



**Japanese Language Teachers' Association
of Western Australia**

西オーストラリア州日本語教師協会

Japanese: Second Language ATAR 12

Good Answer Guide

2023

2023 Good Answer Guide based on the 2022 Japanese: Second Languages ATAR course examination.

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Good Answer Guide 2023

The Good Answer Guide 2023 is based on the 2022 Japanese: Second Language ATAR Course examination. It provides samples of good answers and comments that describe what makes the answers good. We hope that students and teachers will find this guide useful in preparing for examinations.

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From the JLTAWA Committee

On behalf of the 2023 JLTAWA committee, we would sincerely like to thank Kumiko Sue and Anne Ashby not only for their hard work and time in creating this Good Answer Guide, but also for inspiring and supporting Japanese language education in WA.

Rosanne Jacobs
President JLTAWA

From the authors

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- 2022 examination candidates who gave their permission to use their work in this guide
- The School Curriculum and Standards Authority (SCSA) for their support and cooperation in releasing the examination scripts. The Authority remains the owner of the material.

We thank teachers for encouraging their students to return permission letter to SCSA to have their work included in this guide.

Kumiko Sue
Anne Ashby
May 2023

Before reading the good answers:

- Familiarise yourself with the **written examination design brief** in the Year 12 Japanese: Second Language ATAR Course Syllabus: <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages/japanese-second-language>
- Familiarise yourself with Appendix 2 – Text type list, also in Year 12 Japanese: Second Language ATAR Course Syllabus. This list is provided to enable a common understanding of the text types listed in the syllabus.

While reading the good answers:

- Read each exam question carefully and ensure you understand what it is asking. Make sure you read all parts of the question.
- Read the instructions associated with each question.
- Read the answers to each question and think about how they are similar and different. Discuss this with a peer or teacher.
- Read the comments to build an understanding of what makes the answer good.
- Write down, or highlight, and learn words that are new to you.
- Write down, or highlight, and learn phrases that would be useful in your own writing.
- Pay attention to the way each answer is organised.
- Write down or highlight the conventions used for the relevant text type.

After reading the good answers:

- Plan your own response to each of the questions.
- Write your response within the suggested working time.
- Read back over your response and compare it to the comments made about the good answers.
- Give your response to a peer, assistant teacher or classroom teacher who could provide feedback.
- Use the comments on the good answers and feedback from your peer or teacher to write an even better response.

Activities

- Read each text carefully
- Write your comments for each of the criteria
- Give a mark for each criterion
- Compare your marks with a peer and discuss

- address all aspects of the question and/or stimulus
- include relevant details and examples
- use a range of grammar from the Year 12 Japanese: Second Language ATAR Course Syllabus
- use a wide range of sophisticated and relevant vocabulary
- use productive kanji
- show a very high level of accuracy
- sequence information appropriately
- use the conventions of the specified text type
- have an appropriate ji count.

2022 Examination Section 3 Q29

Task

JAPANESE: SECOND LANGUAGE

18

Section Three

Written communication

30% (40 Marks)

This section contains **two** parts and **three** questions. Answer **two** questions in **Japanese**.

Part A: Stimulus response

There is **one** stimulus text and **one** question. Answer the question in **Japanese**.

Write approximately **250–300 ji** using **plain form**, on the squared paper following the question.

Part B: Extended response

There are **two** questions. Answer **one** question in **Japanese**.

Write approximately **350–400 ji** using **polite form**, on the squared paper following the questions.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 60 minutes.

Part A: Stimulus response

12% (15 Marks)

Write your response to Question 29 on the squared paper following this question. Write approximately **250–300 ji** using **plain form**.

Question 29

(15 marks)

You have received the following email from a Japanese person. Respond to the sender's comments and questions by writing a reply **email**.

アナさん

元気？ 12年生の日本語の勉強はどう？ たいへん？

ぼくは英語がぜんぜん上手にならなくてこまってる。

この前、テストで40てんしかとれなかったんだ。どうしたらいいと思う？

けんた

**Section Three
Written Communication**

30% (40 Marks)

Part A: Stimulus response

12% (15 Marks)

Write your response to Question 29 on the squared paper following this section.

Question 29

(15 marks)

You have received the following email from a Japanese person. Respond to the sender's comments and questions by writing a reply **email**.

