

Japanese 12
June 2001 Provincial Examination

ANSWER KEY / SCORING GUIDE

- Topics:**
1. Linguistic Competency
 2. Reading Comprehension
 3. Written Expression

Multiple Choice

Q	K	C	S	T	Q	K	C	S	T
1.	B	K	1	1	16.	A	K	1	1
2.	A	K	1	1	17.	C	U	1	1
3.	B	K	1	1	18.	D	K	1	1
4.	B	K	1	1	19.	B	U	1	1
5.	C	K	1	1	20.	A	U	1	1
6.	B	U	1	1	21.	C	K	1	2
7.	D	U	1	1	22.	B	U	1	2
8.	C	U	1	1	23.	B	U	1	2
9.	D	U	1	1	24.	A	U	1	2
10.	A	U	1	1	25.	C	H	1	2
11.	C	U	1	1	26.	A	U	1	2
12.	A	U	1	1	27.	C	U	1	2
13.	A	U	1	1	28.	C	U	1	2
14.	B	U	1	1	29.	A	U	1	2
15.	A	U	1	1	30.	D	U	1	2

Multiple Choice = 30 marks

Written Response

Q	C	T	S	Q	C	T	S
1.	U	2	1	6.	K	2	10
2.	U	2	1	7.	H	3	10
3.	U	2	1	8.	H	3	15
4.	U	2	1	9.	H	3	20
5.	U	2	1				

Multiple Choice = 30 marks
Written Response = 60 marks
Total = 90 marks

LEGEND:**Q** = Question Number**C** = Cognitive Level**T** = Topic**K** = Keyed Response**S** = Score**B** = Score Box Number

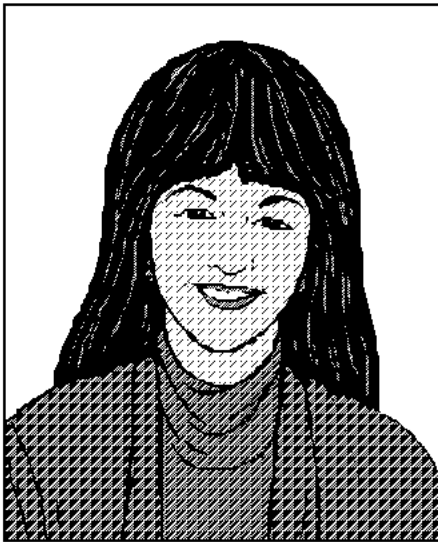
SECTION 3: AUTHENTIC DOCUMENTS

Value: 5 marks

Suggested Time: 10 minutes

INSTRUCTIONS: Read the following student identity card carefully and answer questions 1 to 5 in Japanese. Your answers must be based on the student identity card.

2000/2001 学生証
北高校



し めい
氏名 田中 花子
たんじょうび
誕生日 1985年5月30日生
学年 二年生
じゅうしょ
住所 青森市北区
2丁目14番23号
ばんごう
電話番号 351-7788

学生
ばんごう
番号

325667

ところ とうきょう
生まれた所 東京

1. この学生は 何年に高校をそつぎょうできますか。 (1 mark)

2002 / らいねん

2. この学生の名前は 何ですか。ひらがなで書いてください。 (1 mark)

たなかはなこ

3. この学生のたんじょう日は 何月何日ですか。 (1 mark)

5月30日

4. この学生は どのまちにすんでいますか。

(1 mark)

青森市

5. この学生は どの国で生まれましたか。

(1 mark)

日本

SECTION 3: AUTHENTIC DOCUMENTS (continued)

Value: 10 marks

Suggested Time: 16 minutes

INSTRUCTIONS: Read the following schedule carefully and answer all parts of question 6 in **English**.
Your answers must be based on the schedule.

