

2015 HSC Japanese Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies what the mother and the son are discussing	2
• Provides any relevant information	1

Sample answer:

They are discussing whether the dress is too short/suitable for the mother to wear to the son's wedding.

Question 2

Criteria	Marks
• Identifies the reasons why Minami was not happy	2
• Provides any relevant information	1

Sample answer:

Minami wanted to do a barbeque at camp, however her boyfriend Takashi did not want to cook. Takashi did not speak to her at all but read a book by himself.

Question 3

Criteria	Marks
• Identifies why the speaker recommends that his Japanese class visit rural Japan	2
• Provides any relevant information	1

Sample answer:

He recommends rural Japan because the people there cannot speak much English and they like chatting (more than city people do). This will therefore improve their Japanese and they can make friends quickly.

Question 4

Criteria	Marks
• Completes the form correctly	3
• Provides some relevant information	2
• Provides any relevant information	1

*Sample answer:***Dates:** 5th April to 7th April

Special requests: – No meat, but fish is OK
 – Room with a view of garden

Question 5

Criteria	Marks
• Demonstrates a comprehensive understanding of what influences primary school students' career aspirations	3
• Demonstrates a good understanding of what influences primary school students' career aspirations	2
• Provides any relevant information	1

Sample answer:

Current happenings such as major sports events and TV dramas influence primary school students' career choices. The 2014 Soccer World Cup had a big impact on boys wanting to become soccer players. Girls always want to be teachers, because they have a good relationship with their teachers. However, in 2014 TV dramas set in hospitals influenced girls wanting to become doctors.

Question 6

Criteria	Marks
• Demonstrates a thorough understanding of Anna's change of tone	4
• Demonstrates a good understanding of Anna's change of tone	3
• Demonstrates some understanding of Anna's change of tone	2
• Provides any information	1

Sample answer:

At first, Anna's tone is discouraging, eg 'You have wasted money on gym membership before'. Then her tone changes to encouraging, eg, she is convinced by his desire to get fit before the school formal. Finally, her tone becomes jealous, because she has found that the pretty Kaori from school is also a member of the gym.

Question 7

Criteria	Marks
• Provides a thorough comparison of the speakers' views on <i>tomodachi-oyako</i>	4
• Provides a good comparison of the speakers' views on <i>tomodachi-oyako</i>	3
• Demonstrates some comparison of the speakers' views on <i>tomodachi-oyako</i>	2
• Provides any relevant information	1

Sample answer:

The two speakers have contrasting views. The male speaker has a positive view of parents as friends, doing things together. They can talk about everything, share clothes and interests. However, the female speaker has a negative view: if parents and children are too friend-like, children do not have time to make peer friendships. There is also a lack of respect towards parents and children cannot get guidance from their parents.

Question 8

Criteria	Marks
• Demonstrates a perceptive understanding of how Satoshi convinces Megumi, with reference to language and content	5
• Demonstrates a comprehensive understanding of how Satoshi convinces Megumi, with reference to language and content	4
• Demonstrates a good understanding of how Satoshi convinces Megumi, with limited reference to language and content	3
• Demonstrates some understanding of how Satoshi convinces Megumi, with limited reference to language and/or content	2
• Provides any relevant information	1

Sample answer:

Satoshi uses these strategies:

(Subjective information): shares his own experience – Satoshi could study more effectively thanks to the service. (Objective information): quotes newspaper report – 80% experienced reduced stress. Makes it relevant to Megumi – pet rental helps her to reduce stress and addresses her worry of living in a small house. Also, makes it attractive not just for Megumi alone but also for her family together. Uses reassuring/convincing enthusiastic language, eg, ‘you really must try it!’, ‘please do not worry’, ‘definitely’ (ぜったい), ‘Don’t you think it’s a good idea?!’.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Identifies what Mariko has to do	2
• Provides any relevant information	1

Sample answer:

Mariko has to do all of her homework and return books to the library.

Question 9 (b)

Criteria	Marks
• Identifies the reasons why Mariko decided to take Ben	2
• Provides any relevant information	1

Sample answer:

Mariko decided to take Ben because he had never been to a traditional Japanese festival before. Ben is going back to Melbourne the day after tomorrow, so she wanted to do something memorable with him (give him a memorable experience).

