

2013 HSC Japanese Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
<ul style="list-style-type: none"> Identifies the day and the date of the athletics carnival 	1

Sample answer:

Thursday 16th July

Question 2

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a thorough understanding of the homework 	2
<ul style="list-style-type: none"> Demonstrates a good understanding of the homework 	1

Sample answer:

- Write a letter to a Japanese friend about what you did in your summer holiday
- Write about 400-ji, using many kanji
- Hand it in on 20 Feb

Question 3

Criteria	Marks
• Demonstrates a good understanding of why Mr Kuroki is offering to bring dinner	2
• Provides some relevant information	1

Sample answer:

Ms Sato is very busy on weekends. She gets tired working all day. So Mr Kuroki offers to bring dinner, so they can see each other.

Question 4

Criteria	Marks
• Demonstrates a thorough understanding of the announcement	1

Sample answer:

(D)

Question 5

Criteria	Marks
• Demonstrates a thorough understanding of why the father tries to persuade his daughter	3
• Demonstrates a good understanding of why the father tries to persuade his daughter	2
• Demonstrates some understanding of the issue	1

Sample answer:

Because the bus stop is just in front of their house and the father believes it is a luxury for a university student like Fumie to use a car. He also thinks she can save time by studying on the bus and she doesn't have to pay for parking.

Question 6

Criteria	Marks
• Identifies in detail the purpose of Mr Sugiyama's telephone message	3
• Identifies the purpose of Mr Sugiyama's telephone message	2
• Provides any detail relating to the telephone message	1

Sample answer:

Mr Sugiyama, the restaurant manager, is calling Mr/Ms Yamada to apologise for the recent bad service that Mr/Ms Yamada received while dining at his restaurant. He urges Mr/Ms Yamada to have dinner at his restaurant again, and would like to offer him/her a free bottle of wine when he/she comes.

Question 7

Criteria	Marks
• Demonstrates a perceptive understanding of the mother's personality, with reference to the text	4
• Demonstrates a good understanding of the mother's personality, with reference to the text	3
• Demonstrates some understanding of the conversation	2
• Provides any relevant information	1

Sample answer:

The mother is over-protective or caring or neurotic, as shown by the fact that she objects to her son joining the Biology club, because he will need to go to school during the school holidays. She does not agree with her son joining the soccer club. She believes that soccer is a dangerous sport. She does not agree with her son joining the swimming club either. She thinks that her son won't have time to study, as the training starts at 6 am, so he would need to go to bed early. She is critical (difficult to please) as she disagrees with every suggestion her son makes.

Question 8

Criteria	Marks
• Demonstrates a perceptive understanding of the reason why Naomi will talk to Tomoko, with reference to the text	4
• Demonstrates a good understanding of the reason why Naomi will talk to Tomoko, with reference to the text	3
• Demonstrates some understanding of the reason why Naomi will talk to Tomoko	2
• Provides any relevant information	1

Sample answer:

Naomi will talk to Tomoko, because she agrees with Yuji, that Tomoko has changed due to a bad test result. Tomoko is desperate to improve her marks, so she doesn't have much time for Naomi and Yuji, and she is always tired and irritable. This behaviour also makes Yuji worried that Tomoko wants to break off with him. Naomi wants to help Yuji, and they both want their 'old' cheerful Tomoko back.

Question 9

Criteria	Marks
• Demonstrates a perceptive understanding of Sally's view, with reference to both language and tone	5
• Demonstrates a thorough understanding of Sally's view, with reference to both language and tone	4
• Demonstrates a good understanding of the conversation	3
• Demonstrates some understanding of the conversation	2
• Provides any relevant information	1

Sample answer:

Sally finds it interesting that Japanese people feel *obliged* to exchange gifts twice a year. These gifts range from cheap (eg 2,000 yen coffee) to expensive (eg 30,000 yen sake). Her language and tone are *somewhat critical*, in that she says there is a ranking of gratitude and she expresses her surprise saying 'as many as 50' (50 も). Although she feels it 'strange' (おかしい), she says 'very Japanese' (日本てき). This shows that while she does appreciate the importance of showing gratitude through gifts, and that she *respects* the fact that this is a traditional Japanese custom, on the other hand she feels that appreciation can be shown equally well by sending cards.

