

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

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NOTES FROM THE MARKING CENTRE

JAPANESE

General Comments

The 2002 Japanese HSC Examinations were sat for by over 1500 candidates in total. The breakdown is as follows: Continuers – 872, Extension – 245, Beginners – 333 and Background Speakers – 54.

The purpose of these notes is to provide some useful feedback for teachers of HSC classes in 2003 and candidates who will be sitting for the HSC in 2003. The notes must be read in conjunction with the relevant examination paper and the marking guidelines that were used at the marking centre. It is very important to realise that the sample answers provided are just that – samples! There were many other responses that were accepted in addition to those that are included here. To establish if an answer was correct the criteria provided for each question had to be read first.

Teachers and candidates must ensure that they are totally familiar with the syllabus for their course(s) and that they understand what all of the expected outcomes are.

Beginners

Speaking Skills Examination

Report and Conversation

Candidates are advised to keep to the time limit of 1-2 minutes for the report. Most candidates were generally well prepared with their reports and props.

Weaker candidates were able to provide reasonable reports, however, they subsequently had difficulties responding to questions asked by the examiner. Question words were an area of difficulty for candidates ie *donna, dare, dore, dochira*.

Good candidates excelled in their reports and were able to give extensive answers to both questions on their reports and also to general questions within the scope of the course.

Role Play

A significant number of the candidates had the confidence and training to take the initiative and be in control of the conversation, ie they introduced their chosen situation well and gave relevant answers of reasonable length.

Weaker responses were often short staggered answers to questions. Weaker responses were often in the wrong tense.

Candidates were rewarded for using advanced structures in both the Report and Conversation Role Play situation, providing detailed answers, and taking control of the conversation/role-play with appropriate answers/questions.

Written Examination

Paper 1: Processing Spoken Information

Part A: Extracting Information from Spoken Passages

Candidates, on the whole, showed a reasonable understanding of the spoken passages and there was a range of marks awarded. Careless errors were made by many candidates, particularly with dates, times, afternoon/evening activities and leaving out detail in answers. Many candidates were not able to recognise the word for sheep or dictionary. Making candidates aware of the fact that a date is not just a day of the week and the difference between ‘good’ and ‘interesting’ as adjectives may help future candidates.

Part B: Responding to Spoken Passages

The standard of responses in this question was comparable to that in 2001. It was pleasing to see that so many candidates were aware of the diary format and were able to use correct diary style in their responses ie date, weather, plain form. Plain past was also used correctly by a large number of candidates. Weaker responses included basic errors with particles, katakana, tense and the spelling of Australia in katakana. Candidates of Chinese background are reminded that many kanji when written in Japanese are written differently from those in Chinese.

Paper 2: Processing Written Information

Part A: Extracting Information from Written Texts

General Comments

Text 1 was more challenging than Text 2, the latter being handled well by most candidates.

Specific Comments

In Text 1 many candidates had difficulty with the understanding of *eigo no benkyoo o moo shimashita*. The *moo* caused the majority of problems.

Candidates also found the structure *tsumaranaku narimasu* difficult. Many candidates translated this phrase as ‘boring’ rather than ‘get/become boring’.

Candidates should include all relevant information in their answers. Time and frequency words were often omitted.

Part B: Responding to Written Texts

General Comments

Candidates should plan their responses before writing on the squared paper, so that their response has a beginning, end and flows and sounds natural. Three important aspects for candidates to remember are, don't copy whole sentences from the text given, identify relevant information and put into their own words, and try to use several advanced structures in their response.

Specific Comments

Candidates had difficulty with particles, *ni* and *de* were often used incorrectly. Consistency with verb form was also a problem. Plain or polite must be used throughout. Common spelling errors were with *kinoo*, *ikimashoo* and *issho*. The use of, *kara* to give a reason, also proved challenging for many candidates. Candidates should be reminded that the event following after *-tara*, should not be happening after the action of *-tara*.