さちこさんのフルートコンサートスケジュール

ハワイ	九月一日	(サーフィンを試みる)
ロスアンゼルス	九月三日	(コンサートのあとで パーティに行って、ハリウッドの ゆうめいなスターに会う)
バンクーバー (B.C.しゅう)	九月七日	(G.M.プレースでコンサート)
シカゴ	九月十三日	
トロント	九月十五日	
サンフランシスコ	九月十七日	
マイアミ	九月十九日	(フロリダで一週間休む)
ワシントンD.C.	九月二十六日	(ホワイトハウスのコンサート)
ニューヨーク	九月二十七日	(エンパイアーステートビルを見てから、そのロビーでミニ・コンサート)
モントリオール	十月一日	
パリ (フランス)	十月五日	(パリで一週間買い物をする。フランスりょうりを たくさん食べる)
ローマ (イタリア)	十月十三日	(ローマで一週間買い物をする。イタリアりょうりを たくさん食べる。)
タイペイ	十月二十二日	
ソウル	十月二十六日	
ホンコン	十月二十八日	(ホンコンで二週間ぐらい買い物をして、休む。)
	十一月十五日	日本へかえる

6. a) What instrument does Sachiko play? (1 mark)
Sachiko plays the flute.
- b) What sport will Sachiko try in Hawaii? (1 mark)
Sachiko will try surfing.
- c) In Los Angeles, what will Sachiko do after the concert? (1 mark)
Sachiko will go to the party and/or meet Hollywood stars in Los Angeles.
- d) Name **two** buildings where she will perform a concert. (1 mark)
**Any TWO of the following:
Sachiko will perform a concert at the White House, GM Place,
and the Empire State Building.**
- e) How long does Sachiko plan to rest in Florida? (1 mark)
Sachiko plans to rest for one week in Florida.
- f) How many cities will Sachiko see in Canada? (1 mark)
Sachiko will see three cities in Canada.
- g) Name **one** city in which Sachiko plans to shop. (1 mark)
**Any one of the following:
Sachiko plans to shop in Paris, Rome, and Hong Kong.**
- h) Name **two** places in Asia that Sachiko plans to visit. (1 mark)
Sachiko plans to visit Tapei, Seoul and Hong Kong.
- i) On what date does Sachiko plan to arrive in Europe? (1 mark)
Sachiko plans to arrive in Europe on October 5th.
- j) Approximately how many months does this itinerary cover? (1 mark)
This itinerary covers approximately two to three months.

