

**2005 HSC Notes from
the Marking Centre
Japanese**

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2005 HSC NOTES FROM THE MARKING CENTRE

JAPANESE

Introduction

This document has been produced for the teachers and candidates of the Stage 6 courses in Japanese. It provides comments with regard to responses to the 2005 Higher School Certificate examinations, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It should be read along with the HSC examination papers, the HSC standards packages and the marking guidelines. Teachers and candidates are reminded of the importance of remaining conversant with the current syllabus, the ACE Manual and Board Bulletin notices. In particular, teachers and principals should note carefully the Rules for the Conduct of Oral Examinations.

Beginners

Speaking Skills Examination

Section I – Report and Conversation

Candidates are advised to keep to the time limit of 1 – 2 minutes for the report. Once again, most candidates were well prepared.

When answering questions posed by the examiner, candidates should give as much information as possible. Questions using *donna*, *dochira*, and *nan no* were an area of difficulty for some candidates. Candidates need to be careful to use correct particles and verb tenses, as this can affect the overall impression of the candidates' responses.

Candidates should be prepared to answer questions on their prepared report, as well as general questions taken from the themes of the Beginners Course.

Section II – Role-Play

Candidates are encouraged to take the initiative in the role-play to demonstrate their knowledge of Japanese language structures and vocabulary and to convey all the relevant information required of the task.

Written Examination

Paper 1: Processing Spoken Information

Part A: Extracting Information from Spoken Passages

Candidates need to read instructions and questions carefully and respond with as much detail as possible.

Specific Comments

Question 1

Most candidates performed well in this question. However, many did not include the information that Kimiko's family came from Korea 100 years ago. Some confused the words *eigo* and *eiga*.

Question 2

- (a) Candidates must try to include as much detail as possible, including details about time, such as the fact that Ichiroo's birthday was next week.
- (b) Many candidates did not know the vocabulary items *zasshi* or *booshi*.

Question 3

It was important in this question for candidates to make the change explicit and give full details in their responses.

Question 4

Few candidates wrote about *chichi no hi* in their answers .

Question 5

This question was generally very well answered, although very few candidates knew that *minshuku* was bed and breakfast accommodation or a guesthouse.

Question 6

Only a few candidates knew the vocabulary item, *okanemochi*. Many did not include the information that Tom was not planning to go to university, only including what Tom was planning to do.

Part B: Responding to Spoken Passages

The majority of candidates addressed their note to Sachiko and signed off as Fumiko. However, many candidates made up names or wrote their own name at the end of the note. A number of candidates did not understand the time of the departure of the excursion. Many did not realise that the vocabulary item *bijutsukan* was given to them at the bottom of the page and they attempted their own spelling of the word. *Basu* was often misspelt as *baasu*.

Many candidates understood a lot of the information and the better responses presented the information in different terms. This is important as it shows independence from the original wording of the text.

Better responses were creative and demonstrated an excellent understanding of the passage.

Paper 2: Processing Written Information

Part A: Extracting Information from Written Texts

General Comments

Candidates need to provide detailed, relevant information to support their answers. Vocabulary items written in katakana were often misunderstood. Weaker responses tried to predict possible answers based on the English questions, without reference to the text.

Specific Comments

Text 1

- Most candidates could read the *kanji* numbers for his age.
- The use of *ka* to indicate the preference for steak or *sushi* was not well understood in terms of explaining the background to the decision of choosing a Japanese restaurant.
- *Yasumi* was often referred to as a holiday rather than ‘closed’.
- Question (c) required detailed comprehension in order to distinguish between choices.
- The question relating to Takeshi’s expectations of the meal was answered poorly. Candidates needed to establish what his expectations were. Many confused *oishisoo* with ‘it was delicious’. Many candidates listed what he ate, without commenting on the fact that it did not live up to his expectations and the reasons why.
- The negative past tense proved difficult for some candidates.
- As the vocabulary item ‘present’ was provided, candidates needed to identify what the present was.

Text 2

- There was some confusion regarding ‘250 years old’. Many candidates stated that the school was 250 years old, rather than the tree.
- The vocabulary item *kootei* was not well known and the *kanji* for *hyaku* was mistaken for *sen*.
- Most candidates understood the vocabulary for the seasons.
- Most candidates did not correctly identified *kateika*.
- The word ‘Asia’ was frequently misunderstood with many candidates writing *Ajia* in *roomaji* rather than in English.

