

Japanese 12
Resource Exam A
Scoring Guide

PART D: WRITTEN EXPRESSION

SECTION 8: NOTE

Value: 12 marks

Suggested Time: 20 minutes

INSTRUCTIONS: In complete **Japanese** sentences, using approximately 45 words (excluding particles), answer question 1 in the **Response Booklet**. Write a letter on the topic given below in letter form. Avoid repetition and lists. Marks will be awarded for content and for grammatical correctness.

1. Your Japanese friend is going to help you find a part-time job in Japan and needs some information from you. Using full sentences, write a note describing your skills, interests, and/or relevant experience.

(12 marks)

Do not identify yourself or your school.

Response:

さとしくんへ、

きょ年九月から ちかくのスターバックスでアルバイトをして10ヶ月になります。毎週、土曜日 あさ九時から五時まではたらいしています。まず あさ そうじをして、九時半からみせをあけます。コーヒーや、ラテや、カプチノをつくったり、ソーダやアイ스티ーのみものをつくったりすることができます。いちばんたのしいのは おきゃくさんと話すことです。しゅみは スポーツとサッカーとやきゅうが とくいです。日曜日は できたら5時間はたらきたいです。ありがとう。

2009年6月1日

のぶおより

OPEN-ENDED—marked holistically

SECTION 9: COMPOSITION

Value: 12 marks

Suggested Time: 20 min

INSTRUCTIONS: Answer question 2 in the **Response Booklet**. In complete **Japanese** sentences using approximately 60 words (excluding particles) write a composition. Avoid excessive dialogue, repetition and lists. Marks will be awarded for content and for grammatical correctness.

2. 先週は ベストフレンドのたんじょう日でした。

(My best friend's birthday was last week.)

(12 marks)

Do not identify yourself or your school.

Response:

先週 ベストフレンドのみかさんの18さいのたんじょう日を私の家でしました。私とみかさんのともだち 五人で すしや、たこやきや、すきやきをつくりました。あさ 九時から始めて、ぜんぶで5時間かかりました。母に少してつだってもらったので、とてもおいしいりょうりをつくることができました。りょうりが終わった後で、みんなでそうじをしたり、のみものをつくったり、バースデーカードを書いたりしました。夕方六時ごろ みかさんが来て、パーティが はじまりました。一人ずつ みかさんに プレゼントをあげて、みんなでダンスをして私たちがつくったりりょうりを食べました。みかさんは とても よろこんでくれて、私たちも うれしかったです。

OPEN-ENDED—marked holistically

JAPANESE 12 HOLISTIC SCORING GUIDE
GLOSSARY OF TERMS

Message/Information	A student's original response which communicates ideas, views and/or describes events, situations or experiences with supporting details and/or examples.
Language	<ul style="list-style-type: none">• able to express ideas using appropriate parts of speech; i.e. verb tenses, adjective forms, particles, adverb forms• spelling• sentence structure as found in Appendix G of the IRP• level of formality appropriate to the situation, i.e. personal letters, formal letters, plain form, polite form
Prescribed kanji	<ul style="list-style-type: none">• prescribed in the IRP found in Appendix A pages A-12 to A-17.
Completes the task	<ul style="list-style-type: none">• length of response meets the minimum suggested number of words• stays on topic

JAPANESE 12 HOLISTIC SCORING GUIDE

	Message/Information	Language	Vocabulary/Idioms
The 6 Response:	<ul style="list-style-type: none"> has ideas that are fully developed with clarity, ease and depth is well organized and on topic completes the task 	<ul style="list-style-type: none"> demonstrates a good understanding and control of appropriate verb tenses has varied sentence structure which integrates transitional words to link thoughts may have errors which do not detract from meaning 	<ul style="list-style-type: none"> has wide range of appropriate vocabulary/idioms which is predominantly correct
The 5 Response:	<ul style="list-style-type: none"> has ideas that are well developed and flow clearly and logically is well organized and on topic completes the task 	<ul style="list-style-type: none"> demonstrates a reasonable understanding and control of appropriate verb tenses has sentence structure which has some variety and may integrate transitional words to link thoughts has errors which do not interfere with the meaning 	<ul style="list-style-type: none"> has a good range of generally appropriate vocabulary/idioms which is generally correct
The 4 Response:	<ul style="list-style-type: none"> has ideas that are adequately developed and generally clear is organized and on topic completes the task 	<ul style="list-style-type: none"> has some understanding and control of appropriate verb tenses rarely goes beyond basic sentence structure has errors which weaken the meaning 	<ul style="list-style-type: none"> rarely goes beyond high frequency vocabulary/idioms but is generally correct and may have occasional errors.
The 3 Response:	<ul style="list-style-type: none"> has ideas that are often simplistic and lack development shows weak organization has difficulty in completing the task 	<ul style="list-style-type: none"> has difficulty in controlling appropriate verb tenses demonstrates basic sentence structure has errors which interfere with the meaning 	<ul style="list-style-type: none"> has a limited range of vocabulary/idioms which may be frequently incorrect
The 2 Response:	<ul style="list-style-type: none"> has limited ideas and development shows minimal organization does not complete the task 	<ul style="list-style-type: none"> has verb tenses which are predominantly incorrect has poor sentence structure has errors which impede meaning 	<ul style="list-style-type: none"> has a very limited range of vocabulary/idioms which is predominantly incorrect
The 1 Response:	<ul style="list-style-type: none"> has very limited ideas and no sense of development shows no organization does not complete the task 	<ul style="list-style-type: none"> has no control of verbs has non-functional sentence structure has errors which block meaning 	<ul style="list-style-type: none"> has minimal vocabulary/idioms which may be frequently invented
The 0 Response:	<ul style="list-style-type: none"> does not present enough message/information to be evaluated 		
NR	<ul style="list-style-type: none"> a blank paper with no response given 		