



2014 Heritage Japanese Marking Guidelines

Section 1: Responding to texts

Question 1

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the text• Explains the customs in a well-organised text	5
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the text• Writes effectively to meet the requirements of the task	4
<ul style="list-style-type: none">• Demonstrates a good understanding of the text• Writes to meet the requirements of the task	3
<ul style="list-style-type: none">• Demonstrates some understanding of the text• Attempts to meet the requirements of the task	2
<ul style="list-style-type: none">• Provides any relevant information	1

Sample answer:

In Japan, the main seasonal greeting card is the New Year greeting card. One benefit of sending and receiving so many is that there are raffle ticket numbers on the cards, and you can win prizes.

The post office stores the New Year cards if they are posted by December 20th, so they can all be delivered on January 1st. Stamps are already printed onto the cards.

People spend time writing hand-written personal messages. However, some people are now spending less time, by sending cards that already have a printed message or sending them via email.

**Question 2**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive and perceptive understanding of the text• Demonstrates an extensive range and accuracy of language structures and vocabulary, including <i>kanji</i>• Creates a well-structured text to meet the requirements of the task	8
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the text• Demonstrates a good range and accuracy of language structures and vocabulary, including <i>kanji</i>• Writes effectively to meet the requirements of the task	6-7
<ul style="list-style-type: none">• Demonstrates a good understanding of the text• Demonstrates a satisfactory knowledge to meet the requirements of the task, including <i>kanji</i>• Presents relevant information to meet the requirements of the task	4-5
<ul style="list-style-type: none">• Attempts to meet the requirements of the task with some comprehensible Japanese	2-3
<ul style="list-style-type: none">• Presents some relevant information	1

Sample answer:

この会話の背後には、祖父とまごのみきのすもうに対する考え方のちがいがある。すもうは神社で神様をエンターテインする目的で始まった伝統的なスポーツで、日本人によって受けつがれ守られるべきだという祖父と、60人ほどいる外人の力士がすたれかけたすもうの人氣を保ってくれていると言うみきの意見は正反対である。しかし二人ともすもうを楽しんでいて、それをまもりつづけていきたいと思っている。

**Question 3**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive and sensitive understanding of the text• Demonstrates an extensive range and accuracy of language structures and vocabulary, including <i>kanji</i>• Creates a cohesive and authentic text to meet the requirements of the task	10
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the text• Demonstrates a good range and accuracy of language structures and vocabulary, including <i>kanji</i>• Creates a cohesive text to meet the requirements of the task	8–9
<ul style="list-style-type: none">• Demonstrates a good understanding of the text• Demonstrates satisfactory knowledge to meet the requirements of the task, including <i>kanji</i>• Organises information and ideas to meet the requirements of the task	6–7
<ul style="list-style-type: none">• Demonstrates some understanding of the text• Attempts to meet the requirements of the task• Provides relevant information in comprehensible Japanese	4–5
<ul style="list-style-type: none">• Demonstrates a limited understanding of the text• Provides some relevant information	1–3

Answers could include:

- Reference to the principal's speech
- Witnessing their friend shoplifting
- What they did/thought about at that time
- Reflection about the crime and the effect on the shop owner
- Consequences such as students being banned from the convenience store and the school reputation being negatively affected
- The risk that their friend may commit more serious crimes in the future
- The conflict between protecting the friend and helping the friend(s) to rectify their behaviour
- The final decision

**Question 4**

Criteria	Marks
<ul style="list-style-type: none">Effectively synthesises information from both textsDemonstrates a perceptive and sensitive understanding of the textsCreates a cohesive and authentic text to meet the requirements of the task	10
<ul style="list-style-type: none">Synthesises some information from both textsDemonstrates a comprehensive understanding of the textsWrites effectively to meet the requirements of the task	8–9
<ul style="list-style-type: none">Attempts to synthesise information from both textsDemonstrates a good understanding of the textsOrganises information and ideas to meet the requirements of the task	6–7
<ul style="list-style-type: none">Demonstrates some understanding of both textsAttempts to meet the requirements of the task	4–5
<ul style="list-style-type: none">Demonstrates a limited understanding of the texts	2–3
<ul style="list-style-type: none">Provides some relevant information	1

Answers could include:

- It is easy to forget about Japanese culture as people are exposed to the cultures of other countries via the internet.
- Internet overuse can easily become the cause of *hikikomori* behaviour.
- People can find out information about people and society quickly by using the internet.
- Young people reveal too much personal information on the internet.
- You can keep in touch with friends when they are living far away or are on holidays overseas.
- You can go shopping without leaving the house by using the internet although sometimes goods that you buy online are not satisfactory.

