



## 2012 Heritage Japanese Specimen Paper Marking Guidelines – Written Examination

### Section 1: Responding to texts

#### Question 1

Criteria	Marks
• Summarises how Mr Tanaka's attitude to his life and work has changed within the word allocation	5
• Identifies how Mr Tanaka's attitude to his life and work has changed and attempts to present this in summary form	4
• Attempts a summary of how Mr Tanaka's attitude to his life and work has changed	2–3
• Provides some relevant information	1



**Sample answer:**

Mr Tanaka's priorities in life and work changed when he came to Australia. In Japan, he worked long hours, focused on promotion and spent little time with his family. He thought his family would be happy with all the material comforts his hard work provided.

When he came to Australia on business, he observed how Australian people spent quality time with their family. This made him reflect on his life in Japan and consider his work-life balance. He now values more time with his family than the financial rewards and works for himself. He is much happier now.

田中さんは東京にいた時は、長い時間働いて、家族と過ごす時間はほとんどなかった。会社でえらくなって、たくさんお金をもらうことが家族を幸せにすると信じていた。

しかし、オーストラリアに仕事で来て、オーストラリア人の生活を見てから仕事と家庭のバランスについて考え直した。

今、お給料きゅうりょうは少なくなったけれど、自分の時間や家族と過ごす時間もふえたので田中さんは今の生活に満足している。

**Question 2**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of what the songwriter is attempting to communicate in relation to culture and identity through the song lyrics</li><li>• Supports answer with details from the text</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of what the songwriter is attempting to communicate in relation to culture and identity through the song lyrics</li><li>• Supports answer with some details from the text</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of what the songwriter is attempting to communicate in relation to culture and identity through the song lyrics</li><li>• Identifies some examples from the text</li></ul>	2–3
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

**Sample answer:**

The songwriter thinks all we need to do is to value who and what we are and do our best. However, in today's society, everyone thinks winning in competitions is the most important. For example, there are many different kinds of flowers, people are different. Like all flowers are beautiful in their own ways, we are all individuals. The songwriter wants listeners to accept and respect it. The songwriter conveys the message that what matters most is that we don't compare ourselves with others but make every effort to achieve our own potential.

さくししゃ  
作詞者は本当は自分らしさを大切に、ベストをつくせばいいのだと思っている。でも、今の社会  
ではみんな競争きょうそうに勝って一番になることが大事だと思っている。色々なしゅるいの花があるように、  
色々な人がいる。そして、ちがっていても、どの花もきれいなように、私達もみんな色々な個性を持  
った一人の人間だ。作詞者はこの音楽を聞く人達にそのことをみとめて、そんちょうしてほしいと思  
っている。一番大事なことは他人とひかくしないで、自分の可能性をのばすように努力することだ  
というのが作詞者のメッセージだ。

**Question 3**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of how cultural values have affected the ways of thinking and the lives of Mr Sato and Ms Hashimoto</li><li>• Provides a thorough analysis of how culture and identity are expressed in the texts</li><li>• Supports answer with detailed information and ideas from both text</li><li>• Communicates in comprehensible English</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of how cultural values have affected the ways of thinking and the lives of Mr Sato and Ms Hashimoto</li><li>• Provides a good analysis of how culture and identity are expressed in the texts</li><li>• Supports answer with some information and ideas from both texts</li><li>• Communicates in comprehensible English</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates some understanding of how cultural have affected the ways of thinking and the lives of Mr Sato and Ms Hashimoto</li><li>• Provides some analysis of how culture and identity are expressed in the texts</li><li>• Supports answer with some examples from the text</li><li>• Communicates in comprehensible English</li></ul>	5–6
<ul style="list-style-type: none"><li>• Identifies some examples of how cultural values have affected the ways of thinking and the lives of Mr Sato and Ms Hashimoto</li><li>• Identifies some relevant information in the texts in comprehensible English</li></ul>	3–4
<ul style="list-style-type: none"><li>• Provides some relevant information in comprehensible English</li></ul>	1–2



***Sample answer:***

The Japanese culture of being cautious about expressing one's own opinion in case someone doesn't agree with them or becomes upset has led to Japanese people tending not to express their own opinion on many issues.

In contrast, Australian society generally encourages the expression of individual opinions as it values these differences in developing tolerance and understanding amongst each other.

When Mr Sato first moved to Australia he did not express an opinion as he was used to the Japanese culture. However, as he interacted with his classmates at college, he began to experience the culture of expressing one's opinion. He learnt that he was able to understand and accept others through hearing their opinions about many different issues.

Many people asked Mr Sato about his thoughts on Japan including history, culture, comics and drama. At first he was not comfortable talking about Japan as he had never had to express his opinion, however as he became used to the Australian culture, he began to express his thoughts about Japan.