Part B: Responding to Written Texts

General Comments

Candidates’ responses were generally good. The better responses were creative and demonstrated independence from the original texts. Candidates should be encouraged to write complete sentences and to elaborate on ideas.

Most candidates demonstrated a good understanding of the texts and were able to express some relevant information. However, more practice is needed in developing coherent text. The weaker responses simply listed isolated details in no logical order.

It is important for candidates to include details of both texts in their response.

Specific Comments

- Candidates should be aware of the text type of the response and include an appropriate beginning and ending.
- There were errors with particles. The most common were *o/wa ga mieru* and *ni noru*. Some candidates omitted *na* with adjectives.
- Candidates should try to use a variety of language structures
- Candidates should use *kippu*, *bangohan* and *kaimono* instead of *chiketto*, *dinaa* and *shopingu*.

Continuers

Oral Examination

General Comments

Candidates seemed to be well prepared for this examination. Most candidates spoke audibly. However, as in previous years, when they were unsure of themselves, sentences were not finished and candidates tended to mumble.

On the whole, candidates performed very well and gave appropriate responses to a wide variety of questions using a range of vocabulary and sentence structures. Candidates are encouraged to demonstrate their knowledge of Japanese by expanding on their responses where appropriate. Candidates need to be aware that they may not be asked questions relating to each of the topic areas.

Specific Comments

Candidates are reminded that the task involves responding to questions and the responses should be distinguishable from monologues. Candidates should demonstrate depth of treatment of the topic area, by using a range of vocabulary and structures, as appropriate. Questions using 'why' should elicit responses with greater detail. Candidates need to take care when using particles, numbers, amounts, and periods of time. They should also pay attention to question words.

Section I – Listening and Responding

Questions 1-8

General Comments

In the Listening and Responding Examination candidates are assessed in relation to the two relevant syllabus outcomes. While some questions will require the transposition of information directly from the texts, others may require candidates to interpret or evaluate the information and its presentation.

Where candidates are required to do this, they should support their answers with evidence from the text. When candidates refer to language techniques, links should be made to the text and should be explained. Candidates should also be familiar with techniques commonly used in verbal communication, such as repetition, exaggeration, tone etc.

Candidates should take care with numbers in various contexts (Questions 1 and 4), junior vocabulary items such as days of the week (Question 1) and family members and meals (Question 2). Candidates are encouraged to practise listening to spoken texts for grammatical detail, such as tense. Such errors can cause great difficulties in answering questions correctly (Question 3). Candidates should be aware that some questions require a response to items of text as a whole, rather than comprehension of isolated details. (Questions 4- 8). Candidates should also be aware that their knowledge and understanding of Japanese culture will assist them to understand the context of some items (Question 6). Candidates are advised to read the questions carefully, underline key words and address requirements of questions directly. In Question 8, many candidates did not actually identify personality traits; instead they described or retold what each person had said.

Section II – Reading and Responding

Part A

Question 9

- (a) A common error was translating *tonari no hito* as the *person next to them* instead of *neighbour*. *Panfuretto* was also interpreted as *penfriend* instead of *pamphlet*.
- (b) In the better responses candidates contrasted the major changes that had occurred: a spacious home in Australia as opposed to a small apartment in Tokyo and having a pool she could swim in anytime as opposed to having no pool nearby. Candidates should also include adverbs in responses where appropriate.
- (c) Candidates were required to have an excellent understanding of the reasons the gym appealed to Jenny and make the link that the gym also provided the opportunity for her to make friends through their activities such as a party and travel.

Question 10

Generally this question was well answered.

Candidates often used vocabulary in unfamiliar contexts eg Question 10 (d): Jun was often referred to as ‘customer’ in his home stay, rather than guest. In this question, candidates needed to talk about the expectation and the reality of BOTH the home stay and the school experience. Many candidates only talked about the home stay. Only the better responses mentioned that Jun’s reality at school meant that he had to make an effort to make friends.

In Question 10 (c) and 10 (e) translation alone was insufficient. Many candidates only wrote what Kim did in the history class, rather than stating how she was a friend to Jun.

