

## 2013 HSC Japanese Beginners Marking Guidelines

### Section I — Listening

#### Question 1

Criteria	Marks
• Identifies TWO pieces of information about the boy's father	2
• Identifies ONE piece of relevant information	1

*Sample answer:*

The boy's father is young and good at basketball.

#### Question 2

Criteria	Marks
• Correctly completes the table	2
• Identifies TWO pieces of relevant information	1

*Sample answer:*

Uniform Shop Opening Times		
Day	Opening time	Closing time
Tuesday	9:30	(2:00)
Wednesday	(9:15)	4:30
(Friday)	11:00	(3:30)

**Question 3**

Criteria	Marks
• Demonstrates a good understanding of why Tomoko has started dancing	3
• Demonstrates some understanding of why Tomoko has started dancing	2
• Identifies any relevant information	1

**Sample answer:**

Tomoko started dancing because it is her boyfriend's hobby. Also, dancing is good for her health and the doctor told her that she should do more exercise.

**Question 4**

Criteria	Marks
• Identifies the correct map	1

**Sample answer:**

(D)

**Question 5**

Criteria	Marks
• Demonstrates a good understanding of why Tom is likely to enjoy the homestay	3
• Demonstrates some understanding of why Tom is likely to enjoy the homestay	2
• Identifies any relevant information	1

**Sample answer:**

Tom's host family is treating him very well. For example, he has a beautiful view from the window in his room. He is also allowed to use the computer. The family will take him to Hiroshima because he has heard it is famous for okonomiyaki.

**Question 6**

Criteria	Marks
• Demonstrates a good understanding of why Emi is disappointed	3
• Demonstrates some understanding of why Emi is disappointed	2
• Identifies any relevant information	1

**Sample answer:**

Emi is disappointed because Masao said that he would go to her brother's wedding next Saturday. However, he is now saying that he can't go as he has his final Engineering exam on that day. Emi is also disappointed as she doesn't want to go alone.

**Question 7**

Criteria	Marks
• Demonstrates a comprehensive understanding of the two advantages and disadvantages of Keiko's new town	4
• Demonstrates a good understanding of the advantages and disadvantages of Keiko's new town	3
• Demonstrates some understanding of the advantages and disadvantages of Keiko's new town	2
• Demonstrates limited understanding of the advantages or disadvantages of Keiko's new town	1

**Sample answer:**

## Advantages

- There are beautiful parks and forests/natural areas.
- Keiko is able to enjoy cycling from Spring until Autumn, as there are not many cars on the roads (and there is no snow).

## Disadvantages

- In Winter, it snows and is very cold, so it is difficult to ride her bike.
- In Winter, the town is boring as there are no places to go and have fun. There is no cinema or department store.

**Question 8**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of who would be interested in this announcement, supporting the answer with the overall gist and two specific opportunities from the text	3
• Demonstrates some understanding of who would be interested in this announcement	2
• Identifies any relevant information	1

**Sample answer:**

Students who are interested in doing something unusual next year. Those who are interested in working with animals on a farm and also, students who can speak Korean, are interested in Korean cooking and would like to go to Korea next year.

**Question 9**

<b>Criteria</b>	<b>Marks</b>
• Provides an opinion as to whether Kenji and Masami will visit the Snow Festival together, with good justification from the text	4
• Provides an opinion as to whether Kenji and Masami will visit the snow Festival together, with some justification from the text	3
• Provides an opinion as to whether Kenji and Masami will visit the Snow Festival together with limited justification from the text	2
• Identifies a piece of relevant information	1

**Sample answer:**

No, Kenji and Masami will not go to the Snow Festival together as the return tickets and hotels are too expensive at this time and Kenji thinks that only going for a weekend is not worth it. Kenji thinks it would be better to go for a week, but Masami can't. Kenji also doesn't like cold weather and crowded places and he prefers to relax when he is on holiday.

**Question 10**

Criteria	Marks
• Demonstrates a comprehensive understanding of both arguments and draws a conclusion with detailed reference to the text	5
• Demonstrates a thorough understanding of both arguments and draws a conclusion with good reference to the text	4
• Demonstrates a good understanding of Akiko's and/or her father's arguments and draws a conclusion with some reference to the text	3
• Demonstrates some understanding of Akiko's and/or her father's arguments	2
• Identifies any relevant information with reference to the text	1

**Sample answer:**

Yes, Akiko's father will allow her to go to Australia as she is able to provide a convincing counter argument for each of his concerns.

Even though he is concerned that it is dangerous to catch a train at night in the city, Akiko assures him that she will be staying close to both the school and her part-time job and therefore will not need to catch the train at night.

Even though he is concerned about the scary animals in the countryside, she maintains that she will be living in the city.

Her father is concerned that it will be expensive, however Akiko plans on getting a part-time job.

Her father is concerned that her English won't improve, as she will only speak Japanese at school and the restaurant, which she can do in Japan. However, she argues her English will improve by staying with an Australian family and experiencing Australian culture.

OR

No, Akiko's father will not allow her to go to Australia even though she attempts to provide arguments for all of his concerns.