PART C: WRITTEN EXPRESSION

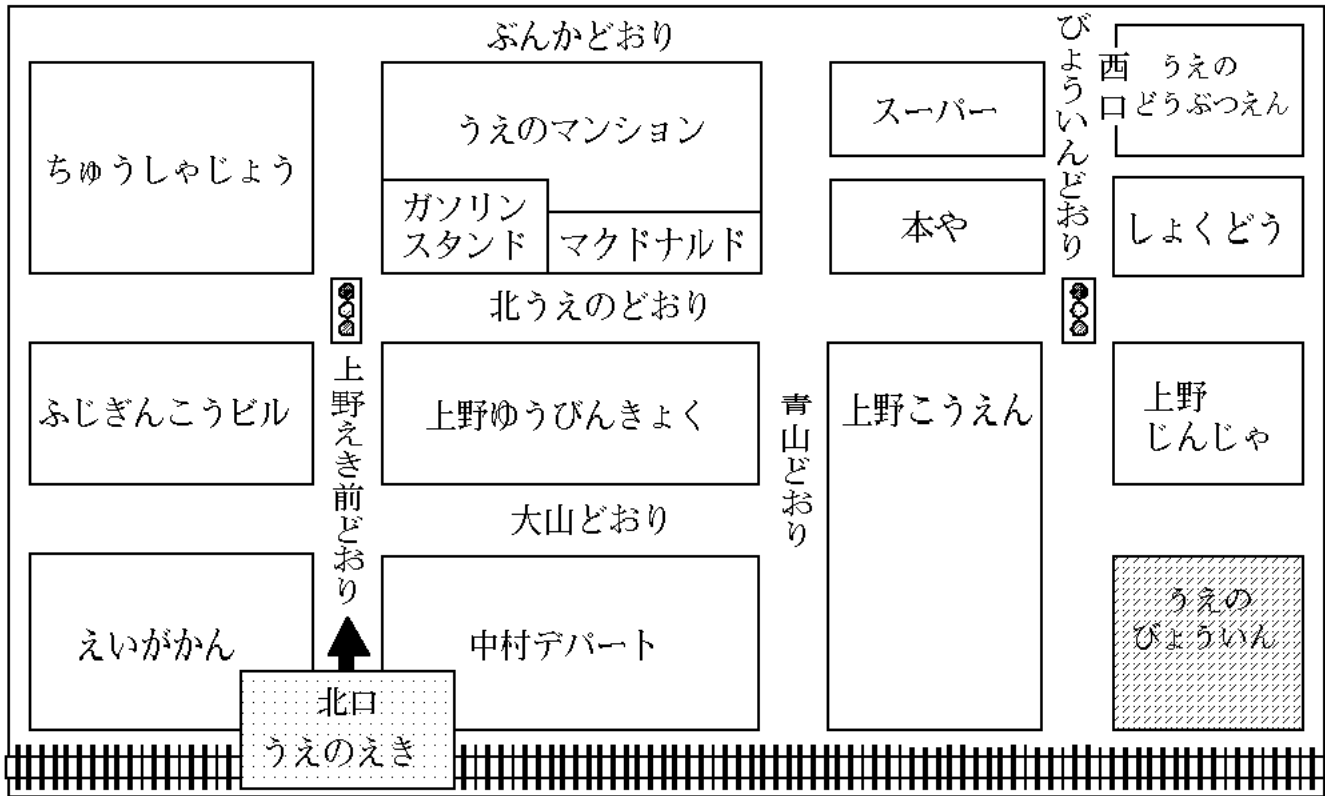
SECTION 4: MAP

Value: 10 marks

Suggested Time: 10 minutes

INSTRUCTIONS: In **Japanese** sentences, using approximately 30 words (excluding particles), write a paragraph on the topic given below. Avoid repetition and lists. Marks will be awarded for content and for grammatical correctness.

7. You are meeting Satoshi at Ueno Zoo at 3:00 p.m. Write a note to him explaining how to get from Ueno Station to Ueno Zoo. (10 marks)



Sample response:

さとしくんへ

上野えきの北口に出てください。上野えき前どおりをまっすぐ行って、はじめのしんごうを右にまがってください。北上野どおりを十分ぐらい行くと、しんごうがあります。そのしんごうを、左にまがって、まっすぐ行くと、右がわに、うえのどうぶつえんがあります。

あきこより

SECTION 5: STORY COMPLETION

Value: 15 marks

Suggested Time: 18 minutes

INSTRUCTIONS: 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.

8. わたしは びょうきに なりました。

(15 marks)

OPEN-ENDED—marked holistically

Sample response:

わたしは びょうきになりました。でも、お父さんは 仕事に行かなければならなかったので、わたしは、お母さんといっしょに びょういんへ行くことにしました。タクシーで 行きました。おいしゃさんをまっている間に、わたしは寒くなってきたので、お母さんのコートをかりました。しんせつなかんごふさんも もうふをもってきてくれました。30分後、おいしゃさんに会いました。わたしはねつがあって、かぜをひいたそうです。くすりをもらって、かえることにしました。

