

## 2014 HSC Japanese Beginners Marking Guidelines

### Section I — Listening

#### Question 1

Criteria	Marks
• Identifies the kind of person required	2
• Provides some relevant information	1

*Sample answer:*

They are looking for someone who is energetic and can be kind to the customers.

#### Question 2

Criteria	Marks
• Completes the table with sufficient information	2
• Provides some relevant information	1

*Sample answer:*

3 (eraser)  
260 yen (notebook)  
Pencil  
370 yen

**Question 3**

Criteria	Marks
• Identifies the reasons Ben has left the message	3
• Demonstrates some understanding of why Ben has left the message	2
• Provides some relevant information	1

**Sample answer:**

Ben wants to thank his host mother for taking care of him during his homestay, and to ask about his host family. Also, he asks for her Yakisoba recipe.

**Question 4**

Criteria	Marks
• Identifies the most likely outcome with a clear reference to the text	3
• Demonstrates some understanding of the conversation	2
• Provides some relevant information	1

**Sample answer:**

They will postpone their camping trip as the weather forecast is for rain. They will go camping next weekend when the weather will be better.

**Question 5**

Criteria	Marks
• Provides an opinion on whether Suzuki will return to the restaurant with clear justification from the text	3
• Demonstrates some understanding of Suzuki's experience at the restaurant	2
• Provides some relevant information	1

**Sample answer:**

No. Although it is convenient, the service was slow. Although the food was tasty, the menu was expensive. Due to the loud music, it was hard to talk.

**Question 6**

<b>Criteria</b>	<b>Marks</b>
• Identifies the reasons why John will phone back tomorrow	3
• Demonstrates some understanding of why John will phone back tomorrow	2
• Provides some relevant information	1

**Sample answer:**

When he called Kaori's house, she was at school. She would not be home until late in the evening. As it will be too late in Sydney due to the time difference, he agrees to call back tomorrow.

**Question 7**

<b>Criteria</b>	<b>Marks</b>
• Identifies the correct answer	1

**Sample answer:**

(B)

**Question 8**

Criteria	Marks
• Expresses concisely an outline of Linda's day	4
• Demonstrates a good understanding of Linda's day without necessarily summarising the details	3
• Demonstrates some understanding of Linda's day	2
• Provides some relevant information	1

**Sample answer:**

She didn't go to the movies as her boyfriend was sick. She saw a Japanese wedding at a shrine. She took lots of photos. She joined the wedding party and ate dinner with friend(s).

**Question 9**

Criteria	Marks
• Explains thoroughly what has influenced Mrs Yamada's decision	4
• Demonstrates a good understanding of what has influenced Mrs Yamada's decision	3
• Demonstrates some understanding of what has influenced Mrs Yamada's decision	2
• Provides some relevant information	1

**Sample answer:**

She chose Australia because she believes it is a safe country. She heard that in Australia the class size is smaller, so there is better communication between teachers and students. Education is also more focused on using technology in the classroom, which prepares students for the future. In addition, he will be able to meet people from other countries and become more culturally aware.

**Question 10**

<b>Criteria</b>	<b>Marks</b>
• Justifies an opinion as to whether Mr Smith is likely to make a booking with a comprehensive assessment of the text	5
• Shows a good understanding of the hotel, and Mr Smith and his family's requirements and interests, with some assessment of the text	4
• Shows some understanding of the hotel and/or Mr Smith's and/or his family's requirements/interests	2–3
• Provides some relevant information	1

***Sample answer:***

Yes, he will probably book a room.

Although the family room is unavailable, he can book two double rooms with ocean view at the same price as a family room. He also seems happy that the hotel provides facilities such as internet, but he is not interested in the pool. His wife will enjoy the shopping and his kids can use the pool. Although the games room is closed for one day, the hotel will provide a children's concert.

**OR**

No, he probably won't book a room.

He asked for a family room, but it was not available. He didn't seem to care about the ocean view rooms offered to him. Even though the hotel has a pool, he and his wife aren't interested in this. The games room is closed for one day, so they can only watch a concert. Although there is shopping available for his wife, the only thing that suits Mr Smith is the availability of the internet.

## Section II — Reading

### Question 11

Criteria	Marks
• Correctly explains the change in Lucy's mood	3
• Demonstrates some understanding of Lucy's mood	2
• Provides some relevant information	1

**Sample answer:**

At first, Lucy was disappointed that Christmas in Japan was cold and she still had to go to school. However, when she returned home from school, her host family had prepared a Christmas dinner and gave her a present which made her feel more positive.

### Question 12 (a)

Criteria	Marks
• Correctly identifies the relationship	1

**Sample answer:**

Izumi is Lisa's host sister.

### Question 12 (b)

Criteria	Marks
• Correctly identifies Lisa's plans	2
• Provides some relevant information	1

**Sample answer:**

Lisa is going to study Japanese cooking and will also visit Izumi.