Criteria	Marks
Content and relevance of the response to the stimulus text	
Provides relevant and elaborated content relating to the information in the stimulus text, addressing all of the following information: <ul style="list-style-type: none"> describes the study of Year 12 Japanese, including any challenges refers to the sender's study of English provides advice on how the student may improve their English. 	3
Provides generally relevant and elaborated content relating to the stimulus text, addressing the information above.	2
Addresses some of the information above with minimal detail.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Range of grammar	
Effectively uses a wide range of grammar and sentence structures.	3
Uses a range of grammar and sentence structures.	2
Relies predominantly on a limited range of sentence structures.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Range of vocabulary and <i>kanji</i>	
Uses a wide range of vocabulary, including productive <i>kanji</i> .	2
Uses a range of vocabulary, including some productive <i>kanji</i> .	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	2
Accuracy	
Consistently uses language with a high level of accuracy. Inaccuracies do not affect meaning, nor flow. Uses <i>kanji/kana</i> appropriately.	3
Uses language with a good level of accuracy. Word order is fairly accurate. Words including <i>kanji/kana</i> are occasionally written inaccurately or inappropriately chosen. Inaccuracies sometimes affect meaning or flow.	2
Major errors evident in word order, word choice and <i>kanji/kana</i> use. Difficult to comprehend meaning.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	3
Organisation	
Writes a structured response. Ideas are connected clearly in an appropriate length.	2
Structure impedes some flow and understanding. Connections are simple and straightforward.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	2
Conventions of the text type	
Uses the conventions of a reply email and the required plain form register consistently: <ul style="list-style-type: none"> acknowledgment of reply appropriate greeting appropriate author and recipient casual sign off. 	2
Uses some of the conventions of an email. Inconsistent use of the plain form register.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	2
Total	15

Answer 1 comments

Content and relevance of the Response to the Stimulus Text (3 marks)

- ✓ describes the study of Year 12 Japanese, including any challenges.
- ✓ refers to the sender's study of English.
- ✓ provides advice on how the student may improve their English.

Range of grammar (3 marks)

- ✓ A very wide range of ATAR 12 grammar is used effectively:
- ✓ ~し始める
- ✓ ~てこまる
- ✓ ~てしまう
- ✓ だけ
- ✓ しか
- ✓ Potential Form
- ✓ Embedded Question
- ✓ Complex sentence structure is used:
- ✓ どうやって会話の練習を一人でするか分からないんだ。
- ✓ 毎日、休まないで、漢字の意味を学ぶようにしてるわ。
- ✓ テストで40点しか取らなくても、
- ✓ 英語が上手にならなくても、
- ✓ Volitional Form
- ✓ ておく
- ✓ んだ・なの?
- ✓ ~ないで
- ✓ ~ても
- ✓ ~によると~そうだ

Range of vocabulary and kanji (2 marks)

- ✓ Uses a wide range of contextually relevant vocabulary (e.g. 最近、かなり、ただ一つの、安心する)
- ✓ Uses a range of contextually relevant conjunctions (e.g. そのために、それでも、)
- ✓ All productive kanji from Unit 1 and 2 are used. They are written correctly.

Accuracy (3 marks)

- ✓ Very high level of accuracy is consistent throughout.
- ✓ Minor mistakes which do not affect meaning.

海 → 毎

最近のテストで60点だけ取れて、→ 最近のテストで60点しか取れなくて、

(This sentence fragment is grammatically correct, but would be more natural sounding if しか was used instead of だけ, due to the negative tone of the content.)

ただ一つだけのテストで、次のテストで100点取ろう。→ ただ一つのテストだから、次のテストで100点取ろう。(The first part of this sentence is a reason.)

言語の先生によると、XX世界で一番難しい言語だそうだから、安心して。→ 言語の先生によると、

英語は世界で一番難しい言語だそうだから、安心して。

(To clarify meaning, the word "English" should be stated.)

Organisation (2 marks)

- ✓ Information is well organised and clearly written.
- ✓ The passage is written cohesively and flows very well.
- ✓ Meets appropriate ji count. (292 ji in total)

Start your answer to Question 29 here.