Question 9 (c)

Criteria	Marks
• Demonstrates a thorough understanding of why Mariko did not enjoy the festival	3
• Demonstrates a good understanding of why Mariko did not enjoy the festival	2
• Demonstrates any understanding of why Mariko did not enjoy the festival	1

Sample answer:

The festival was not very enjoyable for Mariko as it was so crowded it was difficult to walk and she tripped over, and her new yukata got dirty. Also, it suddenly started to rain, and the fireworks were cancelled. Finally, they could not buy anything at the food stalls.

Question 9 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of Ben’s personality	4
• Demonstrates a comprehensive understanding of Ben’s personality	3
• Demonstrates a good understanding of Ben’s personality	2
• Demonstrates any understanding of Ben’s personality	1

Sample answer:

The diary reveals that Ben is empathetic/sympathetic, as shown by him saying ‘だいじょうぶ? (are you alright?)’ when Mariko tripped over. The use of 言ってくれた shows that Ben is also considerate, as does the fact that he reassures Mariko that he can watch fireworks in Australia. He is motivated to improve (his skills) – Ben says he wants to continue improving his Japanese skills. He is courageous – Ben says ‘no phone on the bus!’ to the scary-looking guy.

Question 10 (a)

Criteria	Marks
• Provides a thorough description of Masao’s new home	2
• Provides any relevant information	1

Sample answer:

His new home is closer to school and the garden is big enough to be able to keep a dog.

Question 10 (b)

Criteria	Marks
• Demonstrates a good understanding of Michiko’s attitude to Masao, with reference to language use in the text	3
• Demonstrates some understanding of Michiko’s attitude to Masao, with reference to language use in the text	2
• Provides any relevant information	1

Sample answer:

Michiko’s attitude towards Masao is unsympathetic. This is evident from the fact that Michiko uses the forthright よ repeatedly. Michiko also uses rhetorical questions (‘You really didn’t sleep?’) to show that she does not believe him. She also ended the conversation abruptly (終わり).

Question 10 (c)

Criteria	Marks
• Demonstrates a thorough understanding of what Yuta hopes to achieve with his comments	4
• Demonstrates a good understanding of what Yuta hopes to achieve with his comments	3
• Demonstrates an understanding of what Yuta hopes to achieve with his comments	2
• Provides any relevant information	1

Sample answer:

Yuta hopes to redirect the discussion to be more constructive by telling Michiko to be more understanding about Masao's situation. He also wants to comfort Masao (ごんねんだったよね。That was a pity, I feel for you!) and reassure him (元気出して！Cheer up!) He also gives his own opinions about Masao's problem and hopes to encourage people to consider and help to solve Masao's problems.

Question 10 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of the relevance of Kaori's blog entry	5
• Demonstrates a thorough understanding of the relevance of Kaori's blog entry	4
• Demonstrates a good understanding of the relevance of Kaori's blog entry	3
• Demonstrates some understanding of the relevance of Kaori's blog entry	2
• Demonstrates any relevant information	1

Sample answer:

Kaori's comments are relevant for Masao in the following ways: Her comments to take a short 10-minute nap would make Masao less tired and less stressed. Her comments relating to 'using time wisely' relate to Masao in that he should not just study continually; by restricting study time, he would then have more time for family, friends, girlfriend, sports etc, which in turn would improve his health and have a positive influence on his study skills and therefore also his exam results.

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

2015 HSC Japanese Continuers

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	Personal world — conversation	H3.1
2	2	Leisure — conversation	H3.1
3	2	Travelling in Japan — speech	H3.1
4	3	Cultural life — telephone conversation	H3.1
5	3	Future plans — news report	H3.2
6	4	Leisure — conversation	H3.3
7	4	Current issues — conversation	H3.5
8	5	Living in Japan — conversation	H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Cultural life— diary	H3.1
9 (b)	2	Cultural life— diary	H3.1
9 (c)	3	Cultural life— diary	H3.1
9 (d)	4	Cultural life— diary	H3.5
10 (a)	2	Daily life — blog	H3.1
10 (b)	3	Daily life — blog	H3.6
10 (c)	4	Daily life — blog	H3.5
10 (d)	5	Daily life — blog	H3.5

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Leisure — 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	Daily life — article	H2.1, H2.2, H2.3
13 (b)	10	Daily life — article	H2.1, H2.2, H2.3