



2015 Heritage Japanese Marking Guidelines

Section 1: Responding to texts

Question 1

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

Sample answer:

Hi Kenta,

Our swim club coach made an important announcement today. He told us that the National Swimming Championship is based on points and that he wants to win so everyone has to try to score points. He also told us not to miss training for any personal or family reason. Finally he said we had to eat well and get plenty of sleep. See you at training tomorrow.

Haru

**Question 2**

Criteria	Marks
• Demonstrates a comprehensive understanding of the conversation between the two speakers • 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	6
• Demonstrates a good understanding of the conversation between the two speakers • Writes a coherent text • Relates information to the context, purpose and audience • Demonstrates control of a range of Japanese structures and vocabulary	4–5
• Demonstrates some understanding of the conversation between the two speakers • Demonstrates an awareness of the context, purpose and audience • Writes using limited control of Japanese structures and vocabulary	2–3
• Demonstrates limited understanding of the conversation between the two speakers	1

Sample answer:

Welcome everyone. This is a fantastic place to work and I've enjoyed working here. There are a few things that I've learned that I would like to share with you.

Firstly, it's very important to come to work on time. Please arrive by 8:45 and if you're going to be late please make a phone call to let us know.

Secondly, when customers enter our store, you should bow deeply to show that you value them.

Another way we show our respect to our customers is the way that we talk to them. It is not just being polite, we need to use respectful language. For example, when guiding customers around our store use language such as, 'Does this meet with your requirements?'.

Lastly, we should always be aware of our customers' needs and offer them help, rather than they coming to us for help. If you want to use your mobile phone please wait until your break time.

I hope that you enjoy working here as much as I do.

Thank you very much.

**Question 3**

Criteria	Marks
• Demonstrates a comprehensive understanding of the mother's and son's main viewpoints • Writes a logical and coherent text that reflects on the different values presented in the text • Writes effectively for the context, purpose and audience	8
• Demonstrates a good understanding of the mother's and son's main viewpoints • Writes a coherent text with some reflection on the different values presented in the text • Writes for the context, purpose and audience	6–7
• Demonstrates good understanding of the mother's and son's main viewpoints • Relates information to the context, purpose and audience	4–5
• Demonstrates some understanding of the mother's and son's main viewpoints • Demonstrates an awareness of the context, purpose and audience	2–3
• Demonstrates limited understanding of the mother's and son's main viewpoints	1

Sample answer:

It seem that traditional values are being lost. I saw an example of this on the train this morning when I overheard a conversation between a mother and her son.

The mother didn't want to bother other people but her son was more selfish. He had the volume of the game on his phone on high and was talking loudly. He didn't care about how he affected other passengers. He even started eating on the train and didn't bother to take his litter with him. In contrast, his mother was concerned that other people on the train wouldn't be able to sit down as her son had his bag on the seat.

Traditionally in Japan it has always been important to think about others. It is important that we do not lose this aspect of our tradition.

**Question 4**

Criteria	Marks
• Demonstrates a comprehensive understanding of the text • Demonstrates an extensive range and accuracy of language structures and vocabulary, including kanji • Writes perceptively for a specified audience, purpose and context • Creates a well-structured text to meet the requirements of the task	6
• Demonstrates a good understanding of the text • Demonstrates a good range and accuracy of language structures and vocabulary, including kanji • Writes effectively for a specified audience, purpose and context • Writes effectively to meet the requirements of the task	4–5
• Demonstrates a basic understanding of the text • Demonstrates satisfactory knowledge to meet the requirements of the task, including kanji • Writes appropriately for a specified audience, purpose and context • Presents relevant information to meet the requirements of task	2–3
• Demonstrates some understanding • Attempts to meet the requirements of the task with some comprehensible Japanese • Attempts to link information and ideas	1

Sample answer:

Dear Mark,

Thanks for your email. It's good to hear about your time in Japan.

I know that you probably want to get the most out of your time sightseeing, but it would have been polite to have a rest with your host sister. It is very important to think about other people in Japan. You could have talked with Risa a bit and then continued sightseeing.

Maybe your host sister got upset because she wanted to let you try traditional Japanese food, and you wanted to eat hamburgers. It is important to be grateful for what other people do for you. I know you didn't want to be rude, but you should have shown a bit more appreciation for her hospitality.

I hope things get easier for you soon.

Cheers,

Ken

Question 5

Criteria	Marks
- Effectively synthesises information from the three texts - Demonstrates a perceptive understanding of the texts - Provides information and ideas to meet all the requirements of the task - Presents detailed comments about conflict between commercialism and Japanese craftsmanship	7–8
- Synthesises some information from the three texts - Demonstrates a good understanding of the texts - Provides information and ideas to meet some requirements of the task - Presents relevant comments about conflict between commercialism and Japanese craftsmanship	5–6
- Attempts to synthesise information from the three texts - Demonstrates some understanding of the texts - Presents some comments about conflict between commercialism and Japanese craftsmanship	3–4
- Demonstrates limited understanding of the texts - Attempts to formulate some ideas	1–2

Sample answer:

