



2012 Heritage Japanese Marking Guidelines

Section 1: Responding to texts

Question 1

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none">• Synthesises the main points of the text• Writes effectively and appropriately in Japanese for the context, audience and purpose | 5 |
| <ul style="list-style-type: none">• Synthesises most of the main points of the text• Attempts to write effectively and appropriately in Japanese for the context, audience and purpose | 3–4 |
| <ul style="list-style-type: none">• Provides some relevant information in Japanese | 1–2 |

**Question 2**

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">• Demonstrates a perceptive understanding of the text• Responds in depth to opinions, values and ideas from the text• Writes a logical and coherent text• Writes effectively for the context, purpose and audience• Demonstrates an excellent control of a range of Japanese language structures and vocabulary | 9–10 |
| <ul style="list-style-type: none">• Demonstrates a good understanding of the text• Responds to opinions, values and ideas from the text• Writes a logical text with some coherence• Relates information to context, purpose and audience• Demonstrates a good control of a range of Japanese language structures and vocabulary | 7–8 |
| <ul style="list-style-type: none">• Demonstrates some understanding of the text• Responds briefly to opinions and ideas from the text• Shows some ability to organise information• Demonstrates an awareness of context, purpose and audience• Writes using a range of Japanese language structures and vocabulary | 5–6 |
| <ul style="list-style-type: none">• Demonstrates partial understanding of the text• Responds to some opinions and ideas in the text• Shows some ability to organise information in Japanese• Demonstrates an awareness of context and audience | 3–4 |
| <ul style="list-style-type: none">• Demonstrates a limited understanding of the text• Responds to isolated information and ideas in the text in Japanese | 1–2 |

**Question 3**

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">• Presents and develops a sophisticated and coherent explanation why the poem continues to appeal to people's emotions• Supports answer with detailed relevant references to the text• Demonstrates a high level of ability to analyse how language is used in the text | 9–10 |
| <ul style="list-style-type: none">• Presents and develops a coherent explanation why the poem continues to appeal to people's emotions• Supports answer with relevant references to the text• Demonstrates a good ability to analyse how language is used in the text | 7–8 |
| <ul style="list-style-type: none">• Attempts to present a coherent explanation why the poem continues to appeal to people's emotions• Supports answer with some references to the text | 5–6 |
| <ul style="list-style-type: none">• Presents some reasons why the poem continues to appeal to people's emotions• Demonstrates some understanding of the text | 3–4 |
| <ul style="list-style-type: none">• Provides some relevant information and ideas | 1–2 |

**Question 4**

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">• Demonstrates a perceptive understanding of the issue Erika faced and how she has changed her attitude• Supports own opinions with sophisticated analysis of Erika's experiences• 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 | 9–10 |
| <ul style="list-style-type: none">• Demonstrates a good understanding of the issue Erika faced and how she has changed her attitude• 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 language structures and vocabulary | 7–8 |
| <ul style="list-style-type: none">• Demonstrates some understanding of Erika's experiences• 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 | 5–6 |
| <ul style="list-style-type: none">• Demonstrates limited understanding of Erika's experiences• Presents some ideas related to the topic in Japanese | 3–4 |
| <ul style="list-style-type: none">• Identifies some relevant information in Japanese | 1–2 |

**Question 5**

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none">• Demonstrates a perceptive understanding of both texts• Supports the decision with detailed relevant reference to the texts and own ideas• Writes effectively for the context, purpose and audience• Demonstrates an excellent control of a range of Japanese language structures and vocabulary | 13–15 |
| <ul style="list-style-type: none">• Demonstrates a good understanding of both texts• Supports the decision with some reference to the texts and own opinions• Relates information to context, purpose and audience• Demonstrates a good control of a range of Japanese language structures and vocabulary | 10–12 |
| <ul style="list-style-type: none">• Demonstrates some understanding of both texts• Responds to some suggestions and ideas in the texts• Demonstrates an awareness of context, purpose and audience• Writes using a range of Japanese language structures and vocabulary | 7–9 |
| <ul style="list-style-type: none">• Demonstrates limited understanding of the texts• Attempts to write a text with some regard to content, purpose and audience• Presents some relevant ideas in Japanese | 4–6 |
| <ul style="list-style-type: none">• Identifies some relevant information expressed in the text in Japanese | 1–3 |



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

2012 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 | 5 | The individual as a global citizen – email | H2.1, H2.2, H2.3, H3.2 |
| 2 | 10 | Japanese identity in the international context The individual as a global citizen Tradition and values in a contemporary society – opinion piece in newspaper | H2.1, H2.2, H2.3, H2.5, H3.2, H3.3, H3.4, H3.6 |
| 3 | 10 | The individual as a global citizen – poem | H3.2, H3.3, H3.4, H3.5, H3.6 |
| 4 | 10 | Japanese identity in the international context – conversation | H2.4, H3.2, H3.3, H3.4, H3.6 |
| 5 | 15 | Young people and their relationships The changing nature of work – conversation, note | H2.1, H3.1, H3.3, H3.6 |

Written Examination

Section 2: Creating texts in Japanese

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|--|------------------------------|
| 6 | 25 | The changing nature of work – letter | H2.1, H2.2, H2.3, H2.4, H2.5 |
| 7 | 25 | Young people and their relationships – speech script | H2.1, H2.2, H2.3, H2.4, H2.5 |