By exchanging opinions, Mr. Sato also felt the importance of communication to understand other people and for other people to understand him.

On the other hand, Ms Hashimoto has experienced the culture of expressing one's opinion freely in daily life in Australia. Her expressing opinions and volunteering in various activities at school made her being isolated in her new school as the Japanese culture of maintaining a harmonious relationship and not standing out from others is very important in Japanese society. She realised that she needs to be more sensitive to others' feelings in Japan. She has made more friends and is happier now.

Both Mr Sato and Ms Hashimoto have realised the importance of communication in countries where different values are appreciated.

**Question 4 (a)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a thorough explanation of Mr Matsuura’s attitude to academics</li><li>• Supports answer with detailed references to text</li><li>• Communicates in comprehensible English</li></ul>	5
<ul style="list-style-type: none"><li>• Provides a good explanation of Mr Matsuura’s attitude to academics</li><li>• Supports answer with some references to text</li><li>• Communicates in comprehensible English</li></ul>	4
<ul style="list-style-type: none"><li>• Provides some explanation of Mr Matsuura’s attitude to academics</li><li>• Attempts to support answer with some references to text</li><li>• Communicates in comprehensible English</li></ul>	2–3
<ul style="list-style-type: none"><li>• Provides some relevant information in comprehensible English</li></ul>	1

***Sample Answer:***

Mr Matsuura is critical towards the academics and disapproves of their insistence that the only academically acceptable measures should be applied to the maintenance work on the temples, especially their papers or blueprints tend to be rather calculations on tables than those founded by numerous site visits.

This is because their advice has often overlooked the following points:

- The impact of climate and natural environments such as earthquakes/ different levels of humidity through the year on the wooden structures of temples – concrete and steel are not the most suitable materials: the temples built nowadays may not last for a thousand years.
- The styles which would have been the original do not necessary follow the theories presented by academics. Academics tend to ignore the aesthetics in those days. In fact, the academics might be contributing to the killing of the invisible wisdom and skills as well as the natural environment to support the culture in the name of “conserving traditional temples”.

**Question 4 (b)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the text by explaining how traditions and values can be sustained in a global society</li><li>• Responds to opinions, values and ideas from both texts</li><li>• Writes a logical and coherent text</li><li>• Writes effectively for the context, purpose and audience</li><li>• Demonstrates an extensive knowledge and understanding of language structures and vocabulary</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the text by explaining how traditions and values can be maintained in a global society</li><li>• Responds to opinions, values and ideas from both texts</li><li>• Writes a logical text with some coherence</li><li>• Relates information to context, purpose and audience</li><li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the text by referring to traditions and values</li><li>• Responds to opinions, values and ideas from both texts</li><li>• Shows some ability to organise information</li><li>• Demonstrates an awareness of context, purpose and audience</li><li>• Writes using a range of language structures and vocabulary</li></ul>	5–6
<ul style="list-style-type: none"><li>• Responds to some opinions, values and ideas in both texts</li><li>• Shows some understanding of the ability to organise information</li><li>• Demonstrates an awareness of context and audience</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the texts</li><li>• Responds to isolated information and ideas in the texts</li></ul>	1–2



**Answers could include:**

- Identifies the different approaches in maintaining traditions and values (conserving culture in its purest form, decreasing appreciation towards the wisdom/skills due to excessive trust in modern science/technology, adapting to the new cultures introduced while still maintaining a traditional practice)
- Analyses the impacts of westernisation/globalisation on traditions and values
- Explicitly expresses and justifies own opinion referring to the above points

みなさんは伝統を守ることにについてどう思いますか。

グローバル化する社会においても伝統文化を保つことむずかしいかもしれませんが、不可能ではありません。

まず、寺や神社のような文化的けんちく物を守るためには、宮大工のような技術を持った人達の技術や知恵を守っていくことが大切です。そうすれば、本来のすがたを次の世代にわたしていくことができます。