Section II — Reading and Responding

Part A

Question 10 (a)

Criteria	Marks
• Identifies both reasons why Ann moved	2
• Identifies one reason why Ann moved	1

Sample answer:

Because her university dormitory was noisy and her room-mate was horrible.

Question 10 (b)

Criteria	Marks
• Identifies the location of Ann's new accommodation	1

Sample answer:

Ann's house is in the backyard of the landlady's house.

Question 10 (c)

Criteria	Marks
• Demonstrates a thorough understanding of the benefits	4
• Demonstrates a good understanding of the benefits	3
• Demonstrates some understanding of the benefits	2
• Provides any relevant information	1

Sample answer:

Ann benefits from the landlady's generosity, eg the landlady lends her furniture and kitchen utensils. Her landlady also gave her a kimono, and she offers fresh vegetables from her garden. Moreover, the fact that Ann lives on the landlady's property makes her feel safe. Finally, the rent is cheap.

Question 10 (d)

Criteria	Marks
• Demonstrates a comprehensive understanding of Ann's feeling, supported by examples of her language usage	4
• Demonstrates a good understanding of Ann's feeling, including some examples of her language usage OR demonstrates a comprehensive understanding of Ann's feelings	3
• Demonstrates some understanding of Ann's response to Kai	2
• Provides any relevant information	1

Sample answer:

Kai says 'Ann, you are such a lucky girl'. Ann feels that on the one hand, there are many benefits; on the other hand, she feels that every weekend is unbearable. Every Sunday the landlady, relatives and friends have a lunch party in the garden. Ann prefers to relax at home alone, but she is always invited to join the party. It is hard to refuse, as the landlady knocks on the door. She is annoyed about being disturbed. To avoid this, she ends up going out and spending money. Consequently, she cannot save money even though the rent is cheap. Her dislike of her current situation is shown by language, such as しんせつすぎる (excessively kind), 「こたえなければならぬ」 (obliged to answer questions), 「出かけるしかない」 (no option but to go out), 「家賃は安いのに」 (despite the fact that the rent is cheap), and so on.

Question 11 (a)

Criteria	Marks
• Demonstrates a good understanding of the change in Ken's family life	2
• Provides any relevant information	1

Sample answer:

Ken's father moved to the city alone for work, because there was no work in the small town where Ken's family lives.

Question 11 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of Ken's and Satoru's responses to their situations	4
• Demonstrates a good understanding of Ken's and Satoru's responses to their situations	3
• Demonstrates some understanding of Ken's and Satoru's responses to their situations	2
• Provides any relevant information	1

Sample answer:

Both Ken and Satoru were born and brought up in small country towns. However, Ken doesn't want to leave this town in which he was born and really wants to revive it by increasing its population, whereas Satoru is no longer interested in his town, as shown by the fact that he is bored, and he wants to leave for the city as soon as he graduates from high school.

Question 11 (c)

Criteria	Marks
• Thoroughly explains why Takao's town is promoted as a 'Garden Village'	3
• Explains why Takao's town is promoted as a 'Garden Village'	2
• Provides some relevant information	1

Sample answer:

「ガーデン・ビレッジ」, 'Garden Village', is the advertising term used by the council to promote the productive use of vacant houses and abandoned fields by visitors. The vacant houses have been converted into B&Bs and the fields are rented out. Thus, many visitors on the weekends have made the village lively.

Question 11 (d)

Criteria	Marks
• Demonstrates a comprehensive understanding of the sort of person that Emiko's town might suit, with evidence	5
• Demonstrates a very good understanding of the sort of person that Emiko's town might suit, with evidence	4
• Demonstrates a good understanding of the sort of person that Emiko's town might suit, with evidence	3
• Demonstrates some understanding of the sort of person	2
• Provides any relevant information	1

Sample answer:

Emiko's town might suit someone who wants to have free internet service everywhere. Also, lots of new companies have been established, and if even more companies eventuate, job seekers will be attracted to this town. Someone who likes nature, and particularly couples/people who have children, would like this town, because it is also safer than the city. It is also good for people trying to save money, or people with not much money, because food and housing are cheap. In the near future, public transport will improve. Therefore, this will suit people without a car and/or people who rely on public transport.