300 ji sheet

けんたくん
 私は元気だよ。けんたは？今年の
 日本語の
 テストに取った成績は去年より良
 かったんだが、まだ10点が取れ
 ない。^{先生による}行きたい大学に行けるよう
 に、10点をとるようにはしたほう
 がいいそうだよ。毎日日本語の勉
 強のために三時間がかかっている
 のに、まだ漢字も書けないし、会
 話もできないし、大変だ。
 けんたは英語が上手になれなくて
 困っているの？まず、一体何が難
 しいか考えてみてください？単語な
 ら、試験の前には覚^{おぼ}えておいたらいい
 よ。もし、会話だったら、私と
 練習したらどう？それに、私も漢
 字の書き方を教えてい友日本語につい
 ての問題も聞ける。そうしたら、
 おたがいに手伝う事ができる。
 いや、返事を待っている。

See next page

ア+

Answer 2 comments

Content and relevance of the Response to the Stimulus Text (3 marks)

- ✓ describes the study of Year 12 Japanese, including any challenges.
- ✓ refers to the sender's study of English.
- ✓ provides advice on how the student may improve their English.

Range of grammar (3 marks)

- ✓ A very wide range of ATAR 12 grammar is used effectively:
- ✓ Relative Clause
 - ✓ ~ために
- ✓ ~んだ。
 - ✓ ~し、
- ✓ ~ように
 - ✓ ~てこまる
- ✓ Potential Form
 - ✓ ~ておく
- ✓ ~によると~そうだ
 - ✓ ~みたい
- ✓ Complex sentence structure is used:
- ✓ 今年の日本語のテストに取った成績は去年より良かったんだが、まだ八十点が取れない。
- ✓ 先生によると行きたい大学に行けるように、八十点をとるようにしたほうが良いそうだよ。
- ✓ けんたくんは英語が上手になれなくて困っているの？
- ✓ 一体何が難しいか考えてみたらどう？

Range of vocabulary and kanji (2 marks)

- ✓ Uses a wide range of contextually relevant vocabulary (e.g. おたがいに、成績、ちゃんと、大変、単語なら)
- ✓ Uses a wide range of contextually relevant conjunctions (e.g. まず、それに、そうしたら)
- ✓ All productive kanji from Unit 1 and 2 are used. They are written correctly.

Accuracy (3 marks)

- ✓ Very high level of accuracy is consistent throughout.
- ✓ Minor mistakes which do not affect meaning.

今年の日本語のテストに取った成績は、→ 今年の日本語のテストで取った成績は、
三時間がかかっているのにまだ漢字も書けないし、→ 三時間がかかっているけど、漢字も書けないし、

Organisation (2 marks)

- ✓ Information is well organised and clearly written.
- ✓ The passage is written cohesively and flows very well.
- ✓ Meets appropriate ji count. (283 ji in total)

Conventions of the text type (2 marks)

- ✓ Some key conventions of an email are used, including:
 - appropriate author (アナ) and recipient (けんたくん)
 - casual sign off (じゃ、返事を待っている。)Even better if the acknowledgment of reply and an appropriate greeting was included.
- ✓ Uses plain form consistently.
- ✓ Uses natural style of casual speech eg
 - 私は元気だよ。 - したらどう？
 - 困っているの？
- ✓ Paragraphing is used. To make the start of a new paragraph clearer, it might be suggested to indent one box.

Answer 3 comments

Content and relevance of the Response to the Stimulus Text (3 marks)

- ✓ describes the study of Year 12 Japanese, including any challenges.
- ✓ refers to the sender's study of English.
- ✓ provides advice on how the student may improve their English.

Range of grammar (3 marks)

- ✓ A very wide range of ATAR 12 grammar is used effectively:
 - ✓ ~し
 - ✓ Potential Form
 - ✓ ~ようになる
 - ✓ ~ても
 - ✓ ~ないで
 - ✓ ため
 - ✓ ~ておく
 - ✓ だけ
 - ✓ ~ように
 - ✓ ~ないように
- ✓ Complex sentence structure is used:
 - ✓ はじめは、たいへんでも、あきらめないで、一生けんめい勉強していいせいせきがとれるの。
 - ✓ むりをしないようにすることもすすめる。

Range of vocabulary and kanji (2 marks)

- ✓ Uses a wide range of contextually relevant vocabulary (e.g. ちゃんと、あきらめる)
- ✓ Uses a wide range of contextually relevant conjunctions (e.g. まずは、そして、はじめは、**それだけじゃなくて、**)
- ✓ All productive kanji from Unit 1 and 2 are used. They are written correctly.

