Japanese Continuers text types

What are ‘texts’ (text types)?

‘Texts’ (text types) are various styles of spoken and written language, such as articles, conversations, letters and so on. Each text type varies in its characteristics of format, style, and language. In the Japanese Continuers HSC, the following text types are specified for production for the external examination:

1. article
2. diary entry
3. email
4. letter
5. message
6. note
7. notice
8. postcard
9. recount
10. report
11. script of an interview
12. script of a speech/talk.

Note: In the oral examination, you participate in a conversation.

Two different kinds of writing

In the written section of the HSC examination, you are required to produce two different kinds of writing. The first kind is informative or descriptive and the second is reflective, persuasive or evaluative, and could require you to explain or justify a point of view. Using the correct text type and including the correct kind of content is important.

Sample tasks and practice questions

Past HSC papers can be downloaded from the [NESA website](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers). Some past HSC questions have been used as sample tasks in this document.

The ‘texts’ (text types)

1 Article

Purpose

* to sustain an argument
* to describe
* to inform, persuade, amuse or entertain

Structure

* titles/headings (if appropriate)
* development of ideas/arguments
* sequencing and linking of ideas
* statement of conclusion or advice

Language features

* range of tenses (for example です/でした/ます/ました)
* language can be descriptive, factual, judgemental, emotive, or persuasive depending on context
* plain form or polite form (be consistent throughout the article)

Sample task – 書いてみよう！

Question

Write an article for your school’s newsletter, reflecting on what studying a foreign language has meant for you. Write approximately 400 *ji*.

2016 Higher School Certificate Examination, Japanese Continuers, Section III, Question 13 (a) (10 marks) © 2016 Board of Studies, Teaching and Educational Standards NSW

Task

Identify the following for this question:

1. What is the context?
2. What is the purpose?
3. Who is the audience?

2 Diary entry

Purpose

* a personal reflection on a theme, place or situation

Structure

* date and weather (for example ２００９年６月２９日、雨のちくもり)
* development of ideas/arguments
* sequencing and linking of ideas
* concluding statement (for example もうねむいのでここでおわります。)
* sign off with name (optional)

Language features

* written in the first person (keep the tone/perspective of the character from whose perspective you are writing)
* usually written in past tense (でした/ました)
* language can be descriptive, factual, judgemental, emotive, or persuasive depending on context
* plain form or polite form (be consistent throughout the diary entry)

Sample task – 書いてみよう！

Question

Answer the following question by writing approximately 150 *ji*.

Write a diary entry about something unexpected that happened at school today.

2016 Higher School Certificate Examination, Japanese Continuers, Section III, Question 12 (5 marks) © 2016 Board of Studies, Teaching and Educational Standards NSW

Task:

Identify the following for this question:

1. What is the context?
2. What is the purpose?
3. Who is the audience?

3 Email

Purpose

* to use technology-based methods of communication
* to send greetings
* to retell events
* to inform
* to seek a response

Structure

* email conventions (you are not usually required to write an email address in the exam)
* specific details without elaboration
* salutations and endings – less conventional than a normal letter, which may need ～さんへ、～より
* statement of conclusion or advice (for example メール待っています。or じゃ、またね。)

Language features

* range of tenses (for example です/でした/ます/ました)
* language can be descriptive, factual, judgemental, emotive or persuasive, depending on context
* plain form or polite form (be consistent throughout the email)

Sample task – 書いてみよう！

Question

Write an email to your Japanese friend informing him/her of your reasons for cancelling an outing that you had planned together for the weekend. Write approximately 150 *ji*.

2015 Higher School Certificate Examination, Japanese Continuers, Section III, Question 12 (5 marks) © 2015 Board of Studies, Teaching and Educational Standards NSW

Task

Identify the following for this question:

1. What is the context?
2. What is the purpose?
3. Who is the audience?

4 Informal letter

Purpose

* to communicate in writing with acquaintances, friends, family
* to inform, amuse

Structure

* salutations (for example ～さんへ、こんにちは。お元気ですか。)
* letter conventions (for example ～さんへ、～より、お元気ですか。私はげんきで。)
* comment/statement about the weather, date at the end

Language features

* subjective language (for example 私は…)
* language can be descriptive, factual, judgemental, emotive, or persuasive depending on context
* formality of language will depend on relationship between participants (for example letter to a friend or letter to a teacher)

Sample task – 書いてみよう！

Question

Write a letter to a Japanese friend to convince him/her to join you on a one-month trip around Japan. Write approximately 400 *ji*.

