

2014 HSC Japanese Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies why the boy is visiting the school staff room at this time	2
• Provides some relevant information	1

Sample answer:

Because Mr/Ms Nakamura wants to see the boy's homework by 9am.

Question 2

Criteria	Marks
• Provides correct answer	1

Sample answer:

A

Question 3

Criteria	Marks
• Demonstrates a thorough understanding of which job the male speaker will most likely choose, with reference to the text	3
• Demonstrates a good understanding of which job the male speaker will most likely choose, with some reference to the text	2
• Provides any relevant information	1

Sample answer:

The boy will most likely choose kitchen work in a restaurant, because he prefers to work on the weekend rather than at night. He is not good at using polite Japanese, which means that he is not suited to being a waiter.

Question 4

Criteria	Marks
• Demonstrates a good understanding of the speaker's opinion	3
• Demonstrates some understanding of the speaker's opinion	2
• Provides any relevant information	1

Sample answer:

The speaker thinks there should be a universal number to call the police (unlike at present), because of his personal experience with his host mother in Japan when she was injured in the car accident and he didn't know what number to call. He had to ask her for the number, even though she was in pain.

Question 5

Criteria	Marks
• Shows a thorough understanding of how the speakers show their attitudes towards <i>yakudoshi</i>	3
• Shows a good understanding of how the speakers show their attitudes towards <i>yakudoshi</i>	2
• Provides any relevant information	1

Sample answer:

Daisuke shows that he believes in *yakudoshi* by saying he will go to the shrine to pray to the gods to protect his Dad, as it's his *yakudoshi*/ he is turning 42. The girl shows that she does not believe in it by saying she was born during her father's *yakudoshi*/ when he was 25, and therefore it was a happy year for him.

Question 6 (a)

Criteria	Marks
• Provides the reason why all the divers are traditionally female	1

Sample answer:

The female divers are better at tolerating the cold seawater than male divers.

Question 6 (b)

Criteria	Marks
• Demonstrates a thorough understanding of why Ms Nakagawa thinks she has made a good career choice	3
• Demonstrates a good understanding of why Ms Nakagawa thinks she has made a good career choice	2
• Provides some relevant detail	1

Sample answer:

She wants to uphold the tradition of being a pearl diver like her mother. The working hours are short, so there is a lot of family time and free time. She enjoys doing the job.

Question 7

Criteria	Marks
• Demonstrates a comprehensive understanding of Yumi's change of emotions	4
• Demonstrates a good understanding of Yumi's change of emotions	3
• Demonstrates some understanding of Yumi's change of emotions	2
• Provides any relevant information	1

Sample answer:

At first, Yumi sounds happy with her boyfriend, as he rings her every day and bought her a necklace. She starts to feel doubt towards her boyfriend when she finds out that Kai's sister has been given an identical necklace. When she confirms that the boyfriends are actually the same person, she feels angry (betrayed) that she has been deceived and no longer wants the necklace.

Question 8

Criteria	Marks
• Demonstrates a perceptive understanding of why the speech is likely to be effective with clear reference to audience, purpose and language	5
• Demonstrates a thorough understanding of why the speech is likely to be effective with reference to audience, purpose and language	4
• Demonstrates a good understanding of why the speech is likely to be effective with some reference to audience/ purpose /language	3
• Demonstrates some understanding of the speech	2
• Provides some relevant information	1

Sample answer:

The purpose of this speech is to encourage fellow students to help those in need by raising money through selling cakes. The speaker points out the bad habit of buying unnecessary things, then suggests a better way to use this money to help those in need. She tries to convince them by saying ‘don’t you think ...’. The speaker also uses a hypothetical approach, saying ‘imagine what kind of lifestyle ...’, allowing the audience to feel empathy as well as giving a sense of hope that help from them can help many: ‘these children can have a hope for the future’. This speech is likely to be effective, because it appeals to the audience without scolding/threatening them. It suggests a practical but easy solution. She finishes by including herself in the solution, ‘together we can...’.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Demonstrates a good understanding as to how Midori's life changed	2
• Provides some relevant detail	1

Sample answer:

She lost her leg and she felt she lost her hope for her future as a professional athlete.