Accuracy (3 marks)

- ✓ Very high level of accuracy is consistent throughout.
- ✓ Minor mistakes which do not affect meaning.

始めは→ ^{はじ}初めは

日本語も上手に話せるようになり始めるので、楽しかった。→ 日本語も上手に話せるようになったので、楽しかった。

いいせいせきがとれるの。→いいせいせきが取れたたの。

Organisation (2 marks)

- ✓ Information is well organised and clearly written.
- ✓ The passage is written cohesively and flows very well.
- ✓ Meets appropriate ji count. (256 ji in total)

Conventions of the text type (2 marks)

- ✓ Key conventions of an email is used, including:
 - acknowledgment of reply (メール、ありがとう)
 - appropriate greeting (こんにちは)
 - appropriate author (アナ) and recipient (けんたくん)
 - casual sign off (じゃ、これで終わる。)
- ✓ Uses plain form consistently.
- ✓ Uses natural style of casual speech eg
 - とれるの。
 - 大切だよ。
 - がんばってね。
- ✓ Clear paragraphing is used.

2022 Examination Section 3 Q30

Task and answer key

Question 30

(25 marks)

You have been asked to contribute an article to a Japanese high school newsletter on driving to school, which is not commonly allowed by high schools in Japan. Write an article in which you:

- discuss the transport options for commuting to school in Australia, including your own experience
- explain the positive and negative points of commuting to school by driving a car
- state your opinion about Japanese schools not allowing students to drive to school.

Criteria		Marks
Content and relevance		
Engages the audience effectively with well-developed ideas and information by writing:		
Q30 • an article to a Japanese high school newsletter	Q31 • an article to a Japanese high school newsletter	
Provides highly relevant and elaborated content, addressing the following points:		6
Q30 • discusses the transport options for commuting to school in Australia, including own experience • explains the positive and negative points of commuting to school by driving a car • states opinion on Japanese schools not allowing students to drive to school.	Q31 • describes how one has spent earnings or allowance as a high school student • compares own experience of spending money with other young people in Australia • states opinion about whether high school students should save money for the future and why.	
Provides relevant content, mostly with elaboration.		5
Provides generally relevant content and covers a range of aspects, with some elaboration.		4
Provides generally relevant but superficial content. Some repetitive information.		3
Includes some relevant and basic content.		2
Response has limited relevance to the topic with minimal detail.		1
Does not meet any of the above performance levels for this criterion.		0
Subtotal		6

Range of grammar	
Effective use of a wide range of grammar and complex sentence structures.	4
Uses a range of grammar and sentence structures.	3
Uses some grammar and sentence structures.	2
Relies on a limited range of sentence structures.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	4
Range of vocabulary and kanji	
Uses a wide range of vocabulary, including most productive <i>kanji</i>	4
Uses a range of vocabulary, including some productive <i>kanji</i> .	3
Uses a limited range of vocabulary and productive <i>kanji</i> .	2
Relies predominantly on the repetitive use of basic vocabulary and limited productive <i>kanji</i> .	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	4
Accuracy	
Consistently uses language with a high level of accuracy. Orders words correctly, chooses vocabulary appropriate to context, and use <i>kanji/kana</i> appropriately. Inaccuracies do not affect meaning or flow.	5
Uses language with a good level of accuracy. Word order is fairly accurate. Words including <i>kanji/kana</i> are occasionally written inaccurately or inappropriately chosen. Inaccuracies sometimes affect meaning or flow.	4
Uses language with some accuracy, sometimes omitting words. Words and <i>kanji/kana</i> are often written inaccurately or inappropriately chosen. Inaccuracies affect meaning or flow.	3
Some major errors evident in word order, word choice and <i>kanji/kana</i> use. Sometimes difficult to comprehend meaning.	2
Many major errors evident in word order, word choice and <i>kanji/kana</i> use. Often difficult to comprehend meaning.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	5
Organisation	
Sequences information coherently and cohesively. Appropriate length.	4
Sequences most information coherently and cohesively. Appropriate length.	3
Some sequencing and paragraphing is evident. Connections are simple and straightforward.	2
Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	4
Conventions of text type	
Uses the conventions of an article. Uses the required polite form register consistently and includes: <ul style="list-style-type: none"> • a title • authorship • appropriate opening • statement of conclusion/advice. 	2
Uses some of the conventions of an article. Inconsistent use of the polite form register.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	2
Total	25

