



2013 Heritage Japanese Marking Guidelines

Section 1: Responding to texts

Question 1

Criteria	Marks
• Provides a detailed summary of the key points in the announcement	4
• Identifies the key points of the announcement in summary form	3
• Identifies some points of the announcement	2
• Provides isolated information	1

Sample answer:

Hi Sam,

There was an announcement today about an event on Sunday.

We are going to the beach to pick up the rubbish.

- Sunday 1st December catching a bus at 9am in front of the school
- Clothes: Comfortable clothes and shoes
- Things to bring: Towel, hat, umbrella
Food and drink – no shops around!

See you on Sunday!

Mari

**Question 2**

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops a sophisticated and coherent explanation as to why he is the suitable candidate for this position• Supports answer with detailed relevant references to both texts• Writes perceptively for a specified audience, purpose and context• Synthesises information in the texts effectively	8
<ul style="list-style-type: none">• Presents and develops a coherent explanation as to why he is the suitable candidate for this position• Supports answer with relevant references to both texts• Writes effectively for a specified audience, purpose and context• Synthesises information in the texts appropriately	6–7
<ul style="list-style-type: none">• Attempts to present a coherent explanation as to why he is the suitable candidate for this position• Supports answer with some references to both texts	4–5
<ul style="list-style-type: none">• Presents some reasons why he is the suitable candidate for this position• Demonstrates some understanding of the texts	2–3
<ul style="list-style-type: none">• Provides some relevant information and ideas	1

Sample answer:

田口様、

先日は電話でありがとうございました。やはり、イベントスタッフに応じます。

ぼくはオーストラリアで教育をうけて、今年HSCが終わったので、12月20日から27日まで毎日働けます。今は毎日けい語を勉強して使えるようになりました。それに今アルバイトで、物を売る仕事をしていて、けい語も使っています。

マンガ研究会のリーダーで、コスプレイベント参加や、チームスポーツのけい験があるので、みんなで協力して何かをすることの大切さも知っています。

よろしくお願いします。

石田真

**Question 3**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of how to promote Sakurakai• Supports own opinions with sophisticated analysis of the text• Writes a logical and coherent text• Writes effectively for the context, purpose and audience• Demonstrates excellent control of a range of Japanese structures and vocabulary	10
<ul style="list-style-type: none">• Demonstrates a good understanding of how to promote Sakurakai• Supports own opinions with close reference to the text• Writes a logical text with some coherence• Relates information to context, purpose and audience• Demonstrates control of a range of Japanese structures and vocabulary	8–9
<ul style="list-style-type: none">• Demonstrates some understanding of how to promote Sakurakai• Supports own opinions with some reference to the text• Demonstrates an awareness of context, purpose and audience• Writes using a range of Japanese structures and vocabulary	6–7
<ul style="list-style-type: none">• Demonstrates limited understanding of text• Presents some ideas related to the topic in Japanese	4–5
<ul style="list-style-type: none">• Identifies some relevant information in Japanese	2–3
<ul style="list-style-type: none">• Identifies isolated information in Japanese	1



Answers may include:

メンバーを増やすために、じょうけんを変えた方がいい。

Reasons

- 今のじょうけんがきびしいのでメンバーがふえない
- 日本人以外の人たちからの問い合わせが多い
- ヒップホップもお年よりにうけた
- 伝統的なものを知っている人は少ない

Suggestions

- 日本や他の国の歌やおどりが好きな人
- 伝統的なものにかぎらない
- メンバーぼしゅうの広告をもっと色々な所に出す
- 練習日を増やす。
- 練習時間をフレキシブルにする
- 着物が着られなくてもよい

メンバーを増やすために、じょうけんは変えなくていい。

Reasons

- さくら会は日本人のお年よりを対象にしているので、日本の伝統的な歌やおどりができることが大事。
- 伝統的なおどりをするので、着物が着られないとダメ。
- メンバー全員が練習できる日を決めるべきだ。
- 外国の人でもいいが、日本の伝統がわかる人でないとダメ。
- メンバーを増やすためのアイデア
- さくら会を通して友達が増えることをアピールする
- メンバーぼしゅうの広告をもっと色々な所に出す
- 健康面でのメリットを強調する

**Question 4**

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the issue • Supports own opinions with sophisticated analysis of both texts • Writes a logical and coherent text • Writes effectively for the context, purpose and audience • Demonstrates excellent control of a range of Japanese language structures and vocabulary 	13
<ul style="list-style-type: none"> • Demonstrates a good understanding of the issue • Supports own opinions with close reference to both texts • Writes a logical text with some coherence • Relates information to context, purpose and audience • Demonstrates control of a range of Japanese language structures and vocabulary 	11–12
<ul style="list-style-type: none"> • Demonstrates some understanding of the issue • Supports own opinions with some reference to both texts • Demonstrates an awareness of context, purpose and audience • Writes using a range of Japanese language structures and vocabulary 	8–10
<ul style="list-style-type: none"> • Demonstrates partial understanding of the texts • Presents appropriate ideas related to the topic in Japanese 	5–7
<ul style="list-style-type: none"> • Demonstrates limited understanding of the texts • Presents some ideas related to the topic in Japanese 	2–4
<ul style="list-style-type: none"> • Identifies some relevant information in Japanese 	1