2014 Higher School Certificate Examination, Japanese Continuers, Section III, Question 13 (b) (10 marks) © 2014 Board of Studies, Teaching and Educational Standards NSW

Task

Identify the following for this question:

1. What is the context?
2. What is the purpose?
3. Who is the audience?

5 Message

Purpose

* to inform
* to request
* to instruct
* to remind

Note: The difference between a message and a note is that a message can vary in type, such as voicemail message, text message, email.

Structure

* succinct (short and to the point)
* general statement, description, procedure
* lack of descriptive detail
* frequent use of colloquial language (does not necessarily mean plain form)

Language features

* shorter than a standard letter
* plain form or polite form (be consistent throughout the message)

Sample task – 書いてみよう！

Question

Answer the following question by writing approximately 150 *ji*.

You are an exchange student at a Japanese high school. You have borrowed something belonging to your Japanese host brother without asking him. Send him an SMS message to explain why.

2011 Higher School Certificate Examination, Japanese Continuers, Section III, Question 12 (5 marks) © Board of Studies NSW 2011

Task

Identify the following for this question:

1. What is the context?
2. What is the purpose?
3. Who is the audience?

6 Note

Purpose

* to inform
* to request
* to instruct
* to remind

Note: the difference between a message and a note is that a message can vary in type such as voicemail message, text message, email.

Structure

* succinct (short and to the point)
* general statement, description, procedure
* lack of descriptive detail
* frequent use of colloquial language (does not necessarily mean plain form)

Language features

* shorter than a standard letter
* plain form or polite form (be consistent throughout the note)

Sample task – 書いてみよう！

Question

Your exchange student is catching the bus to school for the first time this morning. Write a note explaining how to behave on an Australian bus. Write 100-200 *ji*.

2009 Higher School Certificate Examination, Japanese Continuers, Section III, Question 12 (5 marks) © Board of Studies NSW 2009.

Task

Identify the following for this question:

1. What is the context?
2. What is the purpose?
3. Who is the audience?

7 Notice

Purpose

* to inform
* to seek a response (for example looking for a pen pal or looking for a room mate to share accommodation)

Structure

* heading/addressee
* specific details without elaboration
* statement of conclusion or advice (for example giving contact details)

Language features

* often written in present tense
* language can be descriptive, factual, emotive or persuasive depending on context
* plain form or polite form

Sample task – 書いてみよう！

Question

You are a university student in Japan currently living in a dormitory. You are looking to share accommodation off campus. Write a notice to put up on the university notice board. Write 200-300 *ji*.

Task

Identify the following for this question:

1. What is the context?
2. What is the purpose?
3. Who is the audience?

8 Postcard

Purpose

* to provide information, amuse or entertain
* to retell events and experiences (for example who, where, what, when)

Structure

* salutations (～さんへ、～より)
* brief description or message
* formulaic ending

Language features

* descriptive language
* personal impressions
* often written in past tense, for example where you went, what you did, what you saw (でした/ました)

Sample task – 書いてみよう！

Question

Answer the following question by writing approximately 150 *ji*.

You are on exchange in Japan and have moved to a new host family. Write a postcard to your old host family describing the area in which you are living now.

2010 Higher School Certificate Examination, Japanese Continuers, Section III, Question 12 (5 marks) © Board of Studies NSW 2010

Task

Identify the following for this question:

1. What is the context?
2. What is the purpose?
3. Who is the audience?

9 Recount

Purpose

* to inform or entertain
* to retell past events or experiences
* to retell a series of events

Structure

* introduction/orientation (set the scene – who, what, where, when)
* events sequenced in chronological order
* closing statement

Language features

* often told in the first person (私)
* descriptive language
* often told in past tense (for example でした/ました)
* time words to connect events (for example 前に/～た後で/間/時/～て/～てから/そして/それから)
* words which tell us when, where, with whom and how
* linking words (for example そして/それから/それに/だから/しかし/でも)

Sample task – 書いてみよう！

Question

You have been living in Japan for six months. Write an article for a Japanese youth magazine in which you reflect on your initial experiences and how you have adjusted to living in Japan. Write 200-300 *ji*.