Answer 4

Start your answer here for: Question 30 or Question 31 (Indicate your choice with a tick.)
300 ji sheet

「高校に車で行く」と、
トム・リー
日本にいる皆さん、いつ運転免許
をとるよってかにかについてかん
がえたことがありますか。オース
トラリアでは、^{日本と違って}高校を卒業する前
に、運転免許が取れます。
そういうことで、車で学校に行
く生徒がたくさんいます。先生に
よると、50人くらいいるそうぞ、
私もそうぞす。車以外に、学校の
バスもあるし、自転車でも行ける
し、せんたくが多いぞす。
車で学校に行ったら、学校のバ
スを待たなくてもいいし、~~し~~、時間
をむだにしないでできるぞけ遅く
起きる事ができません。皆さんも勉
強の~~し~~ために、寝る時間が全然^{悪い}な
いので、それはいい^{と悪い}ます。でもい
い点だけじゃなくて、悪い点もあ

Answer 4 continued

Continue your answer here for Question 30 or Question 31.

300 ji sheet

り	ま	す	。	例	え	ば	、	事	故	に	あ	っ	て	し
ま	っ	て	困	ま	り	ま	す	。						
	日	本	高	校	も	こ	こ	の	高	校	升	た	い	に
運	転	さ	せ	る	ほ	う	が	い	い	と	思	い	ま	す
生	徒	た	ち	は	安	全	な	運	転	し	方	を	替	っ
て	お	く	事	が	で	き	ま	す	。	そ	れ	に	、	自
分	で	運	転	し	て	も	よ	か	っ	た	ら	、	地	下
鉄	に	乗	る	た	め	の	時	間	も	部	活	升	た	
い	な	事	に	使	え	る	よ	う	に	な	っ	て	い	い
ん	で	す	。	た	か	ら	、	い	い	と	思	い	ま	す
	日	本	人	の	皆	さ	ん	は	ど	う	思	う	ん	で
す	か	。												

Answer 5

Start your answer here for: Question 30 or Question 31 (Indicate your choice with a tick.)
300 ji sheet

「車で学校に行くこと」
ミ・ア・テ・イ
今日は、車で学校に行くことは
いい考えかどうかについて書こうと
思います。
ま"は、私のばあいは、高校一
年生の時に公共交通機関で学校に
行き始めました。不便だ"、たし、
時間もおかしくな"たので、つかれて
しま"て困りました。
~~実は~~、車を運転することはいい
点があります。たとえば、時間を
かか"ないで、学校に行けるこ
とです。でも、わるい点もありま
す。たとえば、ガソリン代"いは高
いこ"です。それだ"けでなく、
かんきょうにもわるいこ"です。ね。
インターネットによると、日本
人の高校生は車を運転して学校に
行くことはた"め"た"そう"です。実は

Answer 5 continued

Continue your answer here for Question 30 or Question 31.

300 ji sheet

利	は	そ	れ	に	さ	ん	せ	い	で	す	。	日	本	み
た	い	な	せ	ま	い	国	は	オ	ー	ス	ト	ラ	リ	ア
と	ち	が	っ	て	、	公	共	交	通	機	関	の	方	が
便	利	た	と	思	う	ん	ぞ	す	。					
	住	ん	で	い	る	国	に	よ	っ	て	、	車	で	学
校	に	行	く	こ	と	は	い	い	考	え	か	ど	う	か
は	ち	が	い	ま	す	ね	。	こ	の	皆	さん			
ど	う	思	い	ま	す	か	。	ど	も	便	利	は	一	番
大	切	た	と	思	い	ま	す	。						

Answer 6

Start your answer here for: Question 30 or Question 31 (Indicate your choice with a tick.)
300 ji sheet

「オーストラリアの高校生の通学」
サム・スミス
最近、オーストラリアで運転し
て通学する学生がふえてきました。
僕はパースに住んでいる高校生で、
今日は通学や運転する価値について
て書こうと思います。
僕の友達の中で、一番人気な通
学仕方はバスや電車です。なぜな
ら、ベんりで安いし、込んでいて
もたいてい座る場所があるからで
す。僕の母は家で働くからおくっ
てくれると言ったけど、母に頼ら
ないように僕もバスに乗るんです。
車で通学したら、雨の日でもい
いし、いつ出発するが自分で決め
られたから、免許を持っている学
生にはかなり人気です。しかし、
ガソリン代も保険代も高くなっ
たので、本当に運転する必要がある

Answer 6 continued

Continue your answer here for Question 30 or Question 31.

