2012 Heritage Japanese Marking Guidelines

Section 1: Responding to texts

Question 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Synthesises the main points of the text</td>
<td>5</td>
</tr>
<tr>
<td>• Writes effectively and appropriately in Japanese for the context, audience and purpose</td>
<td></td>
</tr>
<tr>
<td>• Synthesises most of the main points of the text</td>
<td>3–4</td>
</tr>
<tr>
<td>• Attempts to write effectively and appropriately in Japanese for the context, audience and purpose</td>
<td></td>
</tr>
<tr>
<td>• Provides some relevant information in Japanese</td>
<td>1–2</td>
</tr>
</tbody>
</table>
### Question 2

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a perceptive understanding of the text</td>
<td></td>
</tr>
<tr>
<td>• Responds in depth to opinions, values and ideas from the text</td>
<td></td>
</tr>
<tr>
<td>• Writes a logical and coherent text</td>
<td>9–10</td>
</tr>
<tr>
<td>• Writes effectively for the context, purpose and audience</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates an excellent control of a range of Japanese language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>structures and vocabulary</td>
</tr>
<tr>
<td>• Demonstrates a good understanding of the text</td>
<td>7–8</td>
</tr>
<tr>
<td>• Responds to opinions, values and ideas from the text</td>
<td></td>
</tr>
<tr>
<td>• Writes a logical text with some coherence</td>
<td></td>
</tr>
<tr>
<td>• Relates information to context, purpose and audience</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a good control of a range of Japanese language structures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and vocabulary</td>
</tr>
<tr>
<td>• Demonstrates some understanding of the text</td>
<td>5–6</td>
</tr>
<tr>
<td>• Responds briefly to opinions and ideas from the text</td>
<td></td>
</tr>
<tr>
<td>• Shows some ability to organise information</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates an awareness of context, purpose and audience</td>
<td></td>
</tr>
<tr>
<td>• Writes using a range of Japanese language structures and vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates partial understanding of the text</td>
<td>3–4</td>
</tr>
<tr>
<td>• Responds to some opinions and ideas in the text</td>
<td></td>
</tr>
<tr>
<td>• Shows some ability to organise information in Japanese</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates an awareness of context and audience</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a limited understanding of the text</td>
<td>1–2</td>
</tr>
<tr>
<td>• Responds to isolated information and ideas in the text in Japanese</td>
<td></td>
</tr>
</tbody>
</table>
### Question 3

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presents and develops a sophisticated and coherent explanation why the poem continues to appeal to people’s emotions</td>
<td>9–10</td>
</tr>
<tr>
<td>Supports answer with detailed relevant references to the text</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a high level of ability to analyse how language is used in the text</td>
<td></td>
</tr>
<tr>
<td>Presents and develops a coherent explanation why the poem continues to appeal to people’s emotions</td>
<td>7–8</td>
</tr>
<tr>
<td>Supports answer with relevant references to the text</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a good ability to analyse how language is used in the text</td>
<td></td>
</tr>
<tr>
<td>Attempts to present a coherent explanation why the poem continues to appeal to people’s emotions</td>
<td>5–6</td>
</tr>
<tr>
<td>Supports answer with some references to the text</td>
<td></td>
</tr>
<tr>
<td>Presents some reasons why the poem continues to appeal to people’s emotions</td>
<td>3–4</td>
</tr>
<tr>
<td>Demonstrates some understanding of the text</td>
<td></td>
</tr>
<tr>
<td>Provides some relevant information and ideas</td>
<td>1–2</td>
</tr>
</tbody>
</table>
### Question 4

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a perceptive understanding of the issue Erika faced and</td>
<td>9–10</td>
</tr>
<tr>
<td>how she has changed her attitude</td>
<td></td>
</tr>
<tr>
<td>• Supports own opinions with sophisticated analysis of Erika’s</td>
<td></td>
</tr>
<tr>
<td>experiences</td>
<td></td>
</tr>
<tr>
<td>• Writes a logical and coherent text</td>
<td></td>
</tr>
<tr>
<td>• Writes effectively for the context, purpose and audience</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates excellent control of a range of Japanese language</td>
<td></td>
</tr>
<tr>
<td>structures and vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a good understanding of the issue Erika faced and how</td>
<td>7–8</td>
</tr>
<tr>
<td>she has changed her attitude</td>
<td></td>
</tr>
<tr>
<td>• Supports own opinions with close reference to the text</td>
<td></td>
</tr>
<tr>
<td>• Writes a logical text with some coherence</td>
<td></td>
</tr>
<tr>
<td>• Relates information to context, purpose and audience</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates control of a range of Japanese language structures and</td>
<td></td>
</tr>
<tr>
<td>vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some understanding of Erika’s experiences</td>
<td>5–6</td>
</tr>
<tr>
<td>• Supports own opinions with some reference to the text</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates an awareness of context, purpose and audience</td>
<td></td>
</tr>
<tr>
<td>• Writes using a range of Japanese structures and vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates limited understanding of Erika’s experiences</td>
<td>3–4</td>
</tr>
<tr>
<td>• Presents some ideas related to the topic in Japanese</td>
<td></td>
</tr>
<tr>
<td>• Identifies some relevant information in Japanese</td>
<td>1–2</td>
</tr>
</tbody>
</table>
### Question 5

