



2013 HSC Japanese Background Speakers Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Describe the two speakers' relationship	1

Sample answer:

Friends for a long time

Question 1 (b)

Criteria	Marks
• Demonstrates a perceptive understanding of both speakers' attitudes towards the issue supported by examples from text	4
• Demonstrates a good understanding of the two speakers' attitudes towards the issue	3
• Demonstrates some understanding of the two speakers' attitudes towards the issue	2
• Provides some relevant information	1

Sample answer:

The female speaker is quite open minded and is willing to make an effort to understand what the young people these days are up to and make a conversation with them by reading her grandchild's comic books. She accepts different values so that she can enjoy new experiences, such as trying to use young people's jargon.

On the other hand, the male speaker is more stubborn and he expects young people to respect the elderly. He complains that his grandchild is not kind enough to spend some time with him. He is very reluctant to make an effort to get along with his grandchild even though he doesn't understand what his grandchild is doing with his phone and his grandchild doesn't even talk to him.

Question 1 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of the female speaker's persuasive techniques	5
• Demonstrates a good understanding of the female speaker's persuasive techniques	4
• Demonstrates a sound understanding of the female speaker's persuasive techniques	3
• Demonstrates some understanding of the female speaker's persuasive techniques	2
• Provides some relevant information	1

Sample answer:

The female speaker tries to convince the male speaker by using the following language techniques. The female speaker uses jargon such as *きゃわたん* (cute) and *ずっと友* (long-term friend) to get his attention. Also colloquial forms of language such as *いやあ* (Well then) and *うーん* (Well) and *あらあら* (oh, well) in informal discourse to make the conversation friendly. The female speaker encourages the male speaker by saying things such as *やっごらんよ* (Have a go) and *がんばってね* (Keep it up). The female speaker reassures him by saying *もっとあそびにきてくれるんじゃないかしら* (I am sure your grandchildren will start coming to visit you). Apart from the language techniques, by understanding the male speaker's wish to get along with the grandchildren, the female speaker is giving him a number of practical suggestions.

Answers could include:

- repetition
- rhetorical question
- generalisation
- jargon
- colloquialism
- informal discourse
- tone (eg encouraging, friendly, reassuring, instructive)

Section I — Listening and Responding

Part B

Question 2

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the issues raised in the texts and a sophisticated level of ability to compare and contrast them• Composes a coherent argument demonstrating a comprehensive understanding of the texts• Demonstrates a highly-developed understanding of context and audience• Demonstrates an excellent control of vocabulary and language structures	9–10
<ul style="list-style-type: none">• Identifies the main issues in the texts and compares and contrasts them in a lucid way• Composes an effective argument with close reference to the texts• Writes effectively for the context and audience• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary	7–8
<ul style="list-style-type: none">• Coherently compares and contrasts information in the texts• Writes coherently and with some appropriate textual references• Relates information to context and audience• Writes using a range of language structures and vocabulary	5–6
<ul style="list-style-type: none">• Compares and contrasts some opinions, ideas and information in the texts• Demonstrates a limited ability to structure and sequence information and ideas• Demonstrates an awareness of context and audience	3–4
<ul style="list-style-type: none">• Demonstrates some understanding of the texts and the ability to compare and contrast information• Shows some evidence of the ability to organise information	1–2

Answers could include:

Advantages:

- Through the volunteer activities, they can experience an unknown world with their own eyes
- They could have a chance to meet new people
- They can contribute their labour and knowledge to other people

Disadvantages:

- High school graduates do not have sufficient skills or knowledge to contribute their labour
- It could be a waste of time to challenge with only passion

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
• Demonstrates a good understanding of why the mother took some time	2
• Demonstrates some understanding of why the mother took some time	1

Sample answer:

The mother took some time to find the most comforting answer for her son who was thinking he will die.

Question 3 (b)

Criteria	Marks
• Demonstrates a good understanding of why he was able to sleep	2
• Demonstrates some understanding of why he was able to sleep	1

Sample answer:

He was able to sleep because his mother reassured him that she will keep his spirit alive and give him a new body and raise him in exactly the same way.

