

## 2015 HSC Japanese Background Speakers Marking Guidelines

### Section I — Listening and Responding Part A

#### Question 1 (a)

Criteria	Marks
• Demonstrates a good understanding of the background of the female speaker	2
• Demonstrates some understanding of the background of the female speaker	1

*Sample answer:*

She had grown up in the countryside of Australia and has lived now in Japan for 10 years.

#### Question 1 (b)

Criteria	Marks
• Demonstrates a good understanding of the female speaker's concerns	3
• Demonstrates some understanding of the female speaker's concerns	2
• Demonstrates limited understanding of the female speaker's concerns	1

*Sample answer:*

The first concern is that Eri's colleagues at work treat her as a foreigner because she looks foreign.

The second concern is that even though she wants to be alone and relaxed, she feels bad saying no when her colleagues invite her to go out and also she partially understands socialising with colleagues in Japanese society is important.

The last concern is that she is concerned about maintaining her English as she has lived in Japan more than 10 years. She is not confident if she can speak English for business purposes.

**Question 1 (c)**

Criteria	Marks
• Demonstrates a thorough understanding of the male speaker's use of content and language techniques to reassure the female speaker	5
• Demonstrates a good understanding of the male speaker's use of content and language techniques to reassure the female speaker	4
• Demonstrates a sound understanding of the male speaker's use of content or language techniques to reassure the female speaker	3
• Demonstrates elementary understanding of the male speaker's use of content or language techniques to reassure the female speaker	2
• Provides some relevant information	1

**Sample answer:**

Sho is witty as he replies to Eri ‘ぼくもエリちゃんに同じことを言おうとしたんだよ。エリちゃんは悩みの解決方法を知ってんじゃないかな。’. He convinces her by using his job-hunting example to lead her to solve her own problem.

He also uses colloquialisms such as ‘いいってことよ’ to make her relax with his friendly tone. He also uses the repetition of her phrase ‘色々悩みがあるのは、あなただけじゃない。’ the last line to encourage and reinforce the message he would like to say to her.

**Answers could include:****Contents**

- Sho's logical and witty discussion
- Uses examples of his difficulties to give solutions to the female speaker's problems
- His caring response
- Demonstrates empathy and understanding

**Language techniques**

- Repetition – ポジティブ、ポジティブ。ガンバガンバ – encouraging and reinforcing messages
- Generalisation – 人はどうしたって、第一印象で入るっていうよ。 – to convince why she is regarded as a foreigner
- Colloquialism – いいってことよ – try to use friendly tone to help her relax
- Informal discourse – it is a friendly conversation so very informal
- Tone (eg encouraging, friendly, reassuring, instructive)

## 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 with a sophisticated discussion</li> <li>• Composes a coherent argument with close reference to 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>	9–10
<ul style="list-style-type: none"> <li>• Understands the main issues in the texts and discusses them in a lucid way</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>	7–8
<ul style="list-style-type: none"> <li>• Discusses information from the texts coherently</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>• Discusses some opinions, ideas and information from 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 discuss information</li> <li>• Shows some evidence of the ability to organise information</li> </ul>	1–2

#### *Answers could include:*

##### Positive

- Can access anywhere (you do not have to attend classes)
- Time efficiency (watching lessons online to learn, emailing assessments and homework)
- A solution to bullying
- Possibility of reducing school fees

##### Negative

- No time to see other people physically, therefore causes problem developing relationships
- No time for being outside so not good for health
- Online is still limited (miss the opportunity to be stimulated by other students)

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

Criteria	Marks
• Demonstrates a good understanding of ‘unexpected places’	2
• Demonstrates some understanding of ‘unexpected places’	1

**Sample answer:**

‘Unexpected places’ are the places where blue sky should not be seen but it is.

As a result of the city’s ruin, buildings’ and houses’ ceilings and walls are collapsed, therefore, sky can be seen from unexpected places.

#### Question 3 (b)

Criteria	Marks
• Demonstrates a good understanding of the implication of ‘beautiful eyes’	2
• Demonstrates some understanding of the implication of ‘beautiful eyes’	1

**Sample answer:**

‘Beautiful eyes’ implies that there is no regret about dying. Also, it implies that the young Japanese men have pure hearts.

