally should adopt other countries' gestures and greeting practices
- Reference to the importance of understanding how the sense of time differs across cultures.



## Question 5

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>Provides a perceptive analysis of how the Japanese identity is conveyed in the short story</li> <li>Provides extensive reference to both the content and use of language</li> </ul> | 9–10  |
| <ul style="list-style-type: none"> <li>Provides a thorough analysis of how the Japanese identity is conveyed in the short story</li> <li>Provides detailed reference to both the content and use of language</li> </ul>    | 7–8   |
| <ul style="list-style-type: none"> <li>Provides a sound analysis of how the Japanese identity is conveyed in the short story</li> <li>Provides sound reference to both the content and use of language</li> </ul>          | 5–6   |
| <ul style="list-style-type: none"> <li>Demonstrates some understanding of how the Japanese identity is conveyed in the short story</li> <li>Provides some reference to the content and/or use of language</li> </ul>       | 3–4   |
| <ul style="list-style-type: none"> <li>Demonstrates a limited understanding of the short story</li> <li>Provides limited reference to the content and/or use of language</li> </ul>  | 1–2   |

### Answers could include:

- Japanese people have a deep sense of respect for nature and this part of the Japanese identity is explored through the protagonist, Naoki, while he introduces Japanese traditional art to Africans
- Use of the traditional art of *sumi-e* to connect with the Japanese identity, as *sumi-e* is usually used to express nature
- Naoki's friend, Juma, also exclaims how Naoki's artwork reflects the Japanese sense of respect towards nature
- Naoki reflects on rituals taught to him by his grandparents, which show that the connection to the spirits has been passed down through generations in Japanese families
- First person perspective** – to allow the readers to experience the story from Naoki's perspective and therefore better understand the Japanese people's connection to nature
- Word choice** – use of words such as 野心(ambition), 挑戦(challenge) demonstrate Naoki's intense enthusiasm towards sharing his nature-focused art with Africans
- Imagery and metaphor** – 真っ赤なベール shows how Naoki, a Japanese person, is moved and impressed by the beauty of nature
- Personification** – ベールをまとった富士 emphasises the Japanese identity in this text, as Mt Fuji is a spiritual symbol of Japan
- Onomatopoeia** – to help readers empathise with Naoki's emotional response when he realises he had almost forgotten his respect for nature and thereby a part of his identity
- Noun-ending sentence** – 山開き is used at the end of the sentence instead of a verb to emphasise the importance of this ritual
- The short story ends with an **incomplete sentence** – this allows readers to empathise with Naoki's reflection on his identity.



## Question 6

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the topic raised in both texts</li><li>• Demonstrates a strong ability to respond to the texts personally and critically by writing an effective speech script 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 topic raised in both texts</li><li>• Demonstrates a sound ability to respond to the texts personally and critically by writing an appropriate speech script 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>       | 8–10  |
| <ul style="list-style-type: none"><li>• Demonstrates a sound understanding of the topic raised in both texts</li><li>• Demonstrates some ability to respond to the texts personally and/or critically by writing a speech script with some awareness of context, purpose and audience</li><li>• Demonstrates a sound control of Japanese structures and vocabulary, including <i>kanji</i></li></ul>               | 5–7   |
| <ul style="list-style-type: none"><li>• Demonstrates some understanding of one or both text(s)</li><li>• Writes with some awareness of context and/or purpose and/or audience</li><li>• Demonstrates some control of Japanese structures and/or vocabulary</li></ul>   | 3–4   |
| <ul style="list-style-type: none"><li>• Demonstrates a limited understanding of one or both text(s)</li><li>• Demonstrates a limited control of Japanese structures and/or vocabulary</li></ul>  | 1–2   |

### **Answers could include:**

Discussion on new areas of robot advancement and their impact on future generations:

- Robots are stronger than humans and may assist in areas like elderly care, gardening, etc. While this increases efficiency, it could threaten people's jobs
- Robots may take on physical professions that face a shortage of human labour, such as in agriculture. Future generations will need to develop different/new skills to manage the increase in robots, as manual labour may no longer be required
- Robots are also being used to develop the emotions and social skills of humans. This may improve people's communication skills and their ability to make moral decisions.
- Overall, future generations will need to coexist and work together with robots in all areas, including at school, work and in society. People will need to maintain a balance and ensure they do not start relying on robots.



## 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   |



# 2024 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 — advertisement                    | 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 — conversation | H2.2, H2.3, H3.3       |
| 4        | 10    | The individual as a global citizen — radio program/blog        | H2.2, H2.3, H3.2       |
| 5        | 10    | Japanese identity in the international context — short story   | H3.5                   |
| 6        | 12    | Young people and their relationships — forum entries           | H2.2, H2.3, H3.2, H3.4 |

### Section 2: Creating texts in Japanese

| Question | Marks | Content   | Syllabus outcomes            |
|----------|-------|---|------------------------------|
| 7        | 25    | The individual as a global citizen — article              | H2.1, H2.2, H2.3, H2.4, H2.5 |
| 8        | 25    | Traditions and values in a contemporary society — article | H2.1, H2.2, H2.3, H2.4, H2.5 |