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a perceptive understanding of both texts</td>
<td>13–15</td>
</tr>
<tr>
<td>• Supports the decision with detailed relevant reference to the texts and own ideas</td>
<td></td>
</tr>
<tr>
<td>• Writes effectively for the context, purpose and audience</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates an excellent control of a range of Japanese language structures and vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a good understanding of both texts</td>
<td>10–12</td>
</tr>
<tr>
<td>• Supports the decision with some reference to the texts and own opinions</td>
<td></td>
</tr>
<tr>
<td>• Relates information to context, purpose and audience</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a good control of a range of Japanese language structures and vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some understanding of both texts</td>
<td>7–9</td>
</tr>
<tr>
<td>• Responds to some suggestions and ideas in the texts</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates an awareness of context, purpose and audience</td>
<td></td>
</tr>
<tr>
<td>• Writes using a range of Japanese language structures and vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates limited understanding of the texts</td>
<td>4–6</td>
</tr>
<tr>
<td>• Attempts to write a text with some regard to content, purpose and audience</td>
<td></td>
</tr>
<tr>
<td>• Presents some relevant ideas in Japanese</td>
<td></td>
</tr>
<tr>
<td>• Identifies some relevant information expressed in the text in Japanese</td>
<td>1–3</td>
</tr>
</tbody>
</table>
Section 2: Creating texts in Japanese

Questions 6 and 7

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates breadth and depth in the treatment of relevant information and ideas</td>
<td>21–25</td>
</tr>
<tr>
<td>• Writes perceptively for a specified audience, purpose and context</td>
<td></td>
</tr>
<tr>
<td>• Structures and sequences information and ideas coherently and effectively</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates an excellent control of a range of Japanese language structures and vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some degree of breadth and depth in the treatment of relevant information and ideas</td>
<td>16–20</td>
</tr>
<tr>
<td>• Writes effectively for a specified audience, purpose and context</td>
<td></td>
</tr>
<tr>
<td>• Structures and sequences information and ideas effectively</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a good control of a range of Japanese language structures and vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Presents relevant information and ideas</td>
<td>11–15</td>
</tr>
<tr>
<td>• Demonstrates an ability to structure and sequence information and ideas</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some control of Japanese language structures and vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates an awareness of audience, purpose and context, using a narrow range of relevant information and ideas</td>
<td>6–10</td>
</tr>
<tr>
<td>• Attempts to link information and ideas</td>
<td></td>
</tr>
<tr>
<td>• Uses a limited range of Japanese language structures and vocabulary to express ideas</td>
<td></td>
</tr>
<tr>
<td>• Communicates a limited range of ideas in Japanese with little attempt to organise and sequence information</td>
<td>1–5</td>
</tr>
</tbody>
</table>
# Heritage Japanese

## 2012 CCAFL Examination Mapping Grid

### Oral Examination

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25</td>
<td>Personal investigation – interview</td>
<td>H1.1, H1.2, H1.3, H1.4, H1.5, H1.6</td>
</tr>
</tbody>
</table>

### Written Examination

#### Section 1: Responding to texts

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>The individual as a global citizen – email</td>
<td>H2.1, H2.2, H2.3, H3.2</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>Japanese identity in the international context The individual as a global citizen Tradition and values in a contemporary society – opinion piece in newspaper</td>
<td>H2.1, H2.2, H2.3, H2.5, H3.2, H3.3, H3.4, H3.6</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>The individual as a global citizen – poem</td>
<td>H3.2, H3.3, H3.4, H3.5, H3.6</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>Japanese identity in the international context – conversation</td>
<td>H2.4, H3.2, H3.3, H3.4, H3.6</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>Young people and their relationships The changing nature of work – conversation, note</td>
<td>H2.1, H3.1, H3.3, H3.6</td>
</tr>
</tbody>
</table>

### Written Examination

#### Section 2: Creating texts in Japanese

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>25</td>
<td>The changing nature of work – letter</td>
<td>H2.1, H2.2, H2.3, H2.4, H2.5</td>
</tr>
<tr>
<td>7</td>
<td>25</td>
<td>Young people and their relationships – speech script</td>
<td>H2.1, H2.2, H2.3, H2.4, H2.5</td>
</tr>
</tbody>
</table>