



2016 Heritage Japanese Marking Guidelines

Section 1: Responding to texts

Question 1

Criteria	Marks
• Provides a concise summary of the key points of the podcast	4
• Identifies the key points of the podcast but not in summary form	3
• Identifies some points of the podcast	2
• Provides isolated information	1

Sample answer:

The podcast gives three main benefits to studying online. Firstly it is more flexible. Secondly it is cheaper. Thirdly it gives you independence, which will help you get a job.

**Question 2**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the text• Writes a logical and coherent text that explores a reflection on the friendship• Writes effectively for the context and purpose• Demonstrates excellent control of a range of Japanese structures and vocabulary	6–7
<ul style="list-style-type: none">• Demonstrates a good understanding of the text• Writes a coherent text that explores a reflection on the friendship• Relates information to the context and/or purpose of the text• Demonstrates control of a range of Japanese structures and vocabulary	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of the text• Demonstrates an awareness of the context and/or purpose of the text• Writes using limited control of Japanese structures and vocabulary	2–3
<ul style="list-style-type: none">• Demonstrates limited understanding of the text	1

Sample answer:

8月2日。今日のラジオインタビュー。あれ、かなかな。かながコスプレをするのが一番落ち着くんだよなんて、驚き。でも、どうして学校でうまくやっていることが本当の自分じゃないから疲れるって言ってくれなかったんだろう。かなは、コスプレをすることでみんなに嫌われるんじゃないかと不安だよと言う。でも、不安な時、何か強くなれるものがみんな必要だと思うから、かながコスプレをするこやとに私は賛成。コスプレをすることを知って友達をやめるような人のことは気にするべきじゃないわ。や本当のかなを認めてくれる人が本当の友達でしょ。明日こっそり聞いてみよう。や

Translation

2nd August. About today's radio interview. Was it Kana? It sounded like her to me. I'm surprised that doing cosplay makes her feel the most comfortable. But I wonder why she hasn't told me that doing well at school is tiring her out because it isn't her true self. Kana said that she's worried that everyone would hate her if they knew she does cosplay. But I support her doing it because it's important that everyone has something that makes them feel strong when they're feeling insecure. She shouldn't worry about people who will stop being friends with her if they find out she does cosplay. It's her real friends that will accept the 'real Kana'. I'll ask her quietly about it tomorrow.

Answers could include:

The view that Kana has betrayed her friend by not being her true self.

**Question 3**

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the text • Writes effectively for the context, purpose and audience of the text • Writes a logical and coherent text • Demonstrates excellent control of a range of Japanese structures and vocabulary, including formal Japanese 	7–8
<ul style="list-style-type: none"> • Demonstrates a good understanding of the text • Relates information to the context, purpose and audience of the text • Writes a coherent text • Demonstrates control of a range of Japanese structures and vocabulary, including some formal language 	5–6
<ul style="list-style-type: none"> • Demonstrates some understanding of the text • Demonstrates an awareness of the context, purpose and/or audience of the text • Writes using some control of Japanese structures and vocabulary 	3–4
<ul style="list-style-type: none"> • Demonstrates limited awareness of context, purpose and audience 	1–2

Sample answer:

高原校長先生へは

私たちの学校の生徒が日本滞在中の面倒を見てくださりありがとうございました。私はこの旅行には参加しませんでした。私の友達が写真を見せてくれました。ホストファミリーと生活することは、は彼らにとって、日本語や日本の家族の生活、そして、学校での生活を学ぶための素晴らしい経験だったと思います。また、ご親切にもいろいろな活動も計画していただきまして、ありがとうございました。おかげで、様々な日本文化を経験することができました。は

来年、みなさんがシドニーに来てくださる時には、オーストラリアのパン、ダンパーを食べていただはいたり、ブルーマウンテンにお連れしたり、バーベキューをさせていただこうと思っています。私たはちの学校におこしいただくの心を心より楽しみにしています。は

学生代表 は山田よしこよりは

Translation

Dear Principal Takahara,

Thank you for looking after our students when they visited Japan recently. Even though I did not go on the trip, my friends have shown me their photos and it looks like they had an amazing time. I think living with host families was a great way for them to learn the language and to learn about Japanese family life and school life. You also kindly organised a range of activities so they could experience various aspects of Japanese culture.