Question 11

The stimulus material encouraged creative responses. Candidates needed to understand that the nature of the task involved evidence of understanding and responding to the information in the text

within their written response. Some candidates confused the timing of the letter, not understanding that the HSC had finished and results were known. Some launched into prepared responses with little evidence of understanding or responding specifically to the stimulus material. Others copied significant amounts from the original text. The word *ryokan* was mistaken as *ryokoo* by some candidates, who proceeded to write about their future trip. Many candidates understood the words *haikingu* and *tenisu* but then wrote about their hobbies. A number of candidates used senior structures inappropriately, in order to include as many as possible, which led to poor cohesion and coherence of text. Common errors included: *nihon ni kuru* instead of *nihon ni ik*, incorrect date and name at the end of the letter, misunderstanding of *kanji* for *hataraku*, tense use of particles, and incorrect context of the passage.

Question 12

The choice between the two questions was relatively even. The questions should be read carefully to ensure the correct contexts and tenses are used. Candidates should also plan their responses so that they flow well, are sequenced and are the required length.

Better knowledge of the different text types is needed. Candidates also need to practise using *genkoyoshi*. The new format of two sections on one page was not well handled.

Candidates are reminded that prescribed *kanji* must be written in *kanji*. The use of dictionaries for copying non-syllabus *kanji* is discouraged. Care should also be taken when looking up words, as on many occasions they are often used incorrectly.

Errors with *katakana* words and basic grammar were frequent (tenses and adjectives). Candidates should use a variety of structures, rather than over-use a few.

Question 13

The choice between the two questions was relatively even. Candidates generally demonstrated a good to very good knowledge of syllabus grammar. Candidates should avoid writing *kanji* in Chinese style. Candidates should not mix plain and polite form.

- (a) Better responses persuaded the audience about the best place to live. Weaker responses tended just to describe a place to visit.
- (b) Better responses explained how the study of Japanese impacted on their lives rather than just describing what happened in class.

Extension

Oral Examination

Overall candidates spoke very well. Candidates are reminded that the approximate speaking time is 2 minutes per monologue. Points are awarded for quality of the response rather than length. In many cases, candidates would have been well advised to finish their monologues earlier, as prolonged speaking simply caused more errors. It is better to have a response that is concise and to the point than one that is longer and less coherent.

It is important to read the questions carefully in both Japanese and in English. Successful responses were able to directly answer the question using a variety of vocabulary and syllabus structures. Some candidates presented their pre-learned monologues without any link to the question. Each of the three questions asked candidates to 'Give your opinion'. This allowed candidates to agree or disagree with the stimulus statement. Some candidates chose to present both sides.

Question 1

This was the least popular question in this year's paper. Many candidates disagreed with the stimulus statement and spoke about groups being more important than the individual. Some candidates made reference to the dash point subtopics such as bullying, peer pressure, suicide and *hikikomori*. However, teachers and candidates are reminded that these are suggestions only. Many candidates had difficulties producing words in the stimulus statement such as *kojin no* (the individual) and *dantai* (group). It is important for candidates to read and pronounce unfamiliar words carefully from the stimulus statement. Any *kanji* not in the syllabus will have *furigana*.

Question 2

Many candidates disagreed with the stimulus statement, feeling that young people today face more difficulties than their parents faced in their youth. These difficulties included pressure from teachers and parents to study, peer pressure, bullying, competition, body image and lack of free time.

The candidates who agreed with the stimulus statement talked about periods of war, having to work instead of going to university, and how generally younger people today have easier lifestyles.

A few candidates interpreted the question to mean young people face fewer difficulties than their parents do today. This interpretation was accepted as long as the candidate was able to present his/her point of view.

A number of candidates had difficulty in reading the *kanji sukunai* (few).

Question 3

This was the most popular question. Candidates generally had many ideas about the stimulus sentence.

Candidates who agreed discussed talking and texting on mobile phones, use of the Internet for easy access to information, e-mails, chat rooms, web cams, video conferencing, and ease of travel having helped to bring people closer.

Candidates who disagreed felt that due to advances in technology there is less contact between people and therefore reduced face to face communication. People socialised less and, as a result, cooperation and communication suffered.

Most candidates had difficulty reading the *kanji chikai* (close).

Written Examination

Section I – Response to Prescribed Text

Part A

Question 1

General Comments

Extension candidates found this year's paper very challenging. Most problems arose because candidates lacked clear understanding of the requirements of questions.