**Question 5**

Criteria	Marks
<ul style="list-style-type: none">Effectively synthesises information from the email and the advertisementsDemonstrates a perceptive understanding of the textsProvides information and ideas to meet all the requirements of the taskDemonstrates excellent control of a range of structures and vocabulary, including <i>kanji</i>Presents logical reasons for choosing one of the share houses	7
<ul style="list-style-type: none">Synthesises some information from the email and the advertisementsDemonstrates a good understanding of the textsProvides information and ideas to meet some requirements of the task.Demonstrates good control of a range of structures and vocabulary, including <i>kanji</i>Presents good reasons for choosing one of the share houses	5–6
<ul style="list-style-type: none">Attempts to synthesise information from the email and the advertisementsDemonstrates some understanding of the textsPresents some reasons for choosing one of the share houses	3–4
<ul style="list-style-type: none">Demonstrates limited understanding of the textsAttempts to formulate some ideas	1–2

Answers could include:

- They haven't been in touch for a while
- House renovation
- Holiday in Hong Kong
- A choice about which share house she would like and why

Samurai:

- Convenient distance to the university
- Cleaning is not required
- Located in central Tokyo

Otome:

- Cleaning is required
- Japanese style house and garden
- Sports centre and park are nearby
- Samurai is more expensive than Otome

OR

- Otome is cheaper than Samurai

**Question 6**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive and perceptive understanding of the text• Demonstrates an extensive range and accuracy of language structures and vocabulary, including <i>kanji</i>• Creates a well-structured text to meet the requirements of the task	10
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the text• Demonstrates a good range and accuracy of language structures and vocabulary, including <i>kanji</i>• Writes effectively to meet the requirements of the task	8–9
<ul style="list-style-type: none">• Demonstrates a good understanding of the text• Demonstrates a satisfactory knowledge to meet the requirements of the task, including <i>kanji</i>• Presents relevant information to meet the requirements of the task	6–7
<ul style="list-style-type: none">• Demonstrates some understanding• Attempts to meet the requirements of the task with some comprehensible Japanese	4–5
<ul style="list-style-type: none">• Identifies some points of the newspaper article	2–3
<ul style="list-style-type: none">• Presents any relevant information	1

Answers could include:

- People who have irezumi project a scary image (and people may not want to deal with them)
- People with irezumi are still seen as members of the yakuza
- Irezumi are not socially acceptable in Japan, so they will not be able to go to places like the pool and onsen (hot springs) with their children
- The image of public servants is an important aspect of the job
- Tattoos are seen as fashion in other countries
- People can hide their tattoos/irezumi under their clothes
- Tattoos do not (physically) affect a person's ability to do their job
- A person's private and professional life should be separate, so employers should respect their employee's decision to get a tattoo



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

Heritage Japanese

2014 CCAFL Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
Oral	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	5	Traditions and values in a contemporary society – conversation	H3.1
2	8	Traditions and values in a contemporary society – conversation	H2.1, H2.2, H2.3, H2.4, H3.2, H3.5
3	10	Young people and their relationships – speech	H2.1, H2.2, H2.3, H3.3, H3.4, H3.6
4	10	The individual as a global citizen – conversation and mind map	H2.1, H2.2, H2.3, H3.4, H3.6
5	7	Young people – email with advertisement attached	H2.1, H2.2, H2.3, H2.4, H3.2, H3.4
6	10	Japanese identity in the international context – newspaper article	H2.1, H2.2, H2.3, H2.4, H2.5, H3.2, H3.3, H3.4, H3.5, H3.6

Written Examination

Section 2: Creating texts in Japanese

Question	Marks	Content	Syllabus outcomes
7	25	Young people and their relationships — speech	H2.1, H2.2, H2.3, H2.4, H2.5
8	25	Young people and their relationships — speech	H2.1, H2.2, H2.3, H2.4, H2.5