Question 3 (c)

Criteria	Marks
• Demonstrates a good understanding of the use of a rhetorical question	2
• Demonstrates some understanding of the use of a rhetorical question	1

Sample answer:

The rhetorical question is used to emphasise that he was convinced that everyone comes to school in order to master the language inherited from the dead children who could not grow older.

Question 3 (d)

Criteria	Marks
• Demonstrates an excellent understanding of the reason why going to school was important for Hikaru	4
• Demonstrates a sound understanding of the reason why going to school was important for Hikaru	3
• Demonstrates some understanding of the reason why going to school was important for Hikaru	2
• Provides some relevant information	1

Sample answer:

Firstly, because of going to school, Hikaru found friends who hated a big sound like him. Secondly, he started helping his friend who had fewer physical capabilities and because of that he felt satisfaction from helping someone. Finally, he found that music is a tool to communicate with in order to connect with others. Based on Hikaru's experiences, the author has discovered that the school is a place where we learn those tools we need to understand ourselves fully and connect with others.

Question 3 (e)

Criteria	Marks
• Demonstrates an insightful understanding of the author's use of the language features and format to engage readers	5
• Demonstrates thorough understanding of the author's use of the language features and format to engage readers	4
• Demonstrates sound understanding of the author's use of the language features and format	3
• Demonstrates elementary understanding of some language features and format	2
• Provides some relevant information	1

Sample answer:

The author engages the audience by using essay format. In the essay, he uses simple and approachable words and phrases for children. The author presents a familiar topic, why children should go to school, and tries to answer it through his own experiences and incidents.

In terms of the language features, the “Insertion” of quotations makes the essay authentic. For instance, けれども、その子供は、今死んでゆく僕とは違う子供でしょう Also, use of rhetorical expressions in the text lets the reader understand the author's feelings.

その子供達の代わりにいきているのじゃないだろうか？

Answers could include:

Use of expressions in order to picture the scenes.

畳に床に直接しいた布団の上に私は寝ていました。

Use of rhetorical expressions in the text so the readers can easily follow the author's feelings

今ここにいる自分は（中略）新しい子供じゃないだろうか？

いま教室や運動場にいる子供達は（中略）その子供達のかわりにいきているのじゃないだろうか？

Use of ‘Insertion’ for quotations in order to create the authenticity of the scenes

けれども、その子供は、今死んでゆく僕とは違う子供でしょう。

Use of ‘Insertion’ for explaining the situation in detail.

教室で勉強しながら、また運動場で盛んになったスポーツでしたー、

私はいつのまにかぼんやりして

Use of both past events and present narration in order to let the readers understand the theme.

Use of simple expression and phrases in order to let the targetted audience (young people) read and understand easily

Use of 4 chapters in order to make the story structure clear in order to let the audience follow the story easily

Section II — Reading and Responding

Part A (continued)

Question 4

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a highly developed ability to analyse the ideas presented in the text• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to convey meaning in the text• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the text	21–25
<ul style="list-style-type: none">• Demonstrates the ability to analyse the ideas presented in the text• Analyses the way in which language is used in the text• Composes an effective argument with appropriate textual references	16–20
<ul style="list-style-type: none">• Demonstrates an ability to identify and discuss ideas presented• Some analysis of language is used in the text• Composes an argument with some textual reference	11–15
<ul style="list-style-type: none">• Identifies some ideas presented• Identifies some examples of the way in which language is used in the text• Attempts to compose an argument with reference to the text	6–10
<ul style="list-style-type: none">• Identifies some relevant information from the text• Demonstrates some ability to structure and sequence ideas	1–5