**Answer could include:**

- Believing in country and what they do
- No regret about dying
- Pure
- Young

#### Question 3 (c)

Criteria	Marks
• Demonstrates an excellent understanding of the implication of ‘I felt dizzy’	3
• Demonstrates a good understanding of the implication of ‘I felt dizzy’	2
• Demonstrates some understanding of the implication of ‘I felt dizzy’	1

**Sample answer:**

Using the metaphor ‘breaking the prohibition against smoking’ symbolises the fact that the sweet music was not available for people to listen to, and now people can listen to it. The music attracted her [students can talk about Jazz as soul music] and it blew ‘my’ mind and ‘I’ was fascinated with it, so this is described as ‘felt dizzy’.

**Question 3 (d)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates an excellent understanding of the historical setting with close reference to the stanzas	3
• Demonstrates some understanding of the historical setting with close reference to the stanzas	2
• Demonstrates limited understanding of the historical setting with reference to the stanzas	1

***Sample answer:***

During the war, cities were being destroyed and people were dying. Everything was desolate and dull then we lost the war. After the war there was a change and westernisation started.

**Question 3 (e)**

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

**Sample answer:**

The message of this poem is that although the life in past was not good, living as long as possible is best so that we can enjoy the beautiful things that life has to offer. The author uses language techniques and format to stress the message. The author of *Watashi ga ichiban kirei datta toki* uses a format of free verse in her poem, therefore it allows readers to engage easily and understand the message deeply as the format is more reader-friendly. In addition, the author uses metaphorical language, such as *hikutsu na machi*, to make the reader imagine the past time easily to help to understand the message. Lastly, the author also uses repetition in the poem, such as *Watashi ga ichiban kirei datta toki*, to emphasise past experience. By emphasising how bad the experience was, the author shows determination to live as long as possible to experience the beauty of life.

**Answers could include:**

- Format – Past (describing what happened in war, emotions in that time – concrete – easy to understand the situation)
- Format – Present (commenting on the past, future vision – author's message)
- Format – Free Verse – more reader-friendly
- Language Techniques – Repetition/Metaphorical language/Couplets/Finishing a sentence with a noun/Contrast/Personification/Inversion.

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive and insightful understanding of the contemporary issues relating to the themes of the film</li> <li>• Demonstrates a perceptive and insightful analysis of how the themes are explored through the film's content and characterisation</li> <li>• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to convey meaning in the film</li> <li>• Demonstrates a perceptive and insightful ability to analyse the way in which film techniques help to deliver the themes of the film</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates a very good understanding of the contemporary issues relating to the themes of the film</li> <li>• Demonstrates a very good analysis of how the themes are explored through the film's content and characterisation</li> <li>• Demonstrates a very good ability to analyse the way in which language is used to convey meaning in the film</li> <li>• Demonstrates an ability to analyse the way in which film techniques help to deliver the themes of the film</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of the contemporary issues relating to the themes of the film</li> <li>• Demonstrates a good analysis of how the themes are explored through the film's content and characterisation</li> <li>• Demonstrates a good ability to analyse the way in which language is used to convey meaning in the film</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the contemporary issues relating to the themes of the film</li> <li>• Demonstrates a limited analysis of how the themes are explored through the film's content and characterisation</li> <li>• Demonstrates a limited ability to analyse the way in which language is used to convey meaning in the film</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Identifies some relevant information</li> <li>• Demonstrates some ability to structure and sequence ideas</li> </ul>	1–5

**Answers could include: Theme**

How to make a happy family in modern-day society/the importance of family/the role of a father in Japan/the identity crisis of a man who loses his job and has no real job in the family

### **Answer could vary: How director explores the theme**

**2 main families have social problems** – showing those social problems are not special in a family living in modern society

- Fujio's family – Father lost job and cannot find his identity as a father in the family (does not have opinions, is not confident). His daughter refused to go to school because of being bullied by classmates – showing those problems are not specific to people in this modern society
- Fujio's colleague's family – Father lost job. He is described as a very traditional father (force his opinions, arrogant, thinks he is boss of his family) and therefore, his wife started becoming annoying (as his wife is also working in a very busy industry). There is also his son's violent behaviour in the family (it is because of his father's nature and his mother not having time to pay attention to him) and therefore, they caused family dysfunction.