Specific Comments

- a) Most candidates were able to identify some language features in the statement. The majority of answers focused on the use of *katakana* and quotation marks, with better responses outlining the choice of the word *deai* meaning 'encounter' rather than 'meeting', the use of the present tense, and also the use of *chan*. A large number of candidates mistakenly referred to the sentence ending in a noun. In weaker responses, candidates either did not analyse the impact of the language feature, or did not focus on the specific quotation.
- b) Most candidates understood the meaning of the statement and analysed it in relation to Ototake's point of view. Stronger responses gave a perceptive analysis as to why Ototake disagreed with the teachers' view and outlined his thoughts on how Yatchan was labelled and unfairly judged. Few candidates defined the term 'delinquent' or why the teachers viewed Yatchan this way.
- c) Most candidates simply listed points from the relevant chapter to justify why Ototake was drawn to Yatchan: Yatchan having the qualities that Ototake did not possess, how Yatchan viewed things from a different perspective, and how he emitted an aura that attracted people to him. Perceptive responses were able to identify Yatchan's uniqueness, his individuality, self-confidence and his ability to be different and not feel the need to conform to society's 'norm'.
- d) Usually, candidates simply gave examples of the things that Ototake had done or achieved but did not actually explain why these things made him a 'leader'. For example, they wrote that Ototake was able to swim in the swimming carnival but did not make the link with leadership qualities. Many candidates wrote about Ototake as a role model rather than a leader. In the best responses candidates identified relevant examples of Ototake's leadership beyond the four prescribed stories and supported and expanded on these examples, actually identifying the leadership quality, such as 'organisational skills' and how this made him a leader.

Teachers and candidates are reminded of the syllabus requirement that 'Students will be required to analyse...' the relationship between the prescribed text and issues.

Part B

Most candidates demonstrated cultural sensitivity in writing the accompanying letter to the teacher by choosing an appropriate letter format (the polite form) and expressions appropriate for this context.

In order to meet the requirements of the task, candidates needed to demonstrate their understanding of the particular extract as well as the text as a whole. In the best responses candidates demonstrated creativity through the manipulation of language with relevant content based on the extract. They included in their response not only the role that the word processor played in Ototake's life at that time and beyond, but how this helped him gain confidence and have more positive self-esteem.

Many candidates demonstrated an impressive use of authentic language and flair by using appropriate expressions such as *okagede*, *natsukashii* etc. However, quite a few candidates appeared to be confused about the usage of *~te ageru* and *~te kureru*.

Section II – Writing in Japanese

The overall language standard was very good and many candidates wrote with a high level of grammatical accuracy and extensive vocabulary. In the better responses candidates included a number of points which supported their argument (breadth) with appropriate and detailed examples (depth). Furthermore, such responses included relevant information that was continually linked to the question.

Candidates are reminded that this section requires an argument supported by appropriate evidence presented logically. Irrelevant information or argument detracted from the general impression of the weaker responses, which often also included many minor but avoidable errors in the use of vocabulary and sentence structures.

Question 3

Many candidates answered the question with concrete and relevant examples to support their opinions. Better responses also showed their awareness of the audience identified in the question.

Question 4

The majority of candidates identified the issues and described or explained them well, with a wide variety of examples in this, the more popular question. However, many candidates did not develop their writing into a sophisticated level of argument.

Background Speakers

Section I – Listening and Responding

Part A

Question 1

- (a) Most candidates identified the interviewee but in some cases not all details were included.
- (b) The majority of responses mentioned the relationship between seasonal non-plough farming and Toki, but did not fully explain the relationship as discussed in the text.
- (c) Many candidates identified the different ways of speaking that the interviewee employed. However, some candidates did not explain when and why it changed.

Part B

Question 2

This task required candidates to write a letter advising a friend about a successful English study programme abroad. Many candidates referred to the two texts but did not fully compare and contrast them. Weaker responses did not contain substantial references to the texts.

Section II – Reading and Responding

Part A

Question 3

- (a) Most responses identified the writer's feeling towards the children but in the weaker responses candidates did not support their answers with appropriate references to the text.
- (b) Better responses elucidated the differences amongst both developing nations and also between Japan and Vietnam.
- (c) Very few candidates referred to both language techniques and their effectiveness.

Question 4

In order to meet the requirements of the task, candidates needed to demonstrate the importance of understanding other cultures, as portrayed in *Hinzoku to Bunka*. Some responses contained a well-developed command of Japanese, but did not include relevant content based on the text.