When you come to visit us next year, we'll be doing things like going to the Blue Mountains, having barbecues and eating damper.

We are looking forward to your visit to our school.

Kind regards,
School Captain Yoshiko Yamada

**Question 4**

Criteria	Marks
<ul style="list-style-type: none"> Effectively synthesises information from both texts with elaboration of points from the written text Demonstrates a comprehensive understanding of the key points of both texts Creates a cohesive and authentic text to meet the requirements of the task Demonstrates excellent control of a range of Japanese structures and vocabulary 	9–10
<ul style="list-style-type: none"> Synthesises some information from both texts Demonstrates an understanding of the key points of both texts Writes effectively to meet the requirements of the task Demonstrates good control of a range of Japanese structures and vocabulary 	7–8
<ul style="list-style-type: none"> Attempts to synthesise information from both texts Organises information and ideas to meet the requirements of the task Writes using some control of Japanese structures and vocabulary 	5–6
<ul style="list-style-type: none"> Demonstrates some understanding of one or both texts Attempts to meet the requirements of the task Writes using limited control of Japanese structures and vocabulary 	3–4
<ul style="list-style-type: none"> Demonstrates limited understanding of the texts 	1–2

Sample answer:

皆さん、こんにちは。私はブラウンふみおです。国際センターで働くことができれば、シドニーに移住した人たちの助けになることができると思っています。私の母は日本人で、自宅では日本語を話していますので、日本語は流暢に話すことができます。たくさんの国に住んだことがあるので、新しい国に移住する難しさも理解できます。高いコミュニケーション能力があり、ディベートのチームメンバーでしたから、自信をもって、明確に話すことができます。生徒会委員、そしてバスケットボール部のキャプテンとして、チームワークを強めることが重要だと理解しています。以上のことから、私めがこのインターンシップにもっともふさわしい人材だと信じています。め

Translation

Good afternoon, everyone. My name is Fumio Brown. I would like to work at the International Centre because I think that I would be able to help Japanese people who have migrated to Sydney. I am fluent in Japanese and I speak with my Japanese mother in Japanese at home. As I have lived in many countries I can also understand the challenges involved in migrating to a new country. I have excellent communication skills and as a member of a debating team I can speak with confidence and clarity. As an SRC representative and captain of the basketball team I understand the importance of promoting teamwork. For these reasons I believe that I am the best candidate for this internship.

**Question 5**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the poet's message in both poems• Presents a logical and coherent response• Demonstrates excellent control of a range of Japanese structures and vocabulary	4
<ul style="list-style-type: none">• Demonstrates a good understanding of the poet's message in both poems• Presents a logical response• Demonstrates control of a range of Japanese structures and vocabulary	3
<ul style="list-style-type: none">• Demonstrates some understanding of the poet's message in both poems• Writes using limited control of Japanese structures and vocabulary	2
<ul style="list-style-type: none">• Demonstrates limited understanding of the message of the texts	1

Sample answer:

相田みつをさんの二つの詩のメッセージはにていて、それぞれのものや人、そして、アイディアは違も
う個々の美点があるので、それらが真似しようとしたり、同じ物、人、アイディアになる必要がない。も
そのかわり、それぞれの個性を大切にすることがある。ほかの人と競争すべきではなく、その個性も
を伸ばすことに力を入れるべきであるということだ。も

Translation:

The writer's message in both poems is similar and it is that each thing, person and idea has its own intrinsic beauty. Therefore, people do not have to be the same and we should not try to imitate others because we think that is how we should be. We need to value individuality. We should not try to compete with other people but instead try to be the best that we can be.

Question 6

Criteria	Marks
<ul style="list-style-type: none">• Provides a clear judgement about how effectively the filmmaker expresses the relationship between nature and the human race• Demonstrates a comprehensive understanding of the filmmaker's techniques• Provides examples of both language techniques and content and clearly demonstrates how they are used to reinforce the filmmaker's point of view• Supports answer with details from the text	6–7
<ul style="list-style-type: none">• Provides a judgement about how effectively the filmmaker expresses the relationship between nature and the human race• Demonstrates a good understanding of the filmmaker's techniques• Provides examples of content and attempts to demonstrate how they are used to reinforce the filmmaker's point of view• Attempts to provide an example of a language technique and attempts to demonstrate how this is used to reinforce the filmmaker's point of view• Supports answer with some details from the text	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of the text• Provides examples of language techniques and/or content and/or how they are used to reinforce the filmmaker's point of view	2–3
<ul style="list-style-type: none">• Demonstrates limited understanding of the text	1