### Question 12 (c)

Criteria	Marks
• Correctly identifies what Izumi suggests	2
• Provides some relevant information	1

**Sample answer:**

Izumi suggests that she and Lisa go on a ski trip together and stay in a traditional Japanese inn.

**Question 13 (a)**

Criteria	Marks
• Identifies why the event was cancelled	2
• Provides some relevant information	1

**Sample answer:**

The event was cancelled as the cherry blossoms had not bloomed yet due to the cold weather this year.

**Question 13 (b)**

Criteria	Marks
• Demonstrates a good understanding of how the advertisement persuades people to participate	3
• Demonstrates some understanding of how the advertisement persuades people to participate	2
• Provides some relevant information	1

**Sample answer:**

The advertisement attempts to persuade by drawing attention to the large number of cherry blossom trees, the closeness to transport, family atmosphere, the variety of shops and various contests.

**Question 14 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies the correct answer</li> </ul>	1

**Sample answer:**

(D)

**Question 14 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a thorough assessment of the helpfulness of Toshio's response with clear reference to the text</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding of Toshio's response</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

It is very helpful as it addresses Keiko's question directly. It provides the website for getting the software as well as information on the cost and how to watch or save programs, so that she can have the programs every day.

**Question 14 (c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a comprehensive description of Keiko's reaction with perceptive understanding and detailed reference to the text</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides a good description of Keiko's reaction with detailed reference to the text</li> </ul>	4
<ul style="list-style-type: none"> <li>Demonstrates some understanding of Keiko's reaction with some reference to the text</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the advice and/or Keiko's reaction</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

Keiko is upset. The comment does not address her question at all and she is not interested in going to the gym or joining a Karaoke club. She also does not like to be told what to do, as she says "I don't need your advice". After living in Australia for 30 years, her English is very good. She thinks that Sally is rude for suggesting that she needs to study English.

**Question 15 (a)**

Criteria	Marks
• Identifies the correct answer	1

*Sample answer:*

(B)

**Question 15 (b)**

Criteria	Marks
• Correctly identifies the sources of information	2
• Provides some relevant information	1

*Sample answer:*

High school classmates, a university lecturer and a careers advisor

**Question 15 (c)**

Criteria	Marks
• Demonstrates a comprehensive understanding of the trends with detailed reference to the text	5
• Demonstrates a good understanding of the trends with some reference to the text	4
• Demonstrates some understanding of the trends	2–3
• Provides some relevant information	1

*Sample answer:*

More and more students are having breaks after the HSC or deferring university studies for various reasons. Some feel that the HSC is so difficult that they need a holiday afterwards. Some want to have a graduation trip with friends before starting university. The flexible starting time of universities also helps to make plans easier for students and lessen the worry of their parents. There are also various visas available to make travelling abroad easier for young people. They can even work part-time while travelling, or gain life experiences before university.

## Section III — Writing in Japanese

### Part A

#### Question 16

Criteria	Marks
<ul style="list-style-type: none"> <li>Communicates 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 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 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 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 limited 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

## 2014 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	Education and work – radio announcement	H2.2
2	2	People, places and communities – conversation	H2.2
3	3	Family life, home and neighbourhood	H2.5
4	3	Holidays, travel and tourism – conversation	H2.4
5	3	Friends, recreation and pastimes – conversation	H2.4
6	3	People, places and communities – conversation	H2.1
7	1	Future plans and aspirations – conversation	H2.1
8	4	Friends, recreation and pastimes – conversation	H2.3
9	4	Education and work – interview	H2.1
10	5	Holidays, travel and tourism – conversation	H2.4

#### Section II – Reading

Question	Marks	Content	Syllabus outcomes
11	3	Family life, home and neighbourhood – diary	H2.1
12 (a)	1	Holidays, travel and tourism – email	H2.2
12 (b)	2	Holidays, travel and tourism – email	H2.2
12 (c)	2	Holidays, travel and tourism – email	H2.2
13 (a)	2	People, places and communities – advertisement	H2.2
13 (b)	3	People, places and communities – advertisement	H2.1
14 (a)	1	Friends, recreation and pastimes – blog	H2.5
14 (b)	3	Friends, recreation and pastimes – blog	H2.4
14 (c)	5	Friends, recreation and pastimes – blog	H2.1
15 (a)	1	Future plans and aspirations – article	H2.2
15 (b)	2	Future plans and aspirations – article	H2.2
15 (c)	5	Future plans and aspirations – article	H2.1

#### Section III – Writing in Japanese

##### Part A

Question	Marks	Content	Syllabus outcomes
16	4	People, places and communities – note	H3.1, H3.2, H3.3
17	6	Holidays, travel and tourism – diary entry	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	Holidays, travel and tourism – article	H3.1, H3.2, H3.3
19	10	Education and work – article	H3.1, H3.2, H3.3