Section II – Reading and Responding

Part B

Question 5

Responses were, in general, good.

Section III – Writing in Japanese

Questions 6, 7 and 8

General Comment

Approximately half of the candidature chose Question 7. Most candidates identified the trend towards fewer children as the main theme, but lacked a high level of sophistication in their answers.

Question 6

Some candidates appeared to confuse Questions 6 and 7.

Question 7

The issue, gender roles, was well discussed with appropriate examples. The better responses included persuasive and well-structured arguments.

Question 8

Few candidates chose this question. However, those who did tended to handle the topic well.

Japanese Extension

2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
1	5	Groups vs. Individual — monologue	H1.1, H1.2
2	5	Overcoming personal difficulties — monologue	H1.1, H1.2
3	5	Impact of technology — monologue	H1.1, H1.2
Written Examination			
Section I — Response to Prescribed Text			
Part A			
1 (a)	3	Shiteiseki	H2.1, H2.2
1 (b)	3	Shiteiseki	H2.1, H2.2, H2.3
1 (c)	4	Shiteiseki	H2.1, H2.2, H2.3
1 (d)	5	Shiteiseki	H2.1, H2.2, H2.3
Written Examination			
Section I — Response to Prescribed Text			
Part B			
2	10	Fushigi nakikai — letter	H2.1
Written Examination			
Section II — Writing in Japanese			
3	15	Group vs. Individual — speech	H1.1, H1.2
4	15	Overcoming personal difficulties — essay	H1.1, H1.2

Japanese Continuers

2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Written Examination			
Section I — Listening and Responding			
1	2	Daily life — announcement	H3.1
2	2	Leisure — message	H3.1
3	2	Personal world — conversation	H3.1
4	3	Personal world — speech	H3.1
5	3	Living in Japan — conversation	H3.1
6	4	Cultural life — interview	H3.1
7	4	Current issues — news item	H3.1, H3.2
8	5	Leisure — conversation	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part A			
9 (a)	2	Personal world — form	H3.1
9 (b)	3	Personal world — form	H3.1
9 (c)	4	Personal world — form	H3.1, H3.2
10 (a)	2	Daily life education — email	H3.1
10 (b)	2	Daily life education — email	H3.1
10 (c)	3	Daily life education — email	H3.1, H3.2
10 (d)	4	Daily life education — email	H3.1, H3.2
10 (e)	5	Daily life education — email	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part B			
11	15	Personal world/world of work — advertisement/letter	H1.2, H1.3, H2.1, H2.3, H3.1
Written Examination			
Section III — Writing in Japanese			
12 (a)	6	Personal world — email	H2.1, H2.2, H2.3
12 (b)	6	Travelling in Japan — postcard	H2.1, H2.2, H2.3
13 (a)	9	Personal world — speech	H2.1, H2.2, H2.3
13 (b)	9	Daily life — article	H2.1, H2.2, H2.3

Japanese Background Speakers

2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Listening and Responding			
Part A			
1 (a)	2	Preserving the environment — interview	H3.1
1 (b)	3	Preserving the environment — interview	H3.1
1 (c)	5	Preserving the Environment — interview	H3.3
Section I — Listening and Responding			
Part B			
2	10	Pressures on young people today — advertisement/ conversation — letter	H2.1, H2.3, H3.1, H3.2, H3.5, H4.1
Section II — Reading and Responding			
Part A			
3 (a)	2	Beto namu no Yakanshogako	H3.3
3 (b)	3	Beto namu no Yakanshogako	H3.2
3 (c)	4	Beto namu no Yakanshogako	H3.2, H3.8
3 (d)	6	Beto namu no Yakanshogako	H3.7
4	25	Mingoku to Bunka — speech	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H3.1, H3.8
Section II — Reading and Responding			
Part B			
5	15	The impact of technology — article/letter to the editor	H1.1, H2.1, H2.2, H2.3, H2.4, H3.8, H4.1
Section III — Writing in Japanese			
6	25	The impact of a changing society on the individual — essay	H2.1, H2.2, H2.3, H2.4
7	25	Gender roles in today's society — essay	H2.1, H2.2, H2.3, H2.4
8	25	The impact of a changing society on the individual — essay	H2.1, H2.2, H2.3, H2.4