He is concerned that it is dangerous to catch a train at night in the city. Even though she argues that she will be staying close to both the school and her part-time job, how can he be sure that she won't catch the train at night?

Even though she says she will be living in the city, he is concerned about the scary animals in the countryside when she travels around Australia.

Her father is concerned that it will be expensive. Even though Akiko argues that she wants to have a part-time job, this may not be easy!

Her father is concerned that her English won't improve, as she will only speak Japanese at school and the restaurant, which she can do in Japan, even though Akiko argues that her English will improve by staying with an Australian family.

## Section II — Reading

### Question 11

Criteria	Marks
• Demonstrates a good understanding of what Akira's mother asks him to do	3
• Demonstrates some understanding of what Akira's mother asks him to do	2
• Identifies any relevant information	1

*Sample answer:*

Akira's mother asks him to phone his father, and take an umbrella to him at the station. He then needs to go to the butcher to buy 2kg of meat for the dog.

### Question 12

Criteria	Marks
• Demonstrates a comprehensive understanding of who would be interested in this advertisement	4
• Demonstrates a good understanding of who would be interested in this advertisement	3
• Demonstrates some understanding of who would be interested in this advertisement	2
• Identifies any relevant information	1

*Sample answer:*

People who want to join the Sakura Town Youth Club would be interested in this advertisement. People who are between the ages of 16 and 25 who like dancing, going to concerts and sporting events would enjoy this club. It would also be of interest to people who want to discuss books and movies. People who want to do volunteer work like cleaning the town and doing useful things for others would also be interested.

**Question 13 (a)**

Criteria	Marks
• Correctly summarises the difficulties that Hanako is facing	3
• Demonstrates some understanding of the difficulties that Hanako is facing	2
• Identifies any relevant information	1

**Sample answer:**

Hanako is not enjoying her new school because she can't understand anything in the German class because she hasn't studied it before. She can't do the homework and also doesn't have any friends.

**Question 13 (b)**

Criteria	Marks
• Demonstrates a good understanding of the advice Yuki gives	3
• Demonstrates some understanding of the advice Yuki gives	2
• Identifies any relevant information	1

**Sample answer:**

Yuki's mum is a German teacher and could help Hanako. Yuki suggests that Hanako join the German club and make friends there. She could also borrow simple German books to help her understanding.

**Question 14 (a)**

Criteria	Marks
• Identifies the correct answer	1

**Sample answer:**

(B) Restaurant guide

**Question 14 (b)**

Criteria	Marks
• Identifies TWO suggestions made by the writer	2
• Identifies ONE suggestion made by the writer	1

**Sample answer:**

The writer suggests not to order the tofu salad and to go with a vegetarian friend who can explain the menu.

**Question 14 (c)**

Criteria	Marks
• Clearly shows how things are similar or different in the two places being reviewed	4
• Demonstrates a good understanding of both of the reviews and attempts to show how things are similar or different in the two places being reviewed	3
• Demonstrates some understanding comparing Review 1 and Review 2	2
• Demonstrates some understanding of either Review 1 or Review 2	1

**Sample answer:**

The food in the restaurant in Review 1 is healthy, whereas the food in the restaurant in Review 2 is high in calories and you will put on weight. The service in the restaurant in Review 1 is slow, however the service in the restaurant in Review 2 is good and the waiters are friendly. The restaurant in Review 1 is not popular but the restaurant in Review 2 is busy everyday. The food in the restaurant in Review 1 is cheap, whereas the food in the restaurant in Review 2 is expensive.

**Question 15 (a)**

Criteria	Marks
• Correctly identifies what prompted Noriko to write in her diary	2
• Identifies any relevant information	1

**Sample answer:**

She met with the Career Advisor that day. Based on his/her suggestion she is now interested in becoming a nurse.

**Question 15 (b)**

Criteria	Marks
• Demonstrates a good understanding of what caused Noriko to change her mind	3
• Demonstrates some understanding of what caused Noriko to change her mind	2
• Identifies any relevant information	1

**Sample answer:**

Noriko spoke to her friend's mother who is a nurse and she said being a nurse is very demanding. Nurses have to stand and work all day long, walking from room to room. Nurses also have to work weekends and nights.



**Question 15 (c)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of what Noriko is most likely to do in the future	5
• Demonstrates a thorough understanding of what Noriko is most likely to do in the future	4
• Demonstrates a good understanding of what Noriko is most likely to do in the future	3
• Demonstrates some understanding of what Noriko is most likely to do in the future	2
• Identifies any relevant information	1

***Sample answer:***

Noriko is most likely to choose nursing as a career in the future, even though her family would be happy if she became a lawyer, as both her grandfather and father are lawyers. She wants to travel to various countries while working. As the laws in each country differ she can't travel and work as a lawyer. Furthermore, Noriko is going to work as a volunteer for one year in a South African hospital. Nursing will allow her to fulfil all her dreams, travelling while working and assisting the elderly and poor.

