



2017 Japanese in Context Marking Guidelines

Section 1: Responding to texts

Question 1

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

Sample answer:

A currently popular mobile phone game is dangerous because students are looking at their phone and not where they are going. Therefore, this game will be forbidden at school. Furthermore, parents must also set rules about playing the game at home.

**Question 2**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the text by writing a diary entry reflecting on the conversation• Writes effectively for context, purpose and audience• Demonstrates 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 text by writing a diary entry reflecting on the conversation• Relates information to 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 information and ideas in the text• Writes with some awareness of context, purpose and audience• Writes using some control of Japanese structures and vocabulary	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

今日お父さんと話してショックだった。二十歳になったら、オーストラリア人か日る本人、どちらか選ばないといけないんだって。お父さんは日本人でいて欲しいと思ってるし、オーストラリアを選んだら、お父さんやお母さんとは違う国籍になるちゃう。そんなのいやだ。でも、将来の自分の生活を考えるとオーストラリア人でなくなるのもこまる。お父さんもおこっているし、いったいどうしたらいいんだろう。る

Sample answer (English translation):

Today, I talked with dad and had a shock. I have to decide whether I'm an Australian or Japanese citizen when I turn 20. Dad wants me to stay as a Japanese citizen. If I choose the Australian, I'll have a different nationality to my mum and dad. I don't want that. But when I think about my lifestyle in the future, not being an Australian citizen would be troublesome. My dad's angry, so what should I do?

**Question 3**

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the text by writing a blog entry discussing the text's content and implications in depth • Writes effectively for context, purpose and audience • Demonstrates 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 by writing a blog entry discussing the text's content and implications • Writes with a very good understanding of context, purpose and audience • Demonstrates a very good 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 by writing a blog entry discussing the text's content and implications • Relates information to 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 information and ideas in the text • Writes with some awareness of context, purpose and audience • Writes using some control of Japanese structures and vocabulary 	2–3
<ul style="list-style-type: none"> • Demonstrates limited understanding of the text 	1

Sample answer:

今日、おもしろいラジオショーを聞きました。京都の友達の家で、お茶漬^ずけをすすにめられて、それを食べたら、家族のみんなにびっくりされて、友達を怒^こらせてしまったという話です。京都ではお茶漬^ずけをすすめられたら、もう帰れという意味だそうなんです。そして、その後、その怒^こった女の子をデートにさそった時「考えときまにす」と言われたけど、それは、実はNO という意味だそうです。に

このエピソードから私は日本語がたとえ完璧^{んぺき}に話すことができても、ある文化において、その言葉が持つ本当の意味をきちんと理解できなければ、人間関係は簡単に壊^{こわ}れてしまうということを学びましたが、皆さんも似た経験があったら、このにブログにコメントをのせてください。に



Sample answer (English translation):

Today, I listened to an interesting radio show. It was a story about someone who went to his Kyoto friend's house. He was offered *ochazuke* and when he ate it he surprised the family and made his friend angry. In Kyoto, apparently when you are offered *ochazuke* it has the meaning please go home now. Also, after that, when he invited that girl that he made angry on a date, she said '*I'll think about it*' but this apparently really means no.

From these episodes I learned that even if you can speak Japanese perfectly, interpersonal relationships are easily destroyed if you can't clearly understand the real meaning behind the words based on cultural contexts. If you have a similar experience, please leave a comment on this blog.

**Question 4**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of both texts by writing a persuasive letter• Creates a cohesive and authentic text to meet the requirements of the task• Demonstrates an excellent control of a range of Japanese structures, vocabulary and <i>kanji</i>, including polite Japanese	9–10
<ul style="list-style-type: none">• Demonstrates a thorough understanding of both texts by writing a persuasive letter• Writes effectively to meet the requirements of the task• Demonstrates good control of a range of Japanese structures, vocabulary and <i>kanji</i>, including some polite Japanese	7–8
<ul style="list-style-type: none">• Demonstrates a sound understanding of both texts by writing a persuasive letter• 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	3–4
<ul style="list-style-type: none">• Demonstrates a basic understanding of the text/s	1–2



Question 4 (continued)

