

Japanese 12
August 2006 — Form A
 Provincial Examination — Answer Key / Scoring Guide

Topics	Weightings	Cognitive Processes	Question Types
1. Linguistic Competency	18%	C = Writing	54 = Multiple Choice (MC)
2. Reading Comprehension	42%	R = Recognize and Retrieve Information	3 = Written Response (WR)
3. Written Expression	40%	Y = Interpret Texts Z = Analyze Texts	

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	A	–	1	1	–	MC
2.	C	–	1	1	–	MC
3.	D	–	1	1	–	MC
4.	A	–	1	1	–	MC
5.	B	–	1	1	–	MC
6.	C	–	1	1	–	MC
7.	A	–	1	1	–	MC
8.	B	–	1	1	–	MC
9.	D	–	1	1	–	MC
10.	A	–	1	1	–	MC
11.	C	–	1	1	–	MC
12.	C	–	1	1	–	MC
13.	B	–	1	1	–	MC
14.	A	–	1	1	–	MC
15.	D	–	1	1	–	MC
16.	B	Y	1	2	–	MC
17.	D	R	1	2	–	MC
18.	C	R	1	2	–	MC
19.	A	R	1	2	–	MC
20.	C	R	1	2	–	MC
21.	B	Y	1	2	–	MC
22.	D	Y	1	2	–	MC
23.	D	R	1	2	–	MC
24.	B	R	1	2	–	MC
25.	A	Y	1	2	–	MC
26.	B	Y	1	2	–	MC
27.	B	R	1	2	–	MC
28.	A	R	1	2	–	MC
29.	D	R	1	2	–	MC
30.	A	R	1	2	–	MC
31.	A	R	1	2	–	MC
32.	C	R	1	2	–	MC
33.	B	R	1	2	–	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
34.	D	Z	1	2	–	MC
35.	A	R	1	2	–	MC
36.	D	Y	1	2	–	MC
37.	D	Y	1	2	–	MC
38.	B	Y	1	2	–	MC
39.	B	R	1	2	–	MC
40.	C	R	1	2	–	MC
41.	A	Y	1	2	–	MC
42.	D	Y	1	2	–	MC
43.	B	R	1	2	–	MC
44.	A	R	1	2	–	MC
45.	B	Y	1	2	–	MC
46.	B	Y	1	2	–	MC
47.	D	R	1	2	–	MC
48.	D	Y	1	2	–	MC
49.	B	R	1	2	–	MC
50.	B	R	1	2	–	MC
51.	A	R	1	2	–	MC
52.	C	Y	1	2	–	MC
53.	D	R	1	2	–	MC
54.	B	Y	1	2	–	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	–	C	6	3	–	WR
2.	–	C	12	3	–	WR
3.	–	C	18	3	–	WR

PART C: WRITTEN EXPRESSION

SECTION 4: MAP

Value: 6 marks

Suggested Time: 10 minutes

INSTRUCTIONS: In complete **Japanese** sentences, using approximately 30 words (excluding particles), answer question 1 in the **Response Booklet**. Write a paragraph on the topic given below. Avoid repetition and lists. Marks will be awarded for content and for grammatical correctness.

1. Imagine this is your neighbourhood. Write a short description about it, based on the map below. (6 marks)



Response:

私のまちは小さいけれど、びょういんやこうえんやえいがかんやマクドナルドがあつて、とてもべんりなところです。こうえんは 広くて、ジョギングをする人が いつもいっぱいいます。私は、土曜日に、ともだちと あさ早くからジョギングをします。日曜日は 大きいホテルでダンスをする人が たくさんいます。とてもいいまちです。

OPEN-ENDED—marked holistically

SECTION 5: STORY COMPLETION

Value: 12 marks

Suggested Time: 15 minutes

INSTRUCTIONS: Answer question 2 in the **Response Booklet**. In complete **Japanese** sentences using approximately 45 words (excluding particles) respond to the topic given below. Avoid dialogue, repetition and lists. Marks will be awarded for content and for grammatical correctness.

2. あしたからうんてんすることができます。
(As of tomorrow, I am able to drive.)

(12 marks)

Response:

きのう、うんてんめんきょをもらいました。まだ車はありませんが、あしたから学校に 姉の車をかりて行くことにしました。もう学校に歩いて行かなくてもいいから、七時半までねることができます。歩いて行くと、三十分かかりますが、車で行くと、五分しか かからないからです。とってもうれしいです。

OPEN-ENDED—marked holistically

SECTION 6: REACTION TO PICTURE

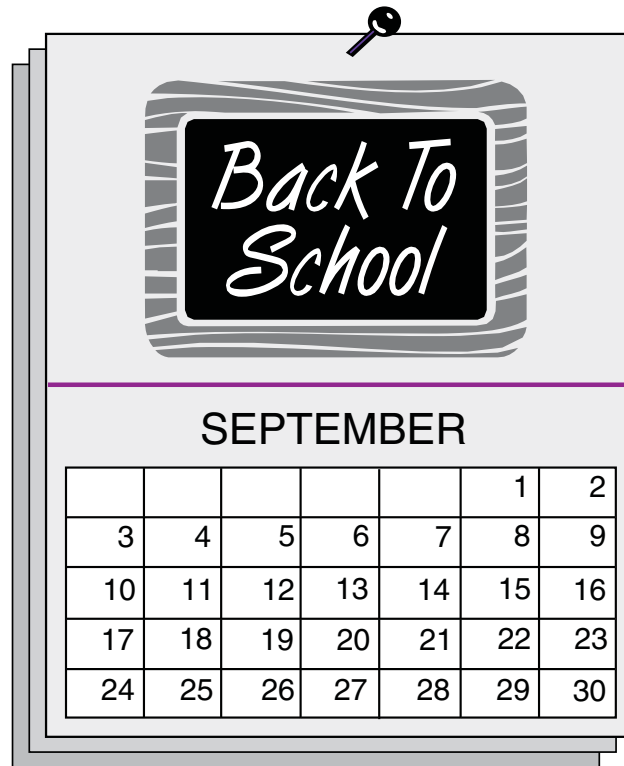
Value: 18 marks

Suggested Time: 20 minutes

INSTRUCTIONS: Answer question 3 in the **Response Booklet**. Imagine the situation depicted in the picture below. In complete **Japanese** sentences using approximately 75 words (excluding particles) write a paragraph based on the picture. Avoid dialogue, repetition and lists. Marks will be awarded for content and for grammatical correctness.

3.

(18 marks)



Response:

あと二週間で、大学が はじまります。今年のなつ休みは とてもいそがしかったけれど、たのしかったです。はじめて フルタイムのしごとをしました。ぎんこうでテラーのしごとをしました。ぎんこうのことを あまりしらなかったのも、はじめは毎日、しんぱいして よくねることが できませんでした。でもみんなしんせつだからテラーのしごとを すぐおぼえることができました。お金は あまりもらえなかったのですが、ぎんこうのしごとが 好きになりました。大学をそつぎょうしたらぎんこうのしごとを みつけたいと思います。

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

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	Message/Information	Language	Vocabulary/Idiom
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 		

END OF KEY