300 ji sheet

か	ど	う	か	考	え	て	お	く	べ	き	だ	と	思	い
ま	す													
	日	本	の	高	校	は	学	生	が	運	転	す	る	の
を	許	し	た	方	が	い	い	と	思	い	ま	す		そ
う	し	た	ら		学	生	が	運	転	の	危	険	が	分
か	る	よ	う	に	な	る	し		将	来	の	た	め	に
役	に	立	つ	ス	キ	ル	も	身	に	つ	け	ら	れ	る
か	ら	で	す										早	く
	と	に	か	く		学	生	は	下	き	る	だ	け	運
転	し	始	め	た	方	が	い	い	と	思	い	ま	す	

2022 Examination Section 3 Q31

Task and answer key

Question 31

(25 marks)

You have been asked to contribute an article to a Japanese high school newsletter on money and young people in Australia. Write an article in which you:

- describe how you have spent your earnings or allowance as a high school student
- compare your experience of spending money with other young people in Australia
- state your opinion about whether high school students should save money for the future and why.

Criteria		Marks
Content and relevance		
Engages the audience effectively with well-developed ideas and information by writing:		
Q30 • an article to a Japanese high school newsletter	Q31 • an article to a Japanese high school newsletter	
Provides highly relevant and elaborated content, addressing the following points:		6
Q30 • discusses the transport options for commuting to school in Australia, including own experience • explains the positive and negative points of commuting to school by driving a car • states opinion on Japanese schools not allowing students to drive to school.	Q31 • describes how one has spent earnings or allowance as a high school student • compares own experience of spending money with other young people in Australia • states opinion about whether high school students should save money for the future and why.	
Provides relevant content, mostly with elaboration.		5
Provides generally relevant content and covers a range of aspects, with some elaboration.		4
Provides generally relevant but superficial content. Some repetitive information.		3
Includes some relevant and basic content.		2
Response has limited relevance to the topic with minimal detail.		1
Does not meet any of the above performance levels for this criterion.		0
Subtotal		6

Range of grammar	
Effective use of a wide range of grammar and complex sentence structures.	4
Uses a range of grammar and sentence structures.	3
Uses some grammar and sentence structures.	2
Relies on a limited range of sentence structures.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	4
Range of vocabulary and <i>kanji</i>	
Uses a wide range of vocabulary, including most productive <i>kanji</i>	4
Uses a range of vocabulary, including some productive <i>kanji</i> .	3
Uses a limited range of vocabulary and productive <i>kanji</i> .	2
Relies predominantly on the repetitive use of basic vocabulary and limited productive <i>kanji</i> .	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	4
Accuracy	
Consistently uses language with a high level of accuracy. Orders words correctly, chooses vocabulary appropriate to context, and use <i>kanji/kana</i> appropriately. Inaccuracies do not affect meaning or flow.	5
Uses language with a good level of accuracy. Word order is fairly accurate. Words including <i>kanji/kana</i> are occasionally written inaccurately or inappropriately chosen. Inaccuracies sometimes affect meaning or flow.	4
Uses language with some accuracy, sometimes omitting words. Words and <i>kanji/kana</i> are often written inaccurately or inappropriately chosen. Inaccuracies affect meaning or flow.	3
Some major errors evident in word order, word choice and <i>kanji/kana</i> use. Sometimes difficult to comprehend meaning.	2
Many major errors evident in word order, word choice and <i>kanji/kana</i> use. Often difficult to comprehend meaning.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	5
Organisation	
Sequences information coherently and cohesively. Appropriate length.	4
Sequences most information coherently and cohesively. Appropriate length.	3
Some sequencing and paragraphing is evident. Connections are simple and straightforward.	2
Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	4
Conventions of text type	
Uses the conventions of an article. Uses the required polite form register consistently and includes: <ul style="list-style-type: none"> • a title • authorship • appropriate opening • statement of conclusion/advice. 	2
Uses some of the conventions of an article. Inconsistent use of the polite form register.	1
Does not meet any of the above performance levels for this criterion.	0
Subtotal	2
Total	25

Answer 7 continued

Continue your answer here for Question 30 or Question 31.