Misreading or confusion on who was holding the party, who was invited and who was doing the inviting often occurred in responses as well as the type of text type to use.

Paper 3: Writing in Japanese

General Comments

Both topics in this section ie touring Japan and Japanese language study and future plans, allowed for a range of answers in both linguistic elements and genre.

Specific Comments

Quite a number of candidates copied large sections from the passage in 'Extracting Information from Written Texts' in their writing. Teachers should advise their candidates that this is instantly apparent to markers, and marks cannot be awarded for work which is not the student's own.

Question 1: Letter

This question was chosen by the majority of candidates, and was handled quite well. It was pleasing to see many candidates demonstrate their knowledge of Japan and Japanese culture in their responses.

Some candidates did not demonstrate adequate knowledge of letter text type conventions. A number did not address the touring Japan aspect of the question, and instead wrote about watching TV, listening to music etc. Some started their letters with a self-introduction, which was not relevant as they were writing to their Japanese teachers in Australia.

Question 2: Talk

This question proved more challenging for candidates as they were required to address both their study of Japanese and their future plans. Candidates should be encouraged to read the questions carefully and deal with ‘double-barrel’ questions adequately.

Most candidates wrote very well about their future plans, but very few candidates demonstrated knowledge of the appropriate speech/talk text type conventions. Most addressed their audience, however, they did not introduce the topic of their talk or give closing remarks. Again, some candidates gave a self-introduction, which was not relevant as they were addressing an audience who already knew who they were.

Continuers

General Comments

The candidates who sat for this paper appeared to have been very well prepared for the examination and achieved results comparable with previous years. The use of dictionaries again raised some issues. Candidates should use their dictionaries to look up the occasional forgotten word or kanji. Extra marks are not awarded for writing everything in kanji. Candidates also need to know how to choose the correct word when faced with a number of possibilities.

Written Examination

Section I – Listening and Responding

General Comments

Candidate responses were of a very high standard with most candidates understanding the general meaning of the listening passage.

Candidates are reminded that they should transfer all of the information from the Candidate’s Notes column into the answer lines.

Specific Comments

Question 1

Generally well answered.

Question 2

- (a) Although the mother’s voice sounded relaxed, she was actually annoyed *mata yasumi*.

- (b) Very well answered.

Question 3

Candidates often omitted the fact that he had lost the phone number. Some thought that *kami* referred to hair, while others wrote about ‘tall people being needed’.

Question 4

- (a) Most answered this correctly.
- (b) There were many possible details about the accommodation that could have been listed. No mark was awarded for the price if the answer was expressed in dollars or without a currency. There was confusion over *chotto tooku narimasu*.

Question 5

- (a) Most candidates understood that both of the speakers enjoyed music. However, some left out the other relevant detail: that they lived in apartments.
- (b) Three ideas had to be expressed for full marks: cramped living conditions, the problem of noise and having to think about one’s neighbours.

Question 6

- (a) Most candidates understood that everyone should be involved in this event.
- (b) An overall understanding of the event was needed for full marks: cleaning the environment, with everyone working together as a community. *Otooshiyori* was confused with *otoshidama*.

Question 7

Parts (a) and (b) had similar answers. Part (a) required the candidates to list what the advantages were and job prospects (English and IT), whereas part (b) necessitated how these advantages were to come about: new computers; chat rooms on the internet; talking to overseas people and learning about their culture and lifestyles; and the fact that the school allowed the candidates lots of time to do these things.

Some candidates confused *hiruyasumi* with ‘lunchtime’ or ‘spring holidays’. Others mentioned being able to eat in the computer room.

Section II – Reading and Responding

General Comments

Again, candidates performed well in this section with all candidates able to answer at least some of the questions. The reading of compound kanji is still a problem for some candidates.

Specific Comments

Part A

Question 8

Parts a) to d) and f) were generally well handled.

In e) there was confusion with tense in responses. Candidates often used a past tense when drawing conclusions about this trip but the trip had not yet concluded.