2002 Higher School Certificate Examination, Japanese Continuers, Section III, Question 12(a) (9 marks) © Board of Studies NSW 2002. Note: This question is now worth 10 marks.Even though this question asks you to write an article, it is a recount as you have to write about previous experience.

Task

Identify the following for this question:

1. What is the context?
2. What is the purpose?
3. Who is the audience?

10 Report

Purpose

* to present information about a class of things (to classify) OR
* to describe the way things are
* to organise facts
* to draw conclusions

Structure

* general statement or classification
* series of paragraphs that describes
* logical progression
* concluding statement or summary

Language features

* supporting evidence, such as statistics, examples
* factual
* language specific to the topic
* objective language
* linking words (for example そして/それから/それに/だから/しかし/でも)

Sample task – 書いてみよう！

Question

Your Japanese school is reviewing school rules and uniform policy. As the president of the Student Representative Council, you have been asked to prepare a report giving feedback from a student perspective. Write this report, including in it suggestions for improvements. Write 200-300 *ji*.

2004 Higher School Certificate Examination, Japanese Continuers, Section III, Question 14(b) (9 marks) © Board of Studies NSW 2004. Note: This question is now worth 10 marks.

Task

Identify the following for this question:

1. What is the context?
2. What is the purpose?
3. Who is the audience?

11 Script of an interview

Purpose

* to find out information (for example a story or a response)
* to communicate ideas, opinions and attitudes
* to draw conclusions

Structure

* salutations
* clear idea of the purpose of the interview (今日は～についてインタビューしたいと思います。)
* question and response sequence If writing horizontally, initials followed by a colon can be used, e.g. A: and B:. If writing vertically, the speakers’ names or first name initial or A and B can be used followed by a blank box. (Note: This is not how it is done in Japan but is usually the way in which interviews and conversations are presented in text books and the simplest way to set it out for exam purposes)
* use of filler expressions and あいづち (for example ええと/あのう、ああ/はい/あのう)
* conclusion (for example インタビューありがとうございました。OR 今日は来てくださってありがとうございました。)

Language features:

* question forms (by the interviewer)
* register – use polite language (for example です/ますform)
* transition strategies when switching topics (optional, for example つぎに)

Sample task – 書いてみよう！

Question

A journalist from Nihongo magazine has interviewed you about how your interest in Japanese culture has developed over the years. Write the script of the interview. Write 300-400 *ji.*

2009 Higher School Certificate Examination, Japanese Continuers, Section III, Question 13(a) (10 marks) © Board of Studies NSW 2009.

Task:

Identify the following for this question:

1. What is the context?
2. What is the purpose?
3. Who is the audience?

12 Script of a speech/talk

Purpose

* to communicate ideas, opinions and attitudes
* to entertain
* to persuade
* to welcome
* to thank

Structure

* salutations (for example みなさん、おはようございます。)
* introductory statement of purpose (for example 今日は、～について話したいと思います。)
* ideas and information organised and linked
* concluding remarks (for example さいごまで聞いてくれてありがとうございます。/これで私のスピーチはおわりです。)

Language features:

* choice of expressions to engage the audience
* descriptive words
* range of tenses
* usually subjective language (this depends on the context)

Sample task – 書いてみよう！

Question

You have started your own travel company specialising in tours for university students. You will give a talk at a travel expo in Tokyo. Write the script of your speech persuading students to come on your tour in Australia. Write 300-400 *ji*.

2009 Higher School Certificate Examination, Japanese Continuers, Section III, Question 13(b) (10 marks) © Board of Studies NSW 2009.

Task

Identify the following for this question:

1. What is the context?
2. What is the purpose?
3. Who is the audience?