300 ji sheet

ど	、	私	は	も	う	持	っ	て	る	こ	と	に	お	金
を	使	い	な	い	で	貯	め	ま	す	。				
	個	人	的	な	意	見	で	は	、	高	校	生	は	大
人	に	な	っ	た	ら	後	悔	し	な	い	よ	う	に	、
お	金	を	貯	め	て	お	い	た	ら	い	い	と	思	い
ま	す	。	そ	う	し	た	ら	、	必	要	な	物	が	買
え	る	し	、	事	故	が	あ	っ	て	も	お	金	の	問
題	は	な	い	か	ら	で	す	。						
	と	に	か	く	、	お	金	を	貯	め	た	ら	、	将
来	の	自	分	が	く	ら	し	や	す	い	生	活	が	送
れ	ま	す	。											

Answer 7 comments

Content and relevance of the Response to the Stimulus Text (6 marks)

- ✓ describes how one has spent earnings or allowance as a high school student.
- ✓ compares own experience of spending money with other young people in Australia.
- ✓ states opinion about whether high school students should save money for the future and why.

Range of grammar (4 marks)

- ✓ A very wide range of ATAR 12 grammar is used effectively:
- ✓ ~し
- ✓ ~ために
- ✓ ~ようと思う
- ✓ だけ
- ✓ Potential
- ✓ ように
- ✓ Relative Clause
- ✓ Complex sentence structure is used:
- ✓ 自分がほしいものを買うために使うか、貯めておくか分かりません。
- ✓ 将来買いたい車^{しょう}が買えるように、銀行^{ぎん}に貯金^{ちよ}するようにしています。
- ✓ オーストラリア^{わかもの}では若者はよく友達^{ゆう}と有名^{かしゅ}な歌手^{けいかく}のイベント^たに行く計画を立てるけど、私はそんなお金^{こじんてき}をもって(い)ないんです。
- ✓ 個人的な意見^{こじんてき いけん}では、高校生^{こうかい}は大人^{こじんてき}になったら、後悔^{こうかい}しないように、お金^{こじんてき}を貯めておいたらいいと思います。
- ✓ そうしたら必要^{ひつよう}な物^{もの}が買えるし、事故^{じこ}があってもお金^{こじんてき}の問題^{もんだい}はないからです。

Range of vocabulary and kanji (4 marks)

- ✓ Uses a wide range of contextually relevant vocabulary (e.g. 後悔^{こうかい}する、計画^{けいかく}を立てる、個人的な^{こじんてき}意見^{いけん}では)
- ✓ Uses a wide range of contextually relevant conjunctions (e.g. とにかく、そうしたら、それに)
- ✓ All productive kanji from Unit 1 and 2 are used. They are written correctly.

Accuracy (5 marks)

- ✓ Very high level of accuracy is consistent throughout.
- ✓ Minor mistakes which do not affect meaning.

XX貯めておくか → お金^たを貯めておくか OR 貯金^たしておくか

XX 高校生なので、→ 私^{わたし}は高校生なので、

(At the beginning of a new paragraph you must establish the subject of the first sentence)

アルバイトをしていない~~のせ~~、おこづかい、少しだけ~~も~~らって XX るので → アルバイトをしていないし、

おこづかいを少ししか~~も~~らっていないので

私はもう持っている~~のせ~~にお金を使わないで → 私はもう持っている物^{もの}にお金を使わないで

もらって XX る → もらっている

持って XX ないんです → 持っていないんです。

行^{けいかく} XX計画 → 行く^{けいかく}計画

Organisation (4 marks)

- ✓ Information is well organised and clearly written.
- ✓ The passage is written cohesively and flows very well.
- ✓ Meets appropriate ji count. (373 ji in total)

Conventions of the text type (2 marks)

- ✓ Key conventions of an article is used, including:
 - title (「若者とお金」)
 - authorship (メアリー・スミス)
 - appropriate opening
 - statement of conclusion/advice
- ✓ Uses polite form consistently.
- ✓ Clear paragraphing is used.



Activities and Reflections

Activity 1: Reflection on Q29

Read the text on the next page and make notes for each of the marking criteria.

