



Government of **Western Australia**  
School Curriculum and Standards Authority



# **JAPANESE: SECOND LANGUAGE**

## **GENERAL COURSE**

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Marking key for the Externally set task  
Sample 2016

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# Japanese: Second Language

## Externally set task – marking key

1. Complete the following summary of the students' statements in the blog posting. **(6 marks)**

	Maaya	Yuuma
Experience overseas	Never been overseas (1 mark)	Been to Perth for 3 weeks (during the summer holidays last year) (2 marks)
English ability	Good at reading and writing A bit poor at speaking (2 marks)	Good at speaking (because Yuuma has an American friend) (1 mark)

2. Based on the information in the blog postings and their personal preferences, which Japanese student would the following Australian student choose to host? Use information from the text to justify your answer. **(9 marks)**

Australian student 1: I like sports. **(3 marks)**

Description	Marks
Yuuma, because	1
Yuuma likes baseball and swimming	1
Yuuma wants to try cricket (while he'll be in Perth next year)	1
<b>Total</b>	<b>3</b>

Australian student 2: Our family loves Japanese food. **(3 marks)**

Description	Marks
Maaya, because	1
Maaya's hobby is cooking	1
Maaya will cook various Japanese food for host family	1
<b>Total</b>	<b>3</b>

Australian student 3: My mother prefers someone who can help her. **(3 marks)**

Description	Marks
Maaya, because	1
Maaya is willing to help with the washing and cleaning	1
Yuuma rather prefer not do washing, nor cleaning own room	1
<b>Total</b>	<b>3</b>

3. Compare the two blog postings and explain how their writing styles are different. (2 marks)

Description	Marks
Maaya's writing style is more polite because the desu masu form is used	1
Yuuma's writing style is more casual because the plain form is used	1
<b>Total</b>	<b>2</b>

4. Imagine you are going to host one of the Japanese students, either Maaya or Yuuma, as part of your school's exchange student program, next year. Choose one student and write an email. Write approximately 250–300 *ji* using polite form. (20 marks)

In the email, you should:

- introduce yourself and your family
- describe your house rules
- explain your school information, including rules
- mention some of the activities your family can do together with a Japanese exchange student.

Criteria	Marks
<b>Topic – Content and relevance of response</b>	
Writes an email to one of the Japanese exchange students that provides all the required content by: <ul style="list-style-type: none"> <li>• introducing self and family</li> <li>• describing house rules</li> <li>• explaining school information, including rules, and</li> <li>• mentioning some of the activities the family can do together with a Japanese exchange student.</li> </ul> Uses effective and relevant details to elaborate.	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides relevant content and covers a range of aspects of the question. Uses details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question. Uses limited details to elaborate.	3
Provides some content that superficially addresses some of the information in the question.	2
Provides content with little relevance to the question.	1
Provides content with no relevance to the question.	0
<b>Total</b>	<b>6</b>

<b>Linguistic resources – Accuracy</b>	
Applies the rules of grammar and syntax accurately and consistently. Uses a range of complex structures with some errors. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Applies the rules of grammar and syntax accurately and consistently. Uses a range of structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
Applies the rules of grammar and syntax with a satisfactory level of accuracy and consistency. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	4
Applies the rules of grammar and syntax with a satisfactory level of accuracy. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	3
Applies the rules of grammar and syntax inadequately and inconsistently. Uses a limited range of structures. Relies on syntax of another language. Makes errors, and inaccuracies impede understanding.	2
Applies the rules of grammar and syntax inaccurately. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
Fails to apply the rules of grammar with any accuracy or consistency. Uses only single words and short phrases. Relies heavily on syntax of another language.	0
<b>Total</b>	<b>6</b>
<b>Linguistic resources – Vocabulary and range</b>	
Uses contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses contextually relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a range of expressions. Engages the audience.	3
Uses mostly relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary.	1
Uses limited vocabulary.	0
<b>Total</b>	<b>5</b>
<b>Text types – Conventions and sequencing</b>	
Writes an email to one of the Japanese exchange students containing all the key conventions, including: <ul style="list-style-type: none"> <li>• a salutation at the beginning and a signature at the end</li> <li>• polite form.</li> </ul> Sequences information cohesively and coherently.	3
Uses most of the key conventions of the text type. Sequences information to some extent.	2
Uses few of the key conventions of the text type. Limited organisation of information impedes the flow and understanding.	1
Does not observe the conventions of the text type and does not sequence ideas.	0
<b>Total</b>	<b>3</b>
<b>Overall total</b>	<b>20</b>