Section II — Reading and Responding

Part B

Question 5

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the issues raised in the text• Responds with a sophisticated level of ability to the opinions, ideas and information in the text• Composes a coherent argument demonstrating a comprehensive understanding of the text• Demonstrates an excellent control of vocabulary and language structures	13–15
<ul style="list-style-type: none">• Identifies the main issues in the text• Responds lucidly to the opinions, ideas and information in the text• Composes an effective argument with close reference to the text• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary	10–12
<ul style="list-style-type: none">• Exchanges information in response to the opinions, ideas and information in the text• Writes coherently and with some appropriate textual reference• Writes using a range of language structures and vocabulary	7–9
<ul style="list-style-type: none">• Responds to some opinions, ideas and information in the text• Demonstrates a limited ability to structure and sequence information and ideas	4–6
<ul style="list-style-type: none">• Demonstrates some understanding of the text• Shows some evidence of the ability to organise information	1–3

Section III — Writing in Japanese

Questions 6–7

Criteria	Marks
<ul style="list-style-type: none">• Writes perceptively for a specified audience, context and purpose• Demonstrates a highly developed and sophisticated control of Japanese vocabulary and syntax• Demonstrates flair and originality in the selection, presentation and development of ideas	21–25
<ul style="list-style-type: none">• Writes effectively for an audience, context and purpose• Demonstrates a well-developed command of Japanese with a comprehensive range of vocabulary and syntax• Demonstrates the ability to manipulate language• Demonstrates originality in the selection and presentation of ideas	16–20
<ul style="list-style-type: none">• Writes original and interesting text appropriate to audience, context and purpose• Demonstrates a satisfactory command of Japanese, with a sound base of vocabulary and syntax• Demonstrates the ability to organise and express most ideas reasonably, but with a number of weaknesses in sequencing, linking and grammar	11–15
<ul style="list-style-type: none">• Demonstrates an awareness of audience and context using only a narrow range of information and ideas• Uses a limited range of predictable vocabulary and language structures to express ideas• Attempts to sequence and link ideas	6–10
<ul style="list-style-type: none">• Communicates a limited range of ideas with little attempt to organise and sequence material	1–5

Japanese Background Speakers

2013 HSC Examination Mapping Grid

Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	1	The individual and the community — conversation <ul style="list-style-type: none"> • the family in contemporary society • the impact of a changing society on the individual 	H3.1
1 (b)	4	The individual and the community — conversation <ul style="list-style-type: none"> • the family in contemporary society • the impact of a changing society on the individual 	H3.1, H3.2, H3.3, H3.4, H3.6, H3.7, H3.8, H4.1, H4.2
1 (c)	5	The individual and the community — conversation <ul style="list-style-type: none"> • the family in contemporary society • the impact of a changing society on the individual 	H3.1, H3.2, H3.3, H3.4, H3.6, H3.7, H3.8, H4.1, H4.2

Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	Youth culture — speech <ul style="list-style-type: none"> • the role of leisure in the young person's world 	H3.2, H3.4, H3.5, H3.6, H3.7, H4.1, H4.2, H4.3

Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	2	<i>Naze kodomo wa gakkou ni ikaneba naranai no ka</i>	H3.2, H3.3, H3.6
3 (b)	2	<i>Naze kodomo wa gakkou ni ikaneba naranai no ka</i>	H3.3, H3.6
3 (c)	2	<i>Naze kodomo wa gakkou ni ikaneba naranai no ka</i>	H3.2, H3.8, H4.3
3 (d)	4	<i>Naze kodomo wa gakkou ni ikaneba naranai no ka</i>	H3.2, H3.3, H3.7, H3.8
3 (e)	5	<i>Naze kodomo wa gakkou ni ikaneba naranai no ka</i>	H3.6, H4.1, H4.2
4	25	<i>Otokodatera ni onnanaki</i>	H3.2, H3.3, H3.4, H3.5, H3.6, H3.8, H4.1, H4.2

Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	Youth culture — letter <ul style="list-style-type: none"> • pressures on young people today 	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H2.4, H3.1, H3.2, H3.8, H4.1, H4.2

Section III — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
6	25	National identity — essay <ul style="list-style-type: none"> • reconciling traditional and contemporary Japanese culture 	H2.1, H2.2, H2.3, H2.4, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
7	25	Global issues — essay • preserving the environment	H2.1, H2.2, H2.3, H2.4, H4.1, H4.2