SECTION 6: REACTION TO PICTURE

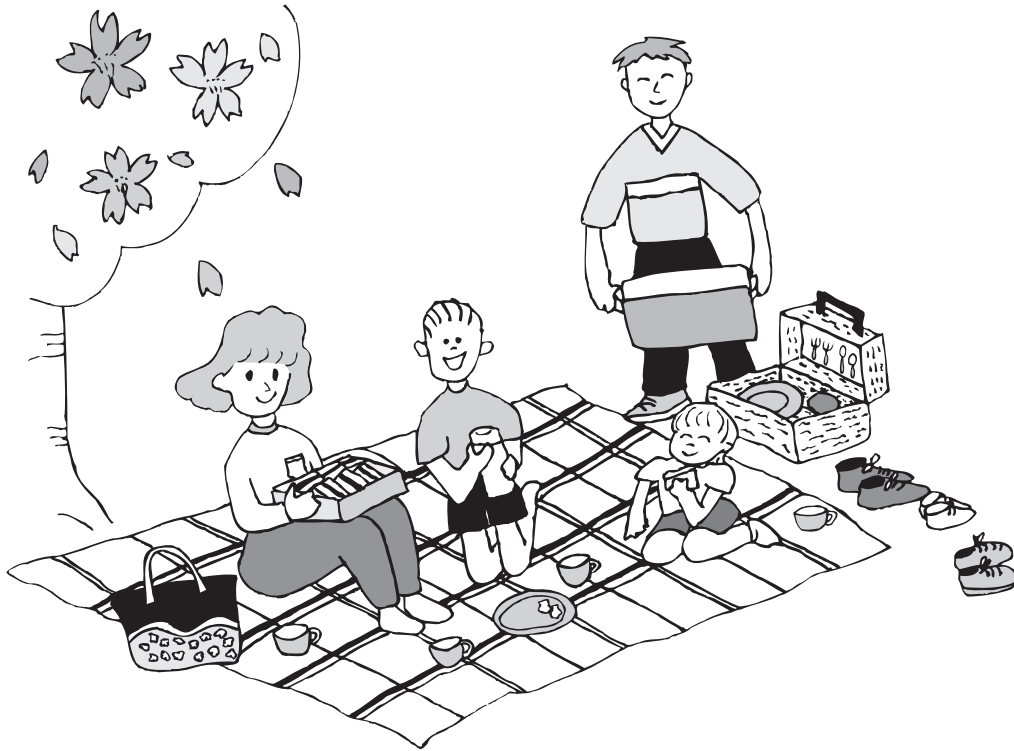
Value: 20 marks

Suggested Time: 25 minutes

INSTRUCTIONS: Imagine the situation depicted in the picture below. In complete **Japanese** sentences using approximately 60 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.

9.

(20 marks)



OPEN-ENDED—marked holistically

Sample response:

先週の日曜日に、かぞくとピクニックに行きました。天気がよくて、きもちがよかったです。さくらの花が さいていて、とても きれいでした。母は、朝、早くから、サンドイッチとフライドチキンを 作りました。ほくも妹のあき子も 手つだいました。上野こうえんへ行くと、人が おおぜい いました。それから、かぞくとおしゃべりをしながら、お昼ごはんを食べました。おいしかったです。少し、休んでから、父と妹とボールで遊びました。母は シャしんをたくさんとってくれました。五時ごろまで、こうえんで遊んで、家に帰りました。とてもたのしい一日でした。また来年も 家族と花見に行きたいと思います。

JAPANESE 12 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 SCORING GUIDE

	Message/Information	Language (parts of speech, sentence structure, level of formality)	Vocabulary/Expressions
The 5 Response:	<ul style="list-style-type: none"> has ideas that are developed clearly and logically is well organized and on topic completes the task in a sophisticated manner 	<ul style="list-style-type: none"> demonstrates a very clear understanding and control of the language has sentence structure which is varied and complex may have errors which do not interfere with the meaning 	<ul style="list-style-type: none"> has a wide range of appropriate vocabulary/ expressions uses vocabulary/ expressions correctly extensively uses the prescribed kanji
The 4 Response:	<ul style="list-style-type: none"> has ideas that are developed and generally clear is organized and on topic completes the task 	<ul style="list-style-type: none"> demonstrates a good understanding and control of the language attempts to go beyond basic sentence structure has errors which may weaken the meaning 	<ul style="list-style-type: none"> has a good range of appropriate vocabulary/ expressions is correct with occasional errors generally uses the prescribed kanji
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 or staying on topic 	<ul style="list-style-type: none"> has difficulty in controlling appropriate use of language demonstrates basic sentence structure has errors which interfere with the meaning 	<ul style="list-style-type: none"> has a limited range of vocabulary/expressions which may be inaccurate attempts to use some prescribed kanji
The 2 Response:	<ul style="list-style-type: none"> has some limited ideas and development shows minimal organization does not complete the task 	<ul style="list-style-type: none"> lacks control of language has poor sentence structure has errors which impede meaning 	<ul style="list-style-type: none"> has a very limited range of vocabulary/expressions which is predominately incorrect seldom uses the prescribed kanji
The 1 Response:	<ul style="list-style-type: none"> has very limited ideas shows no organization or sense of development does not complete the task 	<ul style="list-style-type: none"> has no control of language has non-functional sentence structure has errors which block meaning 	<ul style="list-style-type: none"> has minimal range of vocabulary/expressions no attempt to use prescribed kanji
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