Question 9

In the first part, candidates overlooked the word ‘young’ as too simple an answer, and quite often added incorrect information. The kanji for *shakai* and *kaisha* were confused by some candidates.

In the third part of (c), candidates often omitted the fact that she learnt or improved her English in Australia and, instead, gave information about getting a job overseas.

The vocabulary item *shuushoku* in part (d) caused some problems, leading some candidates to believe that food was the topic.

In e) there was confusion with who ‘he’ was in responses. Candidates should clearly state who is being referred to in same gender discussions.

In f) there were some very good responses, indicating candidates are well prepared for the ways in which Outcome 3.2 can be assessed. However, the word ‘implications’ caused problems for some candidates.

Part B

Question 10

General Comments

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

Some candidates failed to read the English part of the question and as a result thought that they were still at school in Australia.

High marks were awarded to candidates who really tried to convince the organising committee of the Cultural Festival that they would be good for a particular job or jobs, with good supporting reasons. It is important to be original and creative, as well as to understand the text, rather than merely copying from it.

Candidates should use polite form as many who attempted plain form were not consistent and made mistakes. Polite form is also more appropriate for an application for a job.

It is better for candidates to stick to the kanji from the syllabus; there are no bonus marks for extensive use of kanji. Candidates tended to copy kanji from their dictionaries and these were often poorly written. Some candidates copied words from the dictionary and used them incorrectly. Dictionary skills need to be taught or candidates should not use words unless example sentences are provided.

Common mistakes were incorrect use of the *te* form, particle errors, use of the incorrect verb for playing musical instruments (eg use of *hikimasu* for drums and trumpets as well as piano/guitar). Some candidates copied *shite kureru* from the text and therefore used it incorrectly for themselves in applying for a position.

Many candidates focused too much on their self-introduction and abilities, and included irrelevant information about themselves, rather than responding to the text and task. In doing so, they omitted important points such as stating why they would be available at the required times, and even stating for which particular job they wished to apply.

Section III – Writing in Japanese

General Comment

Candidates were generally well prepared for these questions. Candidates should be encouraged to apply their knowledge of writing texts in English to writing in Japanese. Common mistakes were incorrect punctuation, particle errors, mixed tenses on verbs and adjectives, incorrect use of *kara* (effect before cause) and incorrect *te* forms.

Question 11

Candidates were quite evenly divided in their choice of (a) or (b). Katakana caused some problems when using the names of Australian places, even presumably familiar suburbs.

Question 12

Part (b) was attempted by the majority of candidates.

Specific Comments

Question 11

- (a) Candidates found it difficult to write about an event. Some only described their travel around Australia.
- (b) Most candidates were able to write about their house and neighbourhood. However, some encountered difficulty using senior structures appropriately in this topic.

Question 12

Candidates are reminded to provide a good beginning and conclusion to their writing, paying close attention to the correct tense of verbs.

Common errors included confusing *eigo/eiga* and *tenki/genki/denki*. Candidates are advised to write in plain level of speech only if they feel confident regarding verb forms.

Senior structures should be incorporated appropriately, rather than attempting to use as many as possible, often rendering the sentence difficult to comprehend.

Dictionaries should be used sparingly as unknown vocabulary was often used incorrectly.

Oral Examination

General Comments

On the whole, candidates performed very well and seemed to be thoroughly prepared to have a conversation with the examiners about their personal world and used a variety of senior structures. Candidates are encouraged to expand on basic questions, thereby showing a willingness to sustain the conversation. Candidates need to be aware that they may not be asked questions from all topic areas.

Specific Comments

Candidates should avoid one word or yes/no answers unless they follow up with additional information. Candidates should be prepared for questions that range from simple to more difficult. Even though a question may be simple, candidates should answer in as much depth as possible and display their knowledge of Japanese grammar and vocabulary. The candidates who scored best included a wide variety and range of vocabulary and senior structures in the responses they gave.

