

## 2014 HSC Japanese Background Speakers Marking Guidelines

### Section I — Listening and Responding Part A

#### Question 1 (a)

Criteria	Marks
• Describes the family business and its history	2
• Provides some relevant information	1

*Sample answer:*

The family business is the tatami straw mat shop which has been in the family for 18 generations continuously since the Edo era.

#### Question 1 (b)

Criteria	Marks
• Summarises the mother's opinion in detail	3
• Summarises some part of the mother's opinion	2
• Provides some relevant information	1

*Sample answer:*

The mother is against her son taking over the traditional family business and not going to university. This is because there are fewer customers who are interested in buying tatami mats. The parents also spent money to send their son to a cram school and a private secondary school. In addition, the son is doing well at school so he is able to go to a good university and to have a good job such as being a doctor.

**Question 1 (c)**

Criteria	Marks
• Demonstrates a comprehensive understanding of how the son tries to persuade his mother with references to content and language techniques used	5
• Demonstrates a sound understanding of how the son tries to persuade his mother with references to content and language techniques used	4
• Demonstrates a good understanding of how the son tries to persuade his mother with references to content and language techniques used	3
• Provides some understanding of how the son tries to persuade his mother with references to content and language techniques used	2
• Provides some relevant information	1

***Sample answer:***

He already has a good view of the business's future by doing some research overseas on opportunities for the business as well as for his educational opportunities, such as an online English course. He has some new ideas for making the tatami business more successful such as making a web page. He uses strong language such as beki (should). At the same time he reassures his mother by calming her down and by repeating what his mother says. He also uses rhetorical questions 'janai?' His argument is coherent and logical. He shows his passion for the tatami business as well.

## Section I — Listening and Responding

### Part B

#### Question 2

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

#### *Answers could include:*

Summary of Text 1: Gender equality in the sport world is not really happening yet. The examples mentioned include the Japanese soccer team, golf, boxing and decathlon. The speaker believes that men need to support women more so that they can participate more in many sports.

Summary of Text 2: The speaker thinks that the physical requirements often demand more of males than females therefore that we shouldn't expect complete equality between the genders in sport.

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

Criteria	Marks
• Demonstrates a good understanding of the expression the ‘heart and mind of Osu’	2
• Demonstrates some understanding of the expression ‘the heart and mind of Osu’	1

*Sample answer:*

The heart and mind to bear up under adversity and to persist with what she has decided to do in life.

#### Question 3 (b)

Criteria	Marks
• Demonstrates a good understanding of Asami’s personality based on this extract	2
• Demonstrates some understanding of Asami’s personality based on this extract	1

*Sample answer:*

Asami is realistic and expresses herself directly. She made a straightforward comment to Minako that she shouldn’t hesitate if she is serious about leaving school and becoming a hairdresser. Asami is honest with her friend.

#### Question 3 (c)

Criteria	Marks
• Demonstrates a thorough understanding of the reason why Minako’s habit has ceased without her noticing	3
• Demonstrates a good understanding of the reason why Minako’s habit has ceased without her noticing	2
• Demonstrates some understanding of the reason why Minako’s habit has ceased without her noticing	1

*Sample answer:*

Her habit of curling her hair around her finger generally appears when she is worried and by doing the habit, she feels better. Because she cut her hair, she cannot do this any more as there is no hair to do it with. It could also imply an increase in her mental stability and that she is starting to think seriously about her life.

**Question 3 (d)**

Criteria	Marks
• Demonstrates a thorough understanding of the author's use of language features and format to convey Minako's feelings	3
• Demonstrates a good understanding of the author's use of the language features and format to convey Minako's feelings	2
• Demonstrates some understanding of the author's use of the language features and format to convey Minako's feelings	1

**Sample answer:**

In order to effectively convey Minako's feelings to the reader, the author uses a first-person perspective. He also uses the jargon of a young high school student, as well as lots of katakana words to engage readers of a similar age to Minako. The text is full of conversation, colloquial language and short sentences so that the reader can follow the story easily.