Craftsmanship and commercialism have to keep a good balance to be successful in any business in Australia. For example, in the sushi business, you can see from the three blog entries that some businesspeople concentrate on craftsmanship while others concentrate on making money, sometimes at the expense of craftsmanship. To master the traditional way of making sushi requires a lot of time. However, if someone can arrange sushi to suit the customers' palate and choose a restaurant in the best location, you can still have many customers even though it is expensive. On the other hand, the sushi train way of business, using a robot and keeping high hygienic standards, and keeping the cost at \$2 per plate can also attract many customers. It is very difficult to succeed in business if you only focus on craftsmanship as seen in blog 3. However, it is possible to balance both craftsmanship and commercialism as seen in blog 2. For example, location and changing flavours to suit the Australian taste. The important thing is to decide which customers you are targeting before you set up a business.

**Question 6**

Criteria	Marks
• Demonstrates a comprehensive understanding of the text • Demonstrates an extensive range and accuracy of language structures and vocabulary, including kanji • Writes perceptively for a specified audience, purpose and context • Creates a well-structured text to meet the requirements of the task	7–8
• Demonstrates a good understanding of the text • Demonstrates a good range and accuracy of language structures and vocabulary, including kanji • Writes effectively for a specified audience, purpose and context • Writes effectively to meet the requirements of the task	5–6
• Demonstrates a basic understanding of the text • Demonstrates a satisfactory knowledge of language structures and vocabulary, including kanji • Writes appropriately for a specified audience, purpose and context • Presents relevant information to meet the requirements of task	3–4
• Demonstrates some understanding • Attempts to meet the requirements of the task with some comprehensible Japanese • Attempts to link information and ideas	1–2

Sample answer:

Dear Sir/Madam

I am representing a committee that is organising a Japanese Cultural Day to be held on 4 November 2015 in the grounds of Green St Park.

The aims of the festival are to improve people's understanding of Japanese culture and allow people to experience authentic Japanese cultural activities.

Some of the activities we intend to hold are Japanese cuisine demonstrations, a chance to wear traditional Japanese clothes and a variety of other activities.

We are asking for financial help/donations from local business people hence this letter to you. We would greatly appreciate donations small or large, either money or products/services that could be used as prizes in the raffle.

By donating in this way you will not only be helping spread the culture of Japan to local people but it will also be a chance for you to promote your business and become better known in the local community, if you donate goods for the door prize.

We thank you in anticipation of your help.

**Question 7**

Criteria	Marks
• Demonstrates a perceptive and sensitive understanding of the text • Addresses the text both critically and personally • Creates a well-structured text to meet the requirements of the task • Presents logical and critical opinions	10
• Demonstrates a comprehensive understanding of the text • Addresses the text both critically and personally • Writes effectively to meet the requirements of the task • Presents some critical opinions	8–9
• Demonstrates a good understanding of the text • Addresses the text either critically or personally • Presents relevant information to meet the requirements of task • Presents a few critical opinions	6–7
• Demonstrates some understanding • Attempts to link information and ideas	4–5
• Demonstrates a limited understanding of the text	2–3
• Provides some relevant information	1

Answers could include:

1. Students should synthesise and link the information about the issues raised in the text:
 - (a) silence of Japanese
 - (b) meaning of a smile
 - (c) showing of emotion

Students should either provide both personal and critical reflection of Japanese cultural values identified in the text.

Section 2: Creating texts in Japanese

Questions 8 and 9

Criteria	Marks
• 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	21–25
• 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	16–20
• 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	11–15
• 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
• Communicates a limited range of ideas with little attempt to organise and sequence information	1–5

Answers could include:

Question 8

- You should practise your English as you will feel less stress in communicating the better your level of English
- Make an effort to make Australian friends, rather than seeking out fellow Japanese travellers
- Be flexible about accepting different customs and manners as Australia is a multicultural nation
- Be aware that things may be challenging and do not give up and return to Japan at the first sign of difficulty
- Research things such as what kinds of part-time jobs are available and where you want to live before leaving Japan



Answers could include:

Question 9

GENERAL

- Depends on the situation
- Compare Australian and Japanese society
- Japanese society focuses on the group/collectivist society
- Australian society places importance on the individual

POSITIVES

- Working in harmony as a group is highly recommended in Japanese society to get the best outcome
- Capitalise on strengths and help improve areas of weakness by working as a group

NEGATIVES

- If people do not work as a team they can be ostracised
- Can pull the strongest people down where they must work harder to compensate for the weaker people
- Uneven distribution of workload

Students should include appropriate examples.



2015 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	Young people and their relationships — announcement (email)	H3.1
2	6	Traditions and values in a contemporary society — conversation (speech)	H3.1
3	8	Traditions and values in a contemporary society — conversation (article)	H3.6
4	6	Individual as a global citizen — email (email)	H3.6
5	8	The changing nature of work — blog entries	H3.2
6	8	Japanese identity in the international context — speech (letter)	H2.3
7	10	Japanese identity in the international context — article	H3.4

Written Examination

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	Traditions and values in a contemporary society — article	H2.1, H2.2, H2.3, H2.4, H2.5