そのためには現代のテクノロジーや学問ばかりを大切にするのではなくて、経験を持っている人の意見をそんちょうしなければなりません。

もちろん、グローバル化する社会では、外国からのえいきょうをさけることはできません。

しかし、お正月のおせちのように、伝統的な行事を大切にしながら、外国のいいところを取り入れることもできます。

こうすれば、少しずつ変化するかもしれないけれど、伝統や価値観ちかんを保つことができると思います。

**Question 5**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a thorough evaluation of the effectiveness of the flyer by referring to both content and language features</li><li>• Demonstrates a high level ability to analyse how culture and identity are expressed in the text</li><li>• Supports answer with detailed relevant references from the text</li><li>• Communicates in comprehensible English</li></ul>	13–15
<ul style="list-style-type: none"><li>• Provides a good evaluation of the effectiveness of the flyer by referring to content and/or language features</li><li>• Demonstrates a good ability to analyse how culture and identity are expressed in the text</li><li>• Supports answer with relevant references from the text</li><li>• Communicates in comprehensible English</li></ul>	10–12
<ul style="list-style-type: none"><li>• Provides some explanation of the effectiveness of the flyer with some details of the content and/or language details</li><li>• Demonstrates some ability to analyse how culture and identity are expressed in the text</li><li>• Supports answer with some references from the text</li><li>• Communicates in comprehensible English</li></ul>	7–9
<ul style="list-style-type: none"><li>• Attempts to explain the effectiveness of the flyer</li><li>• Demonstrates some understanding of how identity and culture are expressed</li><li>• Identifies isolated details related to the content of the text</li><li>• Communicates in comprehensible English</li></ul>	4–6
<ul style="list-style-type: none"><li>• Identifies some relevant information in comprehensible English</li></ul>	1–3



***Answers could include:***

- The notice tries to attract people of different generations to come and listen to a talk given by Dr Tetsu Nakamura in order to raise money to make more irrigation channels in Afghanistan.
- The notice deliberately and successfully employs several tactics in making people think what they should be doing as a member of a global village.
- Tactics employed are:
  - Use of humour – a doctor with 25 years of experience saying he’s better with heavy machinery than with a stethoscope- will inevitably incite the curiosity of potential participants
  - Successive short, punctuated phrases in question form ‘A far way country?’, ‘Cannot do anything’ and ‘No need to do anything?’- undoubtedly urge people to evaluate their attitude toward the issue
  - Uncanny use of well known Japanese phrases “Pretending not to have seen” , “Even a chance meeting is due to the fate of a previous life” , will draw attention of people, implying that ignoring this talk is an immoral behaviour and people should use this ‘chance meeting’ as a fate – this is a clever use of proverbs as they succinctly convey their messages stirring some emotional reactions without sounding too obtrusive
  - Use of the statistic, “Japan is ranked 5th in gas emission producing countries” is cleverly used to make people realise that their daily life has influenced the desertification in Afghanistan; therefore they must be responsible for what’s happening there. It prompts people to take an action.
  - Use of “you”, which is not commonly used in Japanese, has a screaming effect as it singles out each person who reads this notice as an individual and, as a consequence, directly asks them what they can/should do.
  - The concrete examples of what their ¥1.000 can do ‘, used to dig irrigation channels’ and ‘giving a future to children’ will further motivate people as the result of their action is clearly presented.
  - Questioning people what they would do as a doctor who witnesses children dying because of dirty water prompts them to regard the topic as their own problem. This will assist them to understand why Dr Nakamura started the aid activity.
  - Citing that the traditional water controlling in Japan is now used in Afghanistan helps people think that the two countries are not as remote as their geological locations. By mentioning the similarities between two countries, people inevitably and successfully bring a sense of affinities with Afghanistan.
  - The last phrase of “Your indifference will .....a child’s future” has its verb omitted on purpose. This is so powerful as people need to consider that their inaction will actually affect someone’s life”
- However, there are a few parts that could be improved:
  - Although the use of old proverb might catch older generations’ attention, it will fail to convey the message to younger generation as they are less familiar with proverbs.
  - The judgemental comments assuming that people in general are indifferent to the issues in Afghanistan may provoke antipathy.



## Section 2: Creating texts in Japanese

### Questions 6 and 7

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates breadth and depth in the treatment of relevant information and ideas</li><li>• Writes perceptively for a specified audience, purpose and context</li><li>• Structures and sequences information and ideas coherently and effectively</li><li>• Demonstrates an excellent control of a range of language structures and vocabulary</li></ul>	21–25
<ul style="list-style-type: none"><li>• Demonstrates some degree of breadth and depth in the treatment of relevant information and ideas</li><li>• Writes effectively for a specified audience, purpose and context</li><li>• Structures and sequences information and ideas effectively</li><li>• Demonstrates a good command of a range of language structures and vocabulary</li></ul>	16–20
<ul style="list-style-type: none"><li>• Presents relevant information and ideas</li><li>• Writes appropriately for a specified audience, purpose and context</li><li>• Demonstrates the ability to organise and express most ideas reasonably, but weaknesses in sequencing, linking, grammar and vocabulary</li></ul>	11–15
<ul style="list-style-type: none"><li>• Demonstrates an awareness of audience, purpose and context, using a narrow range of relevant information and ideas</li><li>• Attempts to link information and ideas</li><li>• Uses a limited range of language structures and vocabulary to express ideas</li></ul>	6–10
<ul style="list-style-type: none"><li>• Communicates a limited range of ideas with little attempt to organise and sequence information</li></ul>	1–5