Candidates are reminded that this is a conversation rather than a speech and long monologues on set topics are therefore inappropriate. Many candidates picked up on a word in the Examiners' question, without understanding what information they were being asked for, and went off on a tangent without answering the question asked. Candidates are reminded to listen to the whole question before answering.

Because the conversation is recorded for marking purposes, audibility and clarity are essential. Consequently, candidates need to be urged to speak loudly. Many of the more able candidates spoke too fast and/or mumbled. Candidates need to finish sentences clearly. Verb endings were often mumbled or incomplete.

Many candidates confused *eiga/eigo* and struggled with question words such as *dono gurai*, *donna*, *doo yatte* etc. Frequency and time periods were also often poorly done.

Extension

General Comments

The candidates who sat for this paper were of a very high standard. It was pleasing to see that they were very familiar with the set text stories and issues. Very few candidates had trouble meeting a satisfactory standard or higher.

Written Examination

Section I – Response to Prescribed Text

Part A

General Comments

In general this question was handled quite well by most candidates. The better responses showed good knowledge of the text, sophisticated understanding of the significance of the excursion to both Ototake and the school community, and understood the function of stylistic devices used in the novel and the function of grammatical structures.

Specific Comments

- (a) Most candidates understood what was unusual about the topic of discussion at the meeting. Some candidates, however, confused the unusual topic of the meeting with the unusual nature of the *jitto*. Candidates are reminded to read the quotations in the context of the extract.
- (b) Most candidates understood the use of Katakana both in this extract and in the novel as whole. Many focused mainly on the use of Katakana for ‘emphasis’, like italics are used in English. Candidates should also be aware of its stylistic use to add a colloquial tone to the novel, reflecting the growing use of Katakana words in contemporary Japanese.
- (c) Most candidates understood well why this reaction was unexpected and supported their answer with evidence from the extract.

- (d) Many candidates did not understand the difference in usage of *koto to natta* and *koto to shita* and the particular relevance of the use of each structure given in the examples. Candidates need to have a comprehensive understanding of all aspects of language in the extracts for study.
- (e) This question proved the most challenging question on the paper for candidates. Many missed the point that this question focused on the significance of the excursion to Ototake personally and to the school community as a whole. Many candidates tried to relate the question to all of the themes and issues of the course, which was inappropriate. Candidates are reminded that while it is necessary to study the extracts in terms of themes and issues set for study, it is also important to understand fully what is relevant to answering a question.

Many candidates also missed the point that, for the first time, Ototake was forced to admit defeat when faced with a difficult task and to realise that at times it was necessary to rely on the help of others. Many had the idea that Ototake overcame his personal difficulties in climbing the mountain by himself.

Part B

General Comments

In general the level of candidates' performance was excellent. Most candidates showed a comprehensive understanding of the text and answered creatively.

Specific Comments

Language usage on the whole was of a high standard. Candidates were able to adapt their language to the role they were required to adopt. It was pleasing to see that quite a number of candidates were able to use words/phrases from other parts of the prescribed text authentically.

Many candidates were able to relate to the prescribed issues, demonstrating a perceptive and sensitive understanding of the text.

Some candidates were quite creative in their approach to the diary entry.

However, candidates need to take care of the following:

text type format ie diary set out/ style- a 'classmate's' diary/ read the question carefully to avoid mistakes with the wrong-story, character, event/ incorrect facts from the story indicated in the question-distance, time, teacher's name, frequency of *undookai*/ language errors/Kanji errors/use of squared paper.

Section II – Writing in Japanese

General Comments

This section was handled well on the whole. Most responses were of a satisfactory length.

Candidates should be advised to read and answer the question asked, plan and structure ideas, and express ideas clearly rather than force the inclusion of senior structures inappropriately.

