

Japanese 12  
**August 2007 — Form A**  
 Provincial Examination — Answer Key

Topics	Weightings	Cognitive Processes	Question Types
1. Listening	20%	<b>C</b> = Writing	<b>6</b> = Spoken Response (SP)
2. Speaking	13%	<b>R</b> = Recognize and Retrieve Information	<b>18</b> = Listening Multiple Choice (LS)
3. Reading	40%	<b>Y</b> = Interpret Texts	<b>36</b> = Reading Multiple Choice (MC)
4. Writing	27%	<b>Z</b> = Analyze Texts	<b>2</b> = Written Response (WR)

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

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
28.	C	R	1	3	–	MC
29.	A	R	1	3	–	MC
30.	B	Y	1	3	–	MC
31.	B	R	1	3	–	MC
32.	D	R	1	3	–	MC
33.	B	R	1	3	–	MC
34.	C	R	1	3	–	MC
35.	B	Y	1	3	–	MC
36.	B	R	1	3	–	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	–	C	12	4	–	WR
2.	–	C	12	4	–	WR

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Provincial Examination — Scoring Guide

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**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 paragraph on the topic given below. Avoid repetition and lists. Marks will be awarded for content and for grammatical correctness.

1. You are writing to your grandparents in another part of the world. Write a letter outlining your plans after graduation from high school.

**(12 marks)**

**Do not identify yourself or your school.**

**You may use the information below as a guide, but you do not have to.**

School	You will be attending a school away from home.
Job	You hope to find a part-time job.
Outside School Interests	music concerts and martial arts skiing and travelling

**Response:**

おばあさんとおじいさんへ

お元気ですか。ペルーのお天気はどうですか。あついでしょう。今年、私はそつぎょうしてから九月にトロント大学に入ります。たのしみにしていますが、ちょっとしんばいです。トロントは バンクーバーからひこうきで五時間ぐらいかかります。からてとスキーが大好きなので、大学でクラブに入りたいと思います。このなつ休みに アルバイトをさがしてみます。そして、ひまがあったら、友だちとあそんだり、コンサートに行ったりしたいです。

じゃ、トロントについてから、また、手紙をおくります。

サリーより

## SECTION 9: COMPOSITION

Value: 12 marks

Suggested Time: 20 minutes

**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. きのうから……で しごとをはじめました。

(Yesterday I began working at...)

**(12 marks)**

**Response:**

きのうから、ダウンタウンのベイデパートで しごとを はじめました。これは、私のはじめてのフルタイムのしごとです。こどものようふくの セクションで、火よう日から、土よう日まで、あさ八時から 四時までです。うちからデパートまで、電車とバスで二時間ぐらいかかるので、六時ごろ 家を出なければなりません。あさ 早く起きるのが にがてな私は とてもしんばいですが、このしごとしか さがすことができなかったのも、いっしょうけんめい がんばらなければなりません。ほんとうに、このしごとが 好きだったら、デパートにもっと近いアパートに すもうと思っています。今は、父と母の家から しごとに行っています。きのうは しごとからかえって、よるごはんを食べないで、すぐねました。とてもつかれていたからです。知らなければならぬことが まだいっぱいあります。こんどの日よう日は 一日じゅう、ねていたいです。

**OPEN-ENDED—marked holistically**

**JAPANESE 12 HOLISTIC SCORING GUIDE**  
**GLOSSARY OF TERMS**

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

## JAPANESE 12 HOLISTIC SCORING GUIDE

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