**Question 3 (e)**

Criteria	Marks
• Demonstrates an excellent understanding of the relationship between Minako and her parents	5
• Demonstrates a sound understanding of the relationship between Minako and her parents	4
• Demonstrates a good understanding of the relationship between Minako and her parents	3
• Demonstrates an elementary understanding of the relationship between Minako and her parents	2
• Provides some relevant information	1

**Sample answer:**

Minako wants her parents to understand her plans. Her mother was against Minako's idea of leaving school at first but she changed her mind as she saw Minako thinking seriously about her life, and so in the end she was supportive.

Her father was also against Minako's plans and he looked sad rather than angry in the beginning. As Minako was determined to stick to her plan to become a hairdresser, her father started to make an effort to understand her by going to a hair salon or collecting the hair dresser's school brochure for her. They are both stubborn and don't communicate well with each other but they do care for each other. Minako is searching for the heart and mind of "Osu" that she has learned from her father.

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

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

#### *Answers could include:*

Language features:

- One is a poem – using the minimum words ending with nouns
- The other is an essay – repeating the message to young people

Common messages:

- Both expressing their appreciation of life
- Respect for nature – we are part of it, not the ruler of it
- Hope for the future by living with nature
- Advice to the younger generation to live wisely – important things in life – stay away from bad things
- We are to support each other, care for each other

## Section II — Reading and Responding

### Part B

#### Question 5

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

***Answers could include:***

- Summary of recent changes in society (more people enjoy their individuality)
- Society also changes to meet people's demand
- Pros – individual choice and opportunities for people's leisure increase
- Cons –family relationships and friendship are regarded as less necessary

## Section III — Writing in Japanese

### Questions 6–7

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



# Japanese Background Speakers

## 2014 HSC Examination Mapping Grid

### Section I — Listening and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	The family in contemporary society Impact of a changing society on the individual Pressures on young people today Reconciling traditional and contemporary Japanese culture — conversation	H3.1
1 (b)	3	The family in contemporary society Impact of a changing society on the individual Pressures on young people today Reconciling traditional and contemporary Japanese culture — conversation	H3.1, H3.2, H3.3, H4.1
1 (c)	5	The family in contemporary society Impact of a changing society on the individual Pressures on young people today Reconciling traditional and contemporary Japanese culture — conversation	H3.1, H3.2, H3.3, H3.4, H3.6, J3.7, H3.8, H4.1

### Section I — Listening and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
2	10	Gender role in today's society — speech/speech	H2.1, H2.3, H3.2, H3.4, H3.5

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	2	<i>Danki hatameku moto ni</i> – <i>the family in contemporary society</i> – <i>pressures on young people today</i>	H3.1, H3.2
3 (b)	2	<i>Danki hatameku moto ni</i> – <i>the family in contemporary society</i> – <i>pressures on young people today</i>	H3.1, H3.2
3 (c)	3	<i>Danki hatameku moto ni</i> – <i>the family in contemporary society</i> – <i>pressures on young people today</i>	H3.1, H3.2, H3.3, H3.4
3 (d)	3	<i>Danki hatameku moto ni</i> – <i>the family in contemporary society</i> – <i>pressures on young people today</i>	H3.1, H3.2, H3.3, H3.6, H3.7

Question	Marks	Content	Syllabus outcomes
3 (e)	5	<i>Danki hatameku moto ni</i> – <i>the family in contemporary society</i> – <i>pressures on young people today</i>	H3.1, H3.2, H3.3, H3.4
4	25	<i>Ikiru</i> <i>Nijuuiseiki ni ikiru kimitachi e</i> – <i>preserving the environment</i> – <i>the impact of technology</i> – <i>the universality of human experience</i>	H2.1, (H2.3), H3.1, H3.2, (H3.3), (H3.4), H3.7, H3.8, (H4.1)

**Section II — Reading and Responding****Part B**

Question	Marks	Content	Syllabus outcomes
5	15	Impact of changing society on the individual The family in contemporary society — article/article	H1.2, H2.1, H2.4, H3.8

**Section III — Writing in Japanese**

Question	Marks	Content	Syllabus outcomes
6	25	The place of education in young people's lives Japan and the international community — speech	H2.1, H2.2, H2.3, H2.4, (H4.2)
7	25	The place of education in young people's lives Japan and the international community — speech	H2.1, H2.2, H2.3, H2.4, (H4.2)