Specific Comments

Question 3 and 4

A broad range of topics were included in answering the question eg technology, peer pressure, employment. However, many candidates simply listed a variety of different issues without relating their ideas to the question. Some candidates also are trying too hard to write complex sentences and as a result the meaning of what they are trying to say becomes confused. The best responses showed originality and flair with clearly stated arguments.

Candidates need to understand the difference between *eikyoo o ateru/ataerareru* not *eikyoo o morau*. There were also problems with particles in using the passive form ie *ni, kara*. Some responses displayed an overuse of *~soo desu*. *Wakamono* was also often incorrectly written in Kanji. Similarly, spelling errors occurred in Katakana with *konpyuutaa, terebi, and pia puresshaa*.

Oral Examination

Question 1

General Comments

Most candidates who chose to do Question 1 related their speaking skills to the issues of Technology and Role Models. The better responses stated their opinions as to why teaching and nursing jobs are no longer popular and supported their answers by giving reasons. The weaker responses just stated their opinions.

Specific Comments

The responses most often heard were:

There are more interesting jobs available eg IT and media with better wages, other jobs are more useful than teaching and nursing/ candidates who go to university do not want to become teachers or nurses, young people think about themselves rather than others, university graduates have better jobs to aspire to, young people want to do jobs that interest them, very few people want to become teachers.

Question 2

General Comments

The candidates needed to talk about ‘what’ actually made the generation gap wider rather than defining the fact that the older generation is ‘backward’. There were two aspects that needed consideration and to be linked - Technology and also the Generation Gap. Few could develop their arguments into good conclusions.

Specific Comments

Some candidates did not talk about the ‘Generation Gap’ in this section but went on to talk about advantages and disadvantages of Technology. The better responses related the topic to a discussion of differences between old and young, while some discussed previous times versus the present, and some talked about their parents not being good at using the latest technologies such as computers and even word processors. Most candidates pronounced ‘generation’ incorrectly. Weaker responses made basic vocabulary pronunciation mistakes and could not develop their arguments into good conclusions.

Question 3

General Comments

This question proved challenging to answer. Disabled people, discrimination, racial problems and some other related issues tended to take up the bulk of responses. Candidates, in many cases, talked for too long, over ten minutes, and as a consequence allowed the content quality to deteriorate. Candidates need to learn the correct use of Causative and Passive tenses. Weaker responses had problems focusing on what constitutes a ‘tolerant’ society, and the concept of tolerance itself.

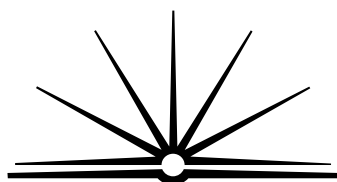
Specific Comments

Candidates tended to start off by stating that Australia is not a tolerant society. They then talked about the multicultural society, Australian culture, disabled people, discrimination, equality, bullying, equal rights, Barrier Free Society, and racial problems. The better responses had a conclusion to their monologues.

Japanese Continuers

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Section I — Listening and Responding			
1	1	Travel in Japan — Conversation	H3.1
2 (a)	1	Youth issue — Phone message	H3.1
2 (b)	1	Youth issue — Phone message	H3.1
3	2	Youth issue — Conversation	H3.1
4 (a)	1	Home and neighbourhood — Interview	H3.1, H3.2
4 (b)	3	Home and neighbourhood — Interview	H3.1
5 (a)	2	Contemporary culture — Conversation	H3.1, H3.2
5 (b)	3	Contemporary culture — Conversation	H3.1, H3.2
6 (a)	1	Home and neighbourhood — Announcement	H3.1
6 (b)	4	Home and neighbourhood — Announcement	H3.1
7 (a)	2	Technology — Speech	H3.1
7 (b)	4	Technology — Speech	H3.1, H3.2
Section II — Reading and Responding			
Part A			
8 (a)	1	Travel in Japan — Diary	H3.1
8 (b)	2	Travel in Japan — Diary	H3.1
8 (c)	2	Travel in Japan — Diary	H3.1
8 (d)	1	Travel in Japan — Diary	H3.1
8 (e)	3	Travel in Japan — Diary	H3.1, H3.2
9 (a)	1	Social issues — Article	H3.1
9 (b)	1	Social issues — Article	H3.1
9 (c)	2	Social issues — Article	H3.1
9 (d)	3	Social issues — Article	H3.1, H3.2
9 (e)	4	Social issues — Article	H3.1, H3.2
9 (f)	5	Social issues — Article	H3.1, H3.2
Section II — Reading and Responding			
Part B			
10	15	Living in Japan — Personal profile	H1.2, H1.4, H3.1, H3.2
Section III — Writing in Japanese			
11 (i)	6	Home and neighbourhood — Postcard	H3.1, H2.2, H2.3
11 (ii)	6	Holidays — Description	H3.1, H2.2, H2.3
12 (i)	9	Living in Japan — Article	H2.1, H2.2, H2.3
12 (ii)	9	Daily life — Letter	H2.1, H2.2, H2.3