Japanese Beginners (Speaking Skills)

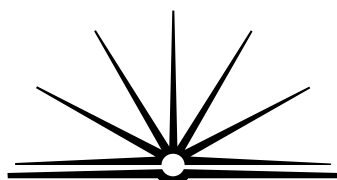
2005 HSC Examination Mapping Grid

City

Question	Marks	Content	Syllabus outcomes
Speaking Skills Examination			
Section I Report and Conversation			
1	15	Report and Conversation	H1.1, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.8
Speaking Skills Examination			
Section II — Role-Play			
2	15	Travel — summer holidays in Australia	H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7, H2.8
3	15	Around town — an outing	H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7, H2.8
4	15	Travel — travel in Japan	H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7, H2.8

Country

Question	Marks	Content	Syllabus outcomes
Speaking Skills Examination			
Section I			
1	15	Report and Conversation	H1.1, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.8
Speaking Skills Examination			
Section II — Role-Play			
2	15	Travel — travel in Japan	H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7, H2.8
3	15	Around town — special event	H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7, H2.8
4	15	School life — exchange in Japan	H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7, H2.8



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

2005 HSC Japanese Extension Marking Guidelines — Oral Examination

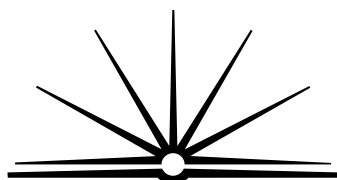
Monologue

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



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

2005 HSC Japanese Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Gives good details of the arrangements for the excursion	2
• Gives some details of the arrangements for the excursion	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the reasons given for not attending the party	2
• Demonstrates some understanding of the reasons given for not attending the party	1

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

Criteria	Marks
• Demonstrates a good understanding of why the message was not received	2
• Demonstrates some understanding of why the message was not received	1

Question 4*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an excellent understanding of how the relationship between the speaker and Haru has changed with supporting details	3
• Demonstrates some understanding of how the relationship between the speaker and Haru has changed	2
• Gives some relevant information about the relationship between the speaker and Haru	1

Question 5*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Gives a detailed explanation of why Shane is in Japan	3
• Gives some explanation of why Shane is in Japan	2
• Identifies some relevant information	1

Question 6*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an excellent understanding of what inspired Melissa to open her shop	4
• Demonstrates some understanding of what inspired Melissa to open her shop	2–3
• Gives isolated details of what inspired Melissa to open her shop	1

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

Criteria	Marks
• Demonstrates an excellent understanding of why Mrs Smith is newsworthy	4
• Demonstrates some understanding of why Mrs Smith is newsworthy	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of both personalities	5
• Demonstrates a good understanding of both personalities	3–4
• Demonstrates some understanding of relevant information	2
• Identifies some relevant information	1

Section II — Reading and Responding

Part A

Question 9 (a)

Outcomes assessed: H 3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies fully how Jenny found out about the place	2
• Demonstrates some understanding of how Jenny found out about the place	1

Question 9 (b)

Outcomes assessed: H 3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the major changes in her life	3
• Demonstrates some understanding of the changes that have occurred in her life	2
• Identifies some relevant information	1

Question 9 (c)

Outcomes assessed: H 3.1, H 3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates an excellent understanding of why the gym appeals to her	4
• Demonstrates a good understanding of why the gym appeals	3
• Demonstrates some understanding of why the gym appeals	2
• Identifies isolated details	1

Question 10 (a)

Outcomes assessed: H 3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a very good understanding of the school's appearance	2
• Demonstrates some understanding of the school's appearance	1

Question 10 (b)*Outcomes assessed: H 3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a full understanding of Jun's reaction to subject selection	2
• Demonstrates some understanding of Jun's reaction	1

Question 10 (c)*Outcomes assessed: H 3.1, H 3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of how Kim helped him	3
• Demonstrates some understanding of how Kim helped him	2
• Identifies some relevant information of how Kim helped him	1

Question 10 (d)*Outcomes assessed: H 3.1, H 3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an excellent understanding of his expectations and the reality	4
• Demonstrates some understanding of his expectations and the reality	2–3
• Identifies some relevant information	1

Question 10 (e)*Outcomes assessed: H 3.1, H 3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of how his impression develops	5
• Demonstrates a good understanding of how his impression develops	3–4
• