

**2002 HSC Notes from  
the Marking Centre  
Japanese Background Speakers**

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Published by Board of Studies NSW  
GPO Box 5300  
Sydney 2001  
Australia

Tel: (02) 9367 8111

Fax: (02) 9367 8484

Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 1740996127

200333

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# 2002 HSC NOTES FROM THE MARKING CENTRE JAPANESE BACKGROUND SPEAKERS

## Japanese for Background Speakers

The 53 candidates who sat for this paper had a wide range of ability levels. Candidates who are attempting this course must ensure they are totally familiar with all of the prescribed texts and that they are aware of which language is to be used to answer each question. If answers are in the wrong language, candidates have not fulfilled the requirements of the question.

## Section I – Listening and Responding

### Part A

#### General Comments

Most candidates demonstrated a good understanding of the main points and detailed information of the text. However, some candidates had difficulty in summarising the information in order to respond to the questions. Candidates need to practise summarising. Candidates this year appeared to have been well prepared for the language analysis.

There were a few candidates who answered this section in Japanese.

#### Specific Comments

- (a) Many responses attracted full marks. Those who did not, often translated a short phrase for the answer rather than extracting more information about the audience group from various parts of the text.
- (b) Most candidates provided specific information to explain the main purpose of the talk, but some failed to summarise the purpose of the talk.
- (c) Only half of the candidates chose the correct response. This question required an interpretation of the whole text, rather than focusing on one particular word that was mentioned in the question.
- (d) Most candidates successfully mentioned appropriate language techniques employed by the speaker, providing textual references. However, some responses did not explain the effect of the language techniques.

### Part B

Most candidates understood well the issues raised in the texts and wrote accordingly. However, quite a number of candidates did not include textual references when composing their arguments. Although candidates compared and contrasted the information very well, their conclusions were somewhat weak. Some candidates appeared not to have read the instructions and paid no attention to the context and intended audience of the text they had been asked to write.

Candidates are strongly encouraged to read the instructions and the rubric carefully and to familiarise themselves with the requirements of this section.

## **Section II – Reading and Responding**

### **Part A**

#### **Question 3**

##### **General Comments**

Overall, candidates demonstrated that they had understood the text well. Strong responses demonstrated a sophisticated and insightful understanding of the issues within the prescribed text. Weaker responses failed to support/justify/argue the point of view with appropriate textual references.

Candidates should read the question in both Japanese and English to ensure that they know exactly what is expected in their response.

##### **Specific Comments**

- (a) Generally well done, caused few problems.
- (b) Generally well done.
- (c) Most candidates provided appropriate interpretation.
- (d) Strong responses inferred ambivalent feelings in a convincing manner. Some provided only one of the feelings mentioned in the question.
- (e) Some candidates did not understand the expression in the question. Candidates are encouraged to use the dictionary to clarify the meaning of a set phrase. Most candidates failed to explain fully what had caused the emotion mentioned in the question.
- (f) Candidates provided appropriate language techniques to portray the main character in the prescribed text. Candidates are encouraged to explain the effects of certain techniques concisely in their responses.
- (g) Most candidates managed to grasp the main issue in the prescribed text, but did not include the reasons Tsugumi embraces the philosophy mentioned in the question. Many responses did not include appropriate textual references to support their answers, despite the instruction in the question.

#### **Question 4**

Overall, this question was well done. However, many responses placed too much emphasis on the poem's appeal to women and the analysis of its appeal in relation to other groups was somewhat limited.

Some responses only included explanations of the poem and did not address all of the requirements of the question.

Candidates should read the question carefully to respond to all the requirements in their responses.

## **Part B**

### **Question 5**

Most candidates demonstrated a general understanding of the issue raised in the text. Strong responses argued well the role of education/school in the lives of young people. However, some candidates developed their own points of view without relating them to the text.

## **Section III – Writing in Japanese**

### **Questions 6, 7 and 8**

#### **General Comments**

Candidates only had to complete one of these questions. Most candidates chose either Question 7 or Question 8. The majority of candidates exceeded the length limit and appeared to have been very familiar with the topics. Candidates should read the question very carefully to meet the requirements.

#### **Specific Comments**

##### **Question 6**

Although many responses addressed problems based on personal experience, some did not develop their point of view fully to address the issue as one of public interest in society. Some candidates listed the problems with examples rather than choosing one problem as instructed in the question.

##### **Question 7**

Some candidates demonstrated an insightful analysis of why young people have drifted to cities. The question required them both to analyse the shift and describe its impact on local communities. Some candidates did not refer to its impact, but rather suggested how it could be resolved.

##### **Question 8**

Most responses presented a clear view on why cultural exchange is so important in promoting mutual respect and understanding in society with people of different cultural heritages. However, many candidates found it challenging to identify original suggestions on how to promote mutual understanding.