B O A R D O F S T U D I E S
NEW SOUTH WALES

2002 HSC Japanese Continuers Marking Guidelines — Oral Examination

Conversation

Outcomes assessed: H1.1, H1.2, H1.3, H1.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Communicates confidently and fluently with correct intonation and pronunciationDemonstrates depth of the treatment through the presentation of relevant information, opinions and/or commentResponds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure	17–20
<ul style="list-style-type: none">Communicates effectively, with some degree of fluency and authenticityResponds with relevant information and a range of relevant opinions and/or commentResponds with a range of vocabulary and structures, but with some minor inaccuracies	13–16
<ul style="list-style-type: none">Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabularyResponds with relevant information and opinions	9–12
<ul style="list-style-type: none">Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errorsPresents some relevant information, opinions or ideas	5–8
<ul style="list-style-type: none">Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax	1–4

2002 HSC Japanese Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies a reason for her surprise	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 2 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies what she wants him to do	1

Question 3*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Explains the reason for the phone call with some relevant detail	2
• Identifies a reason that Jiroo is ringing Hiroshi	1

Question 4 (a)*Outcomes assessed: H3.1, 3.2***MARKING GUIDELINES**

Criteria	Marks
• (A)	1

Question 4 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies most relevant details about the accommodation	3
• Identifies some relevant details about the accommodation	2
• Identifies isolated details about the accommodation	1

Question 5 (a)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies both things they have in common	2
• Identifies one of the things they have in common	1

Question 5 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the reasons	3
• Demonstrates some understanding	2
• Identifies one relevant reason	1

Question 6 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (D)	1

Question 6 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Gives a thorough list of objectives	4
• Demonstrates some understanding of vocab and advanced structures	2–3
• Identifies one objective	1

Question 7 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies advantages of attending this school	2
• Identifies one advantage of attending this school	1

Question 7 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Describes most of the strategies with relevant detail	4
• Identifies some strategies with relevant detail	2–3
• Identifies one strategy	1

Section II — Reading and Responding

Part A

Question 8 (a)

Outcomes assessed H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies where they stayed	1

Question 8 (b)

Outcomes assessed: H 3.1

MARKING GUIDELINES

Criteria	Marks
• Provides detailed reasons why students were happy to see their rooms	2
• Provides one reason	1

Question 8 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies both amusing incidents	2
• Identifies one amusing incident	1

Question 8 (d)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• A	1

Question 8 (e)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides detailed conclusions about the trip	3
• Provides some conclusions about the trip	2
• Provides one conclusion about the trip	1

Question 9 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies what the three people have in common	1

Question 9 (b)*Outcomes assessed: H 3.1***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 9 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides detailed reasons for her disappointment	2
• Provides a reason for her disappointment	1

Question 9 (d)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates detailed understanding of his strategies	3
• Demonstrates some understanding of his strategies	2
• Identifies one of his strategies	1