Sample answer:

<p>黒田へ</p> <p>はっきりした理由がないけど、学校には行きたくないって書いてたよね。君の両親はてん校とかりゅう学とかすすめているみたいだけど、ぼくはそう思わない。てん校しても、新しい仲間と毎日つきあっていかなきゃいけない。それなら今の学校で、一人でなやまないでぼく達と人間関係の問題を解決しよう。勉強が心配なら、かなが手伝ってあげると言っていたよ。</p> <p>もう11年生で、そつ業すれば、自由になるじゃないか。</p> <p>二ヶ月も休んで家でゲームばかりしてたんだからもういいだろう。学校にもどって来いよ。みんな心配している。またカラオケとか行こうよ。</p> <p>広</p>
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**Question 5**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the criteria for the competition and two entries• Supports the judgement with detailed relevant reference to the texts and own ideas• Writes a logical and coherent text• Writes effectively for the context, purpose and audience	15
<ul style="list-style-type: none">• Demonstrates a good understanding of the criteria for the competition and two entries• Supports the judgement with some reference to the texts and own ideas• Relates information to context, purpose and audience	11–14
<ul style="list-style-type: none">• Demonstrates some understanding of the criteria for the competition and the two entries• Responds to some suggestions and ideas in the text• Demonstrates an awareness of context, purpose and audience	7–10
<ul style="list-style-type: none">• Demonstrates limited understanding of the text• Attempts to write a text with some regard to content, purpose and audience	3–6
<ul style="list-style-type: none">• Identifies some relevant information expressed in the text	1–2

**Answers may include:****Criteria**

1. Anime should be aimed at high school students in other countries to show Japanese high school students' life for the competition.
2. Three main characters are Japanese and Australian.
3. Story must reflect on issues relating to both Japanese and Australian cultures.
4. Story must include love/romance as a theme.

	Entry 1	Entry 2
<i>Criteria 1</i>	<ul style="list-style-type: none">• The story is set in the high school environment.• The language used was very formal.• A boring scene in class, too ordinary for anime.	<ul style="list-style-type: none">• The story is more detailed since it includes club activity/practice.• The language used was casual.• The story is more involving for the audience.
<i>Criteria 2</i>	<ul style="list-style-type: none">• One Australian female teacher and two Japanese high school students (a boy and a girl).• There should be three main characters, but there are only two main characters.	<ul style="list-style-type: none">• Three high school students: one Australian female student, one Japanese female and one male student.• Three main characters take part equally.
<i>Criteria 3</i>	<ul style="list-style-type: none">• Although Ms Smith mentioned 'Australian culture', it is ambiguous.• They did not mention anything about what Australian culture is all about.• They failed to mention Japanese culture.• From this story, Japanese students care more about marks rather than learning about culture.	<ul style="list-style-type: none">• The story mentions Japanese culture through a club activity.• They also mentioned Australian style BBQ.• In Australian culture, changing a plan is common and acceptable.
<i>Criteria 4</i>	<ul style="list-style-type: none">• The story does not include any romance or love.	<ul style="list-style-type: none">• The story is about a love triangle relationship.• The story includes Mika's feeling of jealousy.

The candidate should identify which entry better meets the criteria with valid reasons.



Section 2: Creating texts in Japanese

Questions 6 and 7

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 Japanese language structures and vocabulary	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 control of a range of Japanese language structures and vocabulary	16–20
<ul style="list-style-type: none">• Presents relevant information and ideas• Demonstrates an ability to structure and sequence information and ideas• Demonstrates some control of Japanese language structures and vocabulary	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 Japanese language structures and vocabulary to express ideas	6–10
<ul style="list-style-type: none">• Communicates a limited range of ideas in Japanese with little attempt to organise and sequence information	1–5

Heritage Japanese

2013 CCAFL Examination 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 — announcement	H3.1
2	8	The changing nature of work — advertisement	H2.3, H3.1
3	10	Traditions and values in a contemporary society — newsletter	H2.2, H2.3, H3.1
4	13	Young people and their relationships — blog entry and conversation	H3.2, H3.4
5	15	Young people and their relationships, Japanese identity in the international context — story	H2.5, H3.2, H3.3, H3.4

Written Examination

Section 2: Creating texts in Japanese

Question	Marks	Content	Syllabus outcomes
6	25	The changing nature of work, Japanese identity in the international context — letter	H2.1, H2.2, H2.3, H2.4, H2.5
7	25	Traditions and values in a contemporary society — article	H2.1, H2.2, H2.3, H2.4, H2.5