### **Fujio as a father**

- Make him an ordinary man as if to hold up a mirror to make audience see itself
- Unconfident person – the father did catch ball with his son but when the father throws a ball it breaks a window. 'Father should not run first'
- Lonely – playing/speaking with a dog

### **Family portrait**

- The director uses several scenes of the family, three generations, sitting around the dining table, talking and eating, to highlight the issue of living life with family, rather than work at the centre
- The director uses 2 main families (Fujio and the colleague's families) to show the diverse problems modern families have and how to cope with them

### **Family problems**

Describes some family problems (not going to school/bullying/violence at home/unemployment) to show today's society

### **Repetition**

- 'Home sweet home' music – to add to the poignancy of the theme
- Fujio could not say he was unemployed to his wife for a long time
- TV Program Title *Happy Family Plan*

### **Movie ending**

Caring for others is the most important thing in a family. Fujio's family experiences the challenge and starts knowing that happiness is facing a problem together and coping with it together

### **Humour and comedy**

It makes the theme easy to understand and be faced by the audience

### **Dramatic effect**

When Fujio's finger was injured, this added suspense and the audience sees that to become a happy family is very difficult and could not be predicted



**Soft/tender touch by family members – realise how the small things make someone happy**

- Colleague's wife teaches piano to Fujio
- Fujio put his coat around his daughter
- Fujio's wife's gift of a towel to Fujio
- Fujio's daughter protected Fujio when the wife blamed him

**Camera work**

- Tight screen to focus on characters/close-up shot to show characters' emotions

## 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:***

1. Partially agree / disagree
2. Talking about issues of current Japanese society and how to deal with the problems
3. Example of what the students can do in this society – including their experiences
  - not all elderly people think helping them is insulting
  - understand why elderly people feel insecure
  - help people through volunteering (help not only individual but whole)

### 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

## Question 6

### *Answers could include:*

- (Some) definition of traditional gender roles
  - MALES need mental strength
    - no complaint about anything such as homesick / Japanese culture
    - no showing any weakness
  - MALES need to be formed as a boy
    - no knitting club, not thinking about fashion
  - MALES need physical strength
    - would be given more heavy-duty job
    - encouraged to go out instead of staying in room in your free time
  - FEMALES need to be conservative
    - curfew – fashion – no Soccer Club
  - FEMALES need to be politer
    - manner, help host family more
  - FEMALES need to be a supporter of men
    - asked to be a supporter of men
- Solutions
  - Understanding why you came to Japan (to immerse yourself in the culture)
  - Understanding Japanese traditional gender rules and their background
  - Show respect
  - Find solution in between what you want and what they want
  - Talk to the people who force the value about what you are thinking (and what you do in Australia)

## Question 7

### *Answers could include:*

- Examples
  - The use of mobile phones in trains
  - The way to take off shoes
  - The manner of eating
  - Facial expressions
- Solutions
  - Ask Japanese friends and host family about the manners and customs
  - Understand and accept the manners and customs as they are

# 2015 HSC Japanese Background Speakers

## Mapping Grid

### Section I — Listening and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Japan and the international community — conversation	H3.1
1 (b)	3	Japan and the international community — conversation	H3.1, H3.3, H3.6
1 (c)	5	Japan and the international community — conversation	H3.1, H3.3, H3.6, H3.7

### Section I — Listening and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
2	10	The place of education in young people's lives – the impact of technology — speech/conversation	H1.1, H3.2, H3.4, H3.6

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	2	<i>Watashi ga ichiban kirei datta toki</i> The universality of human experience – pressures on young people today	H3.1
3 (b)	2	<i>Watashi ga ichiban kirei datta toki</i>	H3.1, H3.2
3 (c)	3	<i>Watashi ga ichiban kirei datta toki</i>	H3.1, H3.2, H3.3
3 (d)	3	<i>Watashi ga ichiban kirei datta toki</i>	H3.2, H3.3, H3.7, H3.8
3 (e)	5	<i>Watashi ga ichiban kirei datta toki</i>	H3.7
4	25	<i>Shiawase kazoku keikaku (Happy Family Plan)</i> The family in contemporary society / the impact of a changing society on the individual / gender roles in today's society / pressures on young people today / the place of education in young people's lives / reconciling traditional and contemporary Japanese culture	H2.1, H2.2, H2.3, H2.4, H3.2, H3.7, H4.1

### Section II — Reading and Responding

#### Part B

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

**Section III — Writing in Japanese**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
6	25	Gender roles in today's society — letter	H2.1, H2.2, H2.3, H2.4, (H4.2)
7	25	Reconciling traditional and contemporary Japanese culture — letter	H2.1, H2.2, H2.3, H2.4, (H4.2)