Sample answer:

おばあちゃんへの

お元気ですか。卒業のお祝い^{いわ}に車を買ってくれるとのこと、どうもありがとうございます。今日はその車のこと^{そうだんの}で相談のあります。の

実は、^{ほの}欲しい車を見つけたんです。トダズマのハイブリッドカーです。この車のは、環境にとっても優しいんです。の

窓が特別なガラスでできていて、エアコンを使わなくても車の中がいつも快適のだそうです。ガソリンの量も少なくてよく、そのため、排気がスをあまり出させません。値段は、おばあちゃんが買ってくれるという車より高いので、^{ねがの}お願いするのがの申し訳ないですが、将来の環境のことを考えると僕はこの車が一番欲しいと思っています。の

おばあちゃんはどう思いますか。お返事をお待ちしています。の

カイよりの

Sample answer (English translation):

Dear grandma,

How are you? Thank you very much for wanting to buy me a car for my graduation gift. I would like to talk to you about that car today.

Actually, I've found the car that I want. It's a hybrid car from Todazma. This car is very environmentally friendly.

The windows are made from a special glass and apparently the inside of the car is comfortable without using air-conditioning. It's good because it doesn't use a lot of petrol and because of that it doesn't produce a lot of exhaust fumes. I'm sorry to ask you for it because the price (for this one) is more expensive than the car you were going to buy for me, but I think this car is what I really want when I think about the future of the environment.

What do you think, grandma? I look forward to hearing from you.

From Kai

**Question 5**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the message of the song lyrics with reference to the text• Presents a logical and coherent response	4
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the message of the song lyrics with reference to the text• Presents a logical response	3
<ul style="list-style-type: none">• Demonstrates some understanding of the message of the song lyrics	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

The song is about beginnings and endings, and the longing to reconnect with friends. It is about starting a new chapter in life. It is about friendships and how friends were a great support during difficult times. Although we may part from our friends, the feelings of friendship continue. The cherry blossoms are used to symbolise this time of change and how quickly the time passes (as cherry blossoms fall and scatter soon after blooming).

**Question 6**

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the text including reference to how the values mentioned in the text could have an effect on young people's lives • Writes effectively for context, purpose and audience • Writes a logical and coherent text • Demonstrates an excellent 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 the text including reference to how the values mentioned in the text could have an effect on young people's lives • Writes appropriately for context, purpose and audience • Writes a coherent text • Demonstrates control of a range of Japanese structures and vocabulary, including <i>kanji</i> 	5–6
<ul style="list-style-type: none"> • Demonstrates some understanding of the text • Demonstrates an awareness of the context and/or purpose and/or audience • Writes using some control of Japanese structures and vocabulary 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text 	1–2

Sample answer:

先日、日本のマーシャルアーツの記事を読みました。マーシャルアーツは、^{わざば みがば}技を磨ばくだけでなく、日本の伝統的な考え方を学んで、^{せいしんば}精神的にも成長できるということばです。たとえば、礼儀作法や、他人を尊敬する心、そして、簡単にあきらめない^{にんば}忍ば^{たいば}耐力が、とても大切です。それに加えて、決断力や集中力は、試合だけではなく、ば人生においても役に立っているそうです。ば

私達若者は、将来の夢をつかむために、これからも、勉強や努力をずっとしつづけばなければならず、また、人生の岐路^{ろば}ば立ったとき、正しい決断ができるように、精^{たば}神力を鍛えることが大事であることを学びました。ば



Question 6 (continued)

Sample answer (English translation):

The other day I read an article on Japanese martial arts. Martial arts is not just about perfecting techniques but is about learning the traditional Japanese way of thinking and also about being able to develop spiritually. For example, things such as manners, the mentality of respecting others and perseverance so you don't give up easily are very important. Moreover, it seems that traits such as decisiveness and focus are useful in your (daily) life and not just in matches.

In order to make our dreams come true we must continue to study and work hard. Also, it is important that we strengthen our mental control so that we can make the right decisions when we reach turning points in our lives.

(Students must refer to the values mentioned in the text and must include an example where they reflect on how one or more of the values that they learned from the martial arts article could influence young people's lives.)