Sample answer:

The director effectively expresses the importance of having a balance between protecting nature and the existence of human society. The director uses examples to help explain his ideas, such as the fact that he includes plants, seasons and weather patterns in his ideas about nature. The director uses strong language such as 'should' and 'must' to show the force of his convictions. He draws the reader in by using rhetorical questions such as whether it is possible for civilisation to progress without using the environment, and also by asking the reader directly to 'please think about it'. He also repeats the phrase 'you should take care of nature' so that the reader thinks about this statement.

Answers could include:

- The use of linking words – 愚かですが
- Addresses the reader directly
- Generalisation – 『自然を大切にすべきだ』
- Keigo – 考えていただきたい

**Question 7**

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the text • Writes a logical and coherent text • Writes effectively for the context and purpose of the text • Demonstrates excellent control of a range of Japanese structures and vocabulary 	9–10
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the text • Writes a coherent text • Relates information to the context and purpose of the text • Demonstrates good control of a range of Japanese structures and vocabulary 	7–8
<ul style="list-style-type: none"> • Demonstrates understanding of the text • Demonstrates an awareness of the context and/or purpose of the text • Writes using some control of Japanese structures and vocabulary 	5–6
<ul style="list-style-type: none"> • Demonstrates some understanding of the text • Attempts to meet the requirements of the task with some comprehensible Japanese 	3–4
<ul style="list-style-type: none"> • Demonstrates limited understanding of the text 	1–2

Sample answer:

今日、オーストラリア人の盆栽アーティスト、スティーブンさんのブログを読んで、とても感動しまやした。確かに、外国人が、日本で、日本文化のアーティストとして評価されることは、日本語の問題や、日本人の、「日本文化は日本固有のもの」という意識から、とても難しいでしょう。でも、彼は、や必死に自分の日本語能力を高め、自分の盆栽の腕を磨いたから、だんだん周りの人が受け入れてくれやるようになりました。ここから、私は、辛いことがあっても、あきらめずに自分の夢の為に精一杯でやることをするということが、成功する秘訣であるということを読んだんですが、皆さんはどう思いやますか？や

Answers could include:

- The difficulties of being accepted as a foreigner who is a master of a traditional Japanese art form
 - Language issues
 - The belief that a foreigner cannot truly understand traditional Japanese art forms
- How to overcome these difficulties
 - Work hard to improve language skills
 - Taking time to improve technique and knowledge about the traditional art form
- What you have learned from reading the article



Section 2: Creating texts in Japanese

Questions 8 and 9

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

Question 8

Answers could include:

- People who have migrated to Sydney can maintain cultural values, traditions and a connection to their country of origin
- People who have migrated to, or are visiting, Sydney can relax in their own culture and it can be easier for them to gain employment and to buy things from their country of origin
- People can experience the culture of another country and therefore gain a better understanding of a different culture
- It will be easier for people who have migrated to Sydney to settle there, and it may attract more skilled migrants to the country



Question 9

Answers could include:

Positives

- Developments in the tourism and hospitality industries
- Employment opportunities
- Improvements to public transport and roads
- Japanese people improving their language skills

Negatives

- The visitors from other countries will make Tokyo even more crowded
- Negative impact on the environment, for example, an increase in pollution
- Difficulty in booking hotels
- A possible increase in crime



2016 Heritage Japanese 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 — podcast	H3.1
2	7	Young people and their relationships — interview	H3.6
3	8	Japanese identity in the international context — conversation	H2.3
4	10	Japanese identity in the international context — speech and application form	H3.2
5	4	The individual as a global citizen — poems	H3.3
6	7	The individual as a global citizen — interview	H3.5
7	10	Traditions and values in a contemporary society — article	H3.4

Section 2: Creating texts in Japanese

Question	Marks	Content	Syllabus outcomes
8	25	Japanese identity in the international context — article	H2.1, H2.2, H2.3, H2.4, H2.5
9	25	The individual as a global citizen — speech	H2.1, H2.2, H2.3, H2.4, H2.5