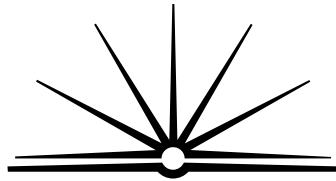
# Japanese Background Speakers

## 2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
<b>Section I — Listening and Responding</b>			
<b>Part A</b>			
1(a)	2	National identity: Reconciling traditional and contemporary Japanese culture (speech)	H3.1
1(b)	3	National identity: Reconciling traditional and contemporary Japanese culture (speech)	H3.2
1(c)	1	National identity: Reconciling traditional and contemporary Japanese culture (speech)	H3.3, H4.1
1(d)	4	National identity: Reconciling traditional and contemporary Japanese culture (speech)	H3.6, H3.7
<b>Section I — Listening and Responding</b>			
<b>Part B</b>			
2	10	Global issues: Preserving the environment (article and conversation)	H2.1, H2.2, H3.2, H3.4, H3.5
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
3(a)	1	Youth culture: Pressure on young people	H3.3
3(b)	1	Youth culture: Pressure on young people	H3.3
3(c)	2	Youth culture: Pressure on young people	H3.3
3(d)	3	Youth culture: Pressure on young people	H3.3
3(e)	3	Youth culture: Pressure on young people	H3.3, H3.6
3(f)	4	Youth culture: Pressure on young people	H3.6, H3.7
3(g)	6	Youth culture: Pressure on young people	H3.3, H3.8
4	20	Individual and the Community: Gender Role	H2.1, H3.1, H3.2, H3.7, H3.8, H4.1
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
5	15	Youth culture: The place of education in young people's lives (review)	H1.2, H2.1, H2.4, H3.8
<b>Section III — Writing in Japanese</b>			
6	25	Individual and the community: The family in contemporary society speech (script)	H2.1, H2.2, H2.3, H2.4, H4.2, H4.3



<b>Question</b>	<b>Marks</b>	<b>Content (Theme/Topic — Text Type)</b>	<b>Syllabus outcomes</b>
7	25	Individual and the community: The impact of a changing society on the individual (report)	H2.1, H2.2, H2.3, H2.4, H4.2
8	25	National identity: Japan and the international community (article)	H2.1, H2.2, H2.3, H2.4, H4.2, H4.3



## 2002 HSC Japanese Background Speakers Marking Guidelines — Written Examination

### Section I — Listening and Responding Part A

#### Question 1 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Clearly and specifically identifies the targeted audience	2
• Identifies the targeted audience	1

#### Question 1 (b)

*Outcomes assessed: H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of the speaker's purpose	3
• Supports the understanding with relevant supporting evidence	
• Demonstrates a general understanding of the text's purpose with support from the text	2
• Identifies some relevant information relating to the speaker's purpose	1

**Question 1 (c)***Outcomes assessed: H3.3, H4.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (D)	1

**Question 1 (d)***Outcomes assessed: H3.6, H3.7***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive ability to identify language techniques employed in the talk and their effects • Support the answer with appropriate references to the text	4
• Demonstrates some ability to identify language techniques but effects are not explicitly explained • Supports the answer with some reference to the text	2–3
• Identifies some language techniques used in the talk	1

## Section I — Listening and Responding

### Part B

#### Question 2

*Outcomes assessed: H2.1, H2.2, H3.2, H3.4, H3.5*

#### MARKING GUIDELINES

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>• 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>	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>• 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>• Coherently 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 text and the ability to compare and contrast information</li><li>• Shows some evidence of the ability to organise information</li></ul>	1–2

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

*Outcomes assessed: H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Infers a reason for her response	1

#### Question 3 (b)

*Outcomes assessed: H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• (A)	1

#### Question 3 (c)

*Outcomes assessed: H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Clearly identifies what she won't give up	2
• Superficial understanding of what she won't give up	1

#### Question 3 (d)

*Outcomes assessed: H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of Maria's ambivalent feelings towards Tsugumi	3
• Supports the interpretation in a convincing manner	
• Demonstrates some understanding of Maria's feelings towards Tsugumi	1–2
• Identifies one relevant aspect of Maria's feelings towards Tsugumi	

**Question 3 (e)**
*Outcomes assessed: H3.3, H3.6*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the expression ‘a face as if one ate a bitter bug’</li> <li>• Demonstrates an ability to interpret the author’s intention to represent Tsugumi’s perception of the situation</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the expression ‘a face as if one ate a bitter bug’</li> <li>• Demonstrates a limited interpretation from Tsugumi’s reaction to the situation.</li> </ul>	2
<ul style="list-style-type: none"> <li>• Identifies one aspect of the relationship relevant to the quote</li> </ul>	1

**Question 3 (f)**
*Outcomes assessed: H3.6, H3.7*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Analyses the language features comprehensively with appropriate reference to the text</li> <li>• Demonstrates an insightful understanding of those effects</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates the ability to analyse the language features with reference to the text</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Identifies the language features used by the author</li> </ul>	1

**Question 3 (g)**
*Outcomes assessed: H3.3, H3.8*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an insightful understanding of the viewpoint Tsugumi holds and why she embraces it</li> <li>• Supports the answer with relevant textual reference</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates a superficial understanding of Tsugumi’s viewpoint</li> <li>• Supports the answer with textual reference</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of Tsugumi’s viewpoint with some textual reference</li> </ul>	1–2

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

*Outcomes assessed: H2.1, H3.1, H3.2, H3.7, H3.8, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a highly developed ability to analyse the poem's perception of constraints on women and its appeal to women and at least one other group of readers</li> <li>• Demonstrates perception and insight in the interpretation of the poems and its appeal</li> <li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Demonstrates a highly developed ability to analyse the poem's perception of constraints on women and its appeal to women</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Demonstrates the ability to analyse the poem's perception of constraints on women and its appeal to women and at least one other group of readers</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Composes an effective argument with appropriate textual reference</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Demonstrates some ability to identify and discuss the perception of constraints on women and/or the poem's appeal</li> <li>• Supports the discussion of the question with some appropriate textual reference</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Relates the issue of gender roles to the poem with some elaboration of relevant examples</li> <li>• Attempts to compose an argument with reference to the text</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Identifies some ideas about gender roles dealt in the text</li> <li>• Demonstrates some ability to structure and sequence ideas</li> </ul>	1–4

## Section II — Reading and Responding

### Part B

#### Question 5

*Outcomes assessed: H1.2, H2.1, H2.4, H3.8*

#### MARKING GUIDELINES

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



## Section III — Writing in Japanese

### Questions 6–8

*Outcomes assessed: H2.1, H2.2, H2.3, H2.4, H4.2, H4.3*

#### MARKING GUIDELINES

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