**Question 7**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the text by writing an article describing the effects that the introduction of robots could have on society, particularly employment• Writes effectively for the context, purpose and audience with relevant textual references• 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 sound understanding of the text by writing an article describing the effects that the introduction of robots could have on society, particularly employment• Writes effectively for the context, purpose and audience with appropriate textual references• Demonstrates control of a range of Japanese structures and vocabulary, including <i>kanji</i>	7–8
<ul style="list-style-type: none">• Demonstrates some understanding of the text by writing an article describing the effects that the introduction of robots could have on society• Attempts to support point of view with some textual reference• Shows some ability to organise information and ideas using a range of Japanese language structures and vocabulary	5–6
<ul style="list-style-type: none">• Demonstrates limited understanding of the text• Attempts to meet the requirements of the task with some comprehensible Japanese	3–4
<ul style="list-style-type: none">• Provides some relevant information	1–2



Question 7 (continued)

Sample answer:

近年のテクノロジーやロボットの社会への導入どうにゅうばは将来、雇用に影響こほうば えいきょうばを与えるだろう。テクノロジーによって、すぐ情報を得ることができたり、ロボットは重い荷物たんじゅんばや単純作業たんじゅんばも疲れることなくこなす利点がある。だから、大量生産や、大きい機材かつやくばがある工場等で活躍かつやくばができるだろう。ば

しかし、人間の方が適てきばしている仕事もある。例えば、丁寧なサービスていねいばやお客様の希望きぼうに応えるという作業は人間にしかできない。また、ロボットが故障しないよう、整備や、維持する職業も必要となるだろう。ば

今後、仕事の幾つかいくばはロボットが行うようになるが、考える力りきや協調性ようちようせいばの必要な職業には、人の働きが必要である。ば

Sample answer (English translation):

I believe that the recent introduction of technology and robots into society will affect the employment opportunities of humans. You are able to get information immediately due to technology, and robots have the advantage when carrying heavy items and operating simple jobs. Therefore, they can work well in factories that use large machines and are involved in mass-production.

However, there is also work that is more suited to humans. For example, work that involves polite (customer) service and responding to meet customer needs can only be done by humans. Also, jobs related to repairing and maintaining robots so that they do not break down will also become necessary.

In the future, I believe that robots will do some jobs, but humans will need to work in the jobs where thinking and cooperation are needed.



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:

- Giving examples of what people do to make them into a global citizen, for example:
 - Being aware of and understanding people from other cultures
 - Having a broad view of and holding an opinion on what is going on around the world
 - Helping people who are in trouble no matter what culture or country they are from, for example, in the type of job that they choose, volunteering, donations etc.
 - Using your understanding of your own and other cultures to start programs, educate etc.
- Students to reference experiences / refer to their connection to the Japanese language and culture.



Question 9

Answers could include:

- Examples of how Japanese tradition has changed, for example:
 - Food (fusion cuisine and traditional foods like sushi being changed to match the taste of people from other countries; utensils; seating arrangements)
 - Fashion (style; kimono being altered; thoughts on tattoos)
 - Lifestyle (greeting customs; bowing)
 - Celebration of events and religion (New Year's Eve celebrations)
- Student's thoughts on these changes
 - Positives: it is good that traditions are being changed to match contemporary lifestyle
 - Negatives: it is important to maintain traditions as an important aspect of culture and heritage.



2017 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	Young people and their relationships – summary	H3.1
2	6	Japanese identity in the international context – diary entry	H3.6
3	8	Traditions and values in a contemporary society – blog entry	H3.5
4	10	The individual as a global citizen – letter	H3.2
5	4	Young people and their relationships – analysis	H3.3
6	8	Traditions and values in a contemporary society – article	H3.6
7	10	The changing nature of work – article	H3.4

Written Examination

Section 2: Creating texts in Japanese

Question	Marks	Content	Syllabus outcomes
8	25	The individual as a global citizen – speech	H2.1, H2.2, H2.3, H2.4, H2.5
9	25	Traditions and values in a contemporary society – speech	H2.1, H2.2, H2.3, H2.4, H2.5