Content and Relevance (3 marks)

Range of Grammar (3 marks)

Range of Vocabulary and Kanji (2 marks)

Accuracy (3 marks)

Organisation (2 marks)

Conventions of the Text Type (2 marks)

Activity 2: Reflection on Q30

Read the text on the next pages and make notes for each of the marking criteria.

Content and Relevance (6 marks)

Range of Grammar (4 marks)

Range of Vocabulary and Kanji (4 marks)

Accuracy (5 marks)

Organisation (4 marks)

Conventions of the Text Type (2 marks)

Start your answer here for: Question 30 or Question 31 (Indicate your choice with a tick.)
300 ji sheet

「	運	転	す	る	こ	と	の	い	い	点	に	つ	い	て	」
										サ	ム	・	ス	ミ	ス
	最	近	オ	-	ス	ト	ラ	リ	ア	び	ハ	モ	っ	と	
自	立	で	さ	る	よ	う	に	か	る	た	め	に	運	転	
免	許	を	取	り	た	い	高	校	生	が	多	く	か	っ	
た	そ	う	か	の	び	今	日	運	転	す	る	こ	と	の	
い	い	点	に	つ	い	て	書	こ	う	と	思	い	ま	す。	
	ま	が	さ	こ	び	は	学	校	に	行	く	た	め	に	
普	通	学	生	は	バ	ス	ヤ	電	車	で	行	き	ま	す。	
私	も	バ	ス	で	行	き	ま	す	が	1	時	間	以	上	
か	か	る	時	々	学	校	に	遅	刻	し	て	し	ま	っ	
て	困	り	ま	す。											
	で	も	バ	ス	に	乗	ら	か	い	で	車	で	行	っ	
た	ら	20	分	し	か	か	か	り	ま	せ	ん	。	そ	し	
て	車	で	行	く	ほ	う	が	は	は	や	い	だ	け	で	
な	く	バ	ス	と	違	っ	て	車	で	行	っ	た	ら	い	
っ	び	も	出	発	び	さ	る	よ	う	に	な	り	ま	す。	
で	も	事	故	に	答	え	遅	れ	ら	れ	な	い	よ	う	
に	い	っ	も	注	意	す	る	必	要	が	あ	り	ま	す。	
	本	に	伴	ん	で	い	る	友	達	に	あ	る	と		

Activity 3: Reflection on Q31

Read the text on the next pages and make notes for each of the marking criteria.

Content and Relevance (6 marks)

Range of Grammar (4 marks)

Range of Vocabulary and Kanji (4 marks)

Accuracy (5 marks)

Organisation (4 marks)

Conventions of the Text Type (2 marks)

Start your answer here for: Question 30 or Question 31 (Indicate your choice with a tick.)
300 ji sheet

「	オ	ー	ス	ト	ラ	リ	ア	の	若	者	の	お	金	」	
														ア	ナ
	最	近	オ	ー	ス	ト	ラ	リ	ア	の	若	者	は	お	金
	が	貯	め	ら	れ	な	く	て	困	っ	て	い	ま	す	。
	で	も		私	は	お	金	を	た	く	さ	ん	使	わ	な
	い	て	生	活	し	て	い	る	高	校	生	な	の	で	
	日		貯	金	す	る	の	に	つ	い	て	書	こ	う	と
	思	い	ま	す	。										
	先	ず		私	は	外	国	語	が	も	ら	と	上	手	
	に	話	せ	る	よ	う	に		本	を	買	い	ま	す	。
	友	達	の	た	め	の	プ	レ	ゼ	ン	ト	も	買	い	ま
	す	。	で	も		私	は	毎	日	お	金	を	ち	よ	っ
	て	し	か	使	わ	な	い	よ	う	に	し	て	い	て	
	こ	れ	が	出	来	る	高	校	生	は	多	く	な	い	み
	た	い	な	ん	で	す	。	他	の	若	者	に	よ	る	と
	貯	金	す	る	の	は	大	切	じ	ゃ	な	い	し		何
	か	が	ほ	し	い	時	に	す	ぐ	に	買	っ	た	方	が
	い	い	そ	う	で	す	が		私	は	そ	れ	に	反	対
	で	す	。	今	お	金	を	使	っ	て	し	ま	わ	な	い
	で		貯	金	し	た	ら		将	来		色	々	楽	し