Question 9 (e)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed description of the father's reaction	4
• Identify some details of father's reaction	2–3
• Identify isolated details	1

Question 9 (f)*Outcomes assessed: H 3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the implications of the three case studies for Japan's future	5
• Identifies some implications linked to the three case studies	3–4
• Identifies some relevant detail and discusses implications in a general way without specific reference to the text	1–2

Section II — Reading and Responding

Part B

Question 10

Outcomes assessed: H 1.2, H1.4, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary/kanji and sentence structures • 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"> • Responds to most of the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary/kanji and sentence structures • 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 information, ideas and/or opinions of the text (includes points) • Demonstrates a satisfactory knowledge and understanding of vocabulary/kanji and sentence structures • Organises information and ideas to meet the requirements of the task 	7–9
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary/kanji and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	4–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • Demonstrates an elementary knowledge and understanding of vocabulary/kanji and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1–3

Section III — Writing in Japanese

Question 11

Outcomes assessed: H 2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Writes descriptively with well-selected information relevant to the demands of the task• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary/kanji, tense, adjectives, adverbs and syntax• Manipulates language authentically and creatively to describe• Sequences and structures information coherently and effectively	5–6
<ul style="list-style-type: none">• Writes descriptively to meet the general requirements of the task• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary/kanji, tense, adjectives, adverbs and syntax• Sequences and structures information effectively	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the requirements of the task• Demonstrates an elementary knowledge and understanding of relevant vocabulary/kanji, adjectives and adverbs with evidence of the influence of English syntax and vocabulary• Demonstrates limited evidence of the ability to organise information	1–2

Section III (continued)

Question 12

Outcomes assessed: H 2.1, H2.2, H2.3

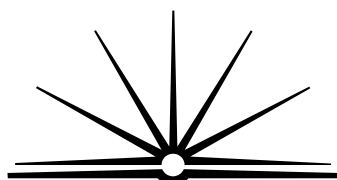
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions • Demonstrates extensive knowledge and understanding of vocabulary/kanji, tense, mood, syntax • Manipulates language authentically and creatively to persuade and evaluate • Sequences and structures ideas and information coherently and effectively 	8–9
<ul style="list-style-type: none"> • Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task • Demonstrates a thorough knowledge and understanding of vocabulary/kanji, tense, mood, syntax • Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate • Sequences and structures ideas and information effectively 	6–7
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions in order to persuade and evaluate • Demonstrates a satisfactory knowledge and understanding of vocabulary/kanji, tense, mood and syntax • Organises information and ideas to meet the requirements of the task 	4–5
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a basic knowledge and understanding of vocabulary/kanji and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	2–3
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the requirements of the task • Demonstrates an elementary knowledge and understanding of vocabulary/kanji and sentence structures with evidence of the influence of English syntax • Uses single words, set formulae and anglicisms to express information 	1

Japanese Extension

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Oral Examination			
1	5	Group versus the Individual — Monologue	H1.1, H1.2
2	5	Impact of Technology — Monologue	H1.1, H1.2
3	5	Group versus the individual — Monologue	H1.1, H1.2
Written Examination			
1 (a)	1	It's not fair	H2.1, H2.2
1 (b)	2	It's not fair	H2.1, H2.2, H2.3
1 (c)	3	It's not fair	H2.1
1 (d)	3	It's not fair	H2.1, H2.2, H2.3
1 (e)	6	It's not fair	H2.1, H2.2, H2.3, H2.4
2	10	My first race — Diary entry	H2.1
3	15	Group versus the individual — Article	H1.1, H1.2
4	15	Overcoming personal difficulties — Essay	H1.1, H1.2