Question 9 (b)

Criteria	Marks
• Demonstrates a good understanding as to why Midori wrote 自信が生まれました	2
• Provides some relevant detail	1

Sample answer:

She'd lost her confidence after her accident but as she started to do athletics again, little by little she regained it

Question 9 (c)

Criteria	Marks
• Demonstrates a good understanding of why Midori writes それなのに	3
• Demonstrates some understanding of why Midori writes それなのに	2
• Provides any relevant information	1

Sample answer:

It means "Despite this". It is contrasting the positive place she had reached in her life having overcome her injury, finding a new life in sport and competing in one Paralympics and looking forward to the next, to the sudden tsunami disaster, which struck her town causing so much sadness with people losing their families.

Question 9 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of Midori's personality with references to the text	5
• Demonstrates a thorough understanding of Midori's personality with references to the text	4
• Demonstrates a good understanding of Midori's personality with references to the text	3
• Demonstrates some understanding of Midori's personality	2
• Provides any relevant information	1

Sample answer:

Midori is a positive/resilient person. Despite her injury she continued to play sport and overcame her disability. She is hard-working as she trained hard to represent Japan at two Paralympics. She is compassionate, as when the tsunami hit her town she wanted to help those who had experienced loss by taking food and seeing people who had lost their families. She is intolerant of other people who don't try to help themselves and give up easily.

Question 10 (a)

Criteria	Marks
• Demonstrates a good understanding of why Akira thought that Kenji had many friends	2
• Provides some relevant information	1

Sample answer:

Because he seemed honest and thoughtful of others.

Question 10 (b)

Criteria	Marks
• Demonstrates a good understanding of why Akira accepted Kenji's invitation so readily	3
• Demonstrates some understanding of why Akira accepted Kenji's invitation	2
• Provides any relevant detail	1

Sample answer:

Akira was new to the school and had not yet made good friends. He was keen to be friends with someone nice like Kenji. Besides, he loves travel so did not hesitate to accept the invitation to go on a trip with him.

Question 10 (c)

Criteria	Marks
• Demonstrates a good understanding of Kenji's attitude towards food	3
• Demonstrates some understanding of Kenji's attitude towards food	2
• Provides some relevant information	1

Sample answer:

He likes to eat healthy food. He wants to eat lots of vegetables and does not want to eat anything cooked in oil. He is fussy/unadventurous as he would only eat in restaurants and did not want to try unfamiliar foods.

Question 10 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of why the writer will never travel with Kenji again	5
• Demonstrates a comprehensive understanding of why the writer will never travel with Kenji again	4
• Demonstrates a good understanding of why the writer will never travel with Kenji again	3
• Demonstrates some understanding of why the writer will never travel with Kenji again	2
• Provides any relevant information	1

Sample answer:

Akira says that he will never travel with Kenji again because he discovered that Kenji was not as honest and thoughtful as he had appeared and that he was not a good travel companion. He was very bossy, as he dictated what food to eat, where to eat, and did not consult Akira about what activities to do.

He had also misled Akira saying that the trip would be cheap. Akira spent much more than he had intended, because of the expensive activities and eating only in restaurants.

Kenji was inconsiderate as he spent one-and-a-half hours in the bathroom every night so Akira couldn't use it and had to go to the toilet in the lobby. He also said nasty things about his friends behind their backs.

Section II — Reading and Responding

Part B

Question 11

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 12

Criteria	Marks
<ul style="list-style-type: none"> • Writes effectively and appropriately in relation to the audience, purpose and context of the task • Manipulates 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 task • Demonstrates 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 task • Demonstrates 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 13**

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

2014 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	2	Daily life — conversation	H3.1
2	1	Personal world — conversation	H3.1
3	3	World of work — conversation	H3.4
4	3	Living in Japan — speech	H3.1
5	3	Cultural life — conversation	H3.1
6 (a)	1	Cultural life and world of work — conversation	H3.1
6 (b)	3	Cultural life and world of work — conversation	H3.1
7	4	Personal world — conversation	H3.5, H3.6
8	5	Current issues — speech	H3.3, H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Leisure — script of speech	H3.1, H3.5
9 (b)	2	Leisure — script of speech	H3.1
9 (c)	3	Leisure — script of speech	H3.6
9 (d)	5	Leisure — script of speech	H3.5
10 (a)	2	Leisure — email	H3.1
10 (b)	3	Leisure — email	H3.1
10 (c)	3	Leisure — email	H3.5, H3.6
10 (d)	5	Leisure — email	H3.2, H3.4, H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Future plans — email	H1.2, H1.3, H3.1

Section III — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
12	5	Personal world — email	H2.1, H2.2, H2.3
13 (a)	10	Future plans — letter	H2.1, H2.2, H2.3
13 (b)	10	Travelling in Japan — letter	H2.1, H2.2, H2.3