Section II — Reading and Responding

Part B

Question 12

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an excellent understanding of the whole text• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	13–15
<ul style="list-style-type: none">• Demonstrates a good understanding of the text• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	10–12
<ul style="list-style-type: none">• Responds to some of the questions, statements, comments and/or specific information in the text• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures• Attempts to structure relevant information and ideas	7–9
<ul style="list-style-type: none">• Responds to some of the questions, statements, comments and/or specific information in the text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Demonstrates limited ability to link information and ideas or structure text	4–6
<ul style="list-style-type: none">• Responds to isolated elements in the text• Uses single words or set formulae to express information	1–3

Section III — Writing in Japanese

Question 13

Criteria	Marks
<ul style="list-style-type: none">Writes effectively and appropriately in relation to the audience, purpose and context of the taskManipulates vocabulary, language structures and features authentically and creatively relevant to the task	5
<ul style="list-style-type: none">Writes with a good understanding of the audience, purpose and context of the taskDemonstrates a good understanding of vocabulary, language structures and features relevant to the task	4
<ul style="list-style-type: none">Writes with some awareness of the audience, purpose and context of the taskDemonstrates some understanding of vocabulary, language structures and features relevant to the task	2–3
<ul style="list-style-type: none">Produces some comprehensible language relevant to the task	1

Section III (continued)**Question 14**

Criteria	Marks
<ul style="list-style-type: none">• Writes effectively and appropriately for the audience, purpose and context of the task• Manipulates language structures authentically and creatively relevant to the task• Sequences and structures ideas and information coherently and effectively	10
<ul style="list-style-type: none">• Writes with a good understanding of the audience, purpose and context of the task• Demonstrates an excellent understanding of language structures relevant to the task• Sequences and structures ideas and information effectively	8–9
<ul style="list-style-type: none">• Writes with an understanding of the audience, purpose and context of the task• Demonstrates a good understanding of language structures relevant to the task• Organises some information and ideas	6–7
<ul style="list-style-type: none">• Presents some information, opinions or ideas relevant to the task• Demonstrates a rudimentary understanding of vocabulary and sentence structures• Attempts to organise information and ideas	4–5
<ul style="list-style-type: none">• Attempts to address the requirements of the task• Uses single words, set formulae and unrelated sentences to express information	2–3
<ul style="list-style-type: none">• Produces some comprehensible language relevant to the task	1

Japanese Continuers

2013 HSC Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4

Written Examination

Section I — Listening and Responding

Question	Marks	Content	Syllabus outcomes
1	1	Daily life — announcement	H3.1
2	2	Daily life — announcement	H3.1
3	2	Daily life — conversation	H3.1
4	1	Leisure — announcement	H3.1
5	3	Daily life — conversation	H3.1
6	3	Leisure — telephone message	H3.1, H3.2, H3.3
7	4	Daily life — conversation	H3.1, H3.2, H3.4 H3.5
8	4	Personal world — conversation	H3.1, H3.2, H3.3, H3.4, H3.5, H3.6
9	5	Cultural life — conversation	H3.1, H3.2, H3.3, H3.4, H3.5, H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
10 (a)	2	Living in Japan — dialogue	H3.1
10 (b)	1	Living in Japan — dialogue	H3.1
10 (c)	4	Living in Japan — dialogue	H3.1, H3.2, H3.4, H3.5
10 (d)	4	Living in Japan — dialogue	H3.1, H3.2, H3.4, H3.5
11 (a)	2	Current issues — online forum	H3.1
11 (b)	4	Current issues — online forum	H3.1, H3.2
11 (c)	3	Current issues — online forum	H3.2, H3.5
11 (d)	5	Current issues — online forum	H3.1, H3.2, H3.4, H3.5

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
12	15	Personal world — advertisement	H1.2, H1.3, H3.1

Section III — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
13	5	Leisure — email	H2.1, H2.2, H2.3
14 (a)	10	The world of work — letter	H2.1, H2.2, H2.3
14 (b)	10	Living in Japan — letter	H2.1, H2.2, H2.3