B O A R D O F S T U D I E S
NEW SOUTH WALES

2002 HSC Japanese Extension Marking Guidelines — Oral Examination

Monologue

Questions 1–3

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops a sophisticated, coherent argument• Demonstrates breadth and depth in the treatment of relevant ideas and information• Communicates confidently and fluently with correct intonation and pronunciation• Communicates with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure	5
<ul style="list-style-type: none">• Presents and develops a coherent argument• Demonstrates breadth and some depth in the use of relevant ideas and information• Communicates effectively, with some degree of fluency and authenticity• Communicates with a range of vocabulary, language structures and complex sentences, but with some inaccuracies of expression or syntax	4
<ul style="list-style-type: none">• Attempts to present and develop a coherent argument• Supports the argument with a range of relevant examples• Communicates with some degree of fluency, but with repetition and inaccuracies in grammar and vocabulary	3
<ul style="list-style-type: none">• Attempts to present an argument using some relevant information or ideas with limited fluency of presentation• Communicates using simple sentences and language structures and a limited vocabulary with pauses and errors	2
<ul style="list-style-type: none">• Communicates some relevant information or ideas with pauses and repetitions• Communicates using simple sentences and language structures, set formulae, limited vocabulary with evidence of English syntax and vocabulary	1

2002 HSC Japanese Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text Part A

Question 1 (a)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the reason	1

Question 1 (b)

Outcomes assessed: H2.1, H2.2 H2.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the language features and social and cultural aspects of the writing style	2
• Demonstrates some understanding of the purpose and the effects of language features	1

Question 1 (c)*Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the reaction	3
• Demonstrates an understanding of the reaction	2
• Identifies one relevant reason for the reaction	1

Question 1 (d)*Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the language features using detailed evidence from <i>Gotaifumanzoku</i>	3
• Demonstrates a significant understanding of the language features in relation to <i>Gotaifumanzoku</i>	2
• Demonstrates an understanding of the meaning and purpose of language features	1

Question 1 (e)*Outcomes assessed: H2.1, H2.2, H2.3, H2.4***MARKING GUIDELINES**

Criteria	Marks
• Provides a sophisticated and detailed explanation of the significance of the excursion with detailed supportive evidence	5–6
• Provides a clear explanation of the significance of the excursion with some supportive evidence	3–4
• Provides a basic explanation of the significance of the excursion with limited evidence	1–2

Section I — Response to Prescribed Text

Part B

Question 2

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive and sensitive understanding of the prescribed text• Demonstrates flair and originality in the approach taken• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	9–10
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the prescribed text• Demonstrates some flair in the approach taken• 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	7–8
<ul style="list-style-type: none">• Demonstrates an understanding of the prescribed text• Demonstrates a satisfactory control of vocabulary/kanji and sentence structures• Organises information and ideas to meet the requirements of the task	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of the prescribed text• Demonstrates a basic knowledge and understanding of vocabulary/kanji and sentence structures• Writes within the parameters of the task	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the prescribed text• Demonstrates an elementary knowledge and understanding of vocabulary/kanji and sentence structures	1–2

Section II — Writing in Japanese

Questions 3–4

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops a sophisticated, coherent argument, discussion or explanation• Writes effectively and perceptively for a specific audience, purpose and context• Demonstrates breadth and depth in the treatment of relevant ideas• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary/kanji and sentence structure	13–15
<ul style="list-style-type: none">• Presents and develops a coherent argument, discussion or explanation• Writes effectively for a specific audience, purpose and context• Demonstrates breadth and some depth in the use of relevant supporting material and examples• Writes accurately using a range of vocabulary/kanji and sentence structures	10–12
<ul style="list-style-type: none">• Attempts to present and develop a coherent argument, discussion or explanation• Writes with some understanding of audience, purpose and context• Supports points with relevant material and examples• Writes using a range of vocabulary/kanji and sentence structures	7–9
<ul style="list-style-type: none">• Presents some relevant information, opinions or ideas• Demonstrates the use of appropriate supporting materials• Demonstrates evidence of the use of complex sentences	4–6
<ul style="list-style-type: none">• Presents some relevant information, opinions or ideas• Communicates primarily in simple sentences or set formulae	1–3