## Section III — Writing in Japanese

### Part A

#### Question 16

Criteria	Marks
<ul style="list-style-type: none"><li>Communicates relevant ideas and information appropriate to audience, purpose and context</li><li>Applies knowledge of vocabulary, language structures and features to the task</li><li>Demonstrates good control of the conventions of the Japanese writing system</li></ul>	4
<ul style="list-style-type: none"><li>Communicates some relevant information with some awareness of audience, purpose and context</li><li>Demonstrates some knowledge of vocabulary, language structures and features</li><li>Demonstrates some control of the conventions of the Japanese writing system</li></ul>	2–3
<ul style="list-style-type: none"><li>Produces some comprehensible language related to the task</li></ul>	1

#### Question 17

Criteria	Marks
<ul style="list-style-type: none"><li>Communicates highly relevant ideas and information appropriate to audience, purpose and context</li><li>Organises information and ideas coherently</li><li>Applies knowledge of a variety of vocabulary, language structures and features to the task</li><li>Demonstrates excellent control of the conventions of the Japanese writing system</li></ul>	6
<ul style="list-style-type: none"><li>Communicates some relevant ideas with some awareness of audience, purpose and context</li><li>Organises ideas and information</li><li>Demonstrates knowledge of vocabulary, language structures and features</li><li>Demonstrates good control of the conventions of the Japanese writing system</li></ul>	4–5
<ul style="list-style-type: none"><li>Demonstrates some understanding of the requirements of the task</li><li>Demonstrates some evidence of the ability to organise ideas</li><li>Demonstrates some knowledge of vocabulary, language structures and features</li><li>Demonstrates some control of the conventions of the Japanese writing system</li></ul>	2–3
<ul style="list-style-type: none"><li>Produces some comprehensible language related to the task</li></ul>	1

## Section III — Writing in Japanese

### Part B

#### Questions 18 and 19

Criteria	Marks
<ul style="list-style-type: none"><li>• Presents and develops original ideas, information, and/or opinions relevant to context, purpose and audience</li><li>• Organises information and ideas coherently</li><li>• Demonstrates knowledge of a variety of vocabulary, language structures and features</li><li>• Demonstrates excellent control of the conventions of the Japanese writing system</li></ul>	9–10
<ul style="list-style-type: none"><li>• Presents and develops original ideas, information, and/or opinions mostly relevant to context, purpose and audience</li><li>• Organises information and ideas</li><li>• Demonstrates some knowledge of a variety of vocabulary, language structures and features</li><li>• Demonstrates good control of the conventions of the Japanese writing system</li></ul>	7–8
<ul style="list-style-type: none"><li>• Presents and develops some ideas, information, and/or opinions relevant to context, purpose and audience</li><li>• Organises information and ideas with some coherence</li><li>• Demonstrates some knowledge of vocabulary, language structures and features</li><li>• Demonstrates some control of the conventions of the Japanese writing system</li></ul>	5–6
<ul style="list-style-type: none"><li>• Presents some information relevant to the task</li><li>• Demonstrates elementary knowledge of vocabulary, language structures and features</li><li>• Uses some <i>kanji</i> appropriately</li></ul>	3–4
<ul style="list-style-type: none"><li>• Produces some comprehensible language related to the task</li></ul>	1–2

# Japanese Beginners

## 2013 HSC Examination Mapping Grid

### Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation covering the candidate's personal world as it relates to the prescribed topics	H1.1, H1.2, H1.3

### Written Examination

#### Section I — Listening

Question	Marks	Content	Syllabus outcomes
1	2	Family life — conversation	H2.2
2	2	Education — announcement	H2.2
3	3	Recreation and pastimes — conversation	H2.1, H2.2
4	1	Neighbourhood/directions — telephone conversation	H2.1, H2.2
5	3	Home life — conversation	H2.1, H2.4
6	3	Friends — conversation	H2.1, H2.4
7	4	Home and neighbourhood — conversation	H2.3
8	3	Future plans — announcement	H2.5
9	4	People, places and communities — conversation	H2.4, H2.6
10	5	Travel — conversation	H2.4

#### Section II — Reading

Question	Marks	Content	Syllabus outcomes
11	3	Family life — SMS	H2.2
12	4	Friends, recreations and pastimes — advertisement	H2.2, H2.5
13 (a)	3	Education — blog	H2.3
13 (b)	3	Education — blog	H2.1
14 (a)	1	People, places and communities — review	H2.5
14 (b)	2	People, places and communities — review	H2.2
14 (c)	4	People, places and communities — review	H2.4
15 (a)	2	Future plans and work — diary entry	H2.2
15 (b)	3	Future plans and work — diary entry	H2.1
15 (c)	5	Future plans and work — diary entry	H2.4

#### Section III — Writing in Japanese

##### Part A

Question	Marks	Content	Syllabus outcomes
16	4	Education — message	H3.1, H3.2, H3.3
17	6	Friends, recreation and pastimes — email	H3.1, H3.2, H3.3

**Section III — Writing in Japanese**  
**Part B**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
18	10	People, places and communities — newsletter article	H3.1, H3.2, H3.3
19	10	Work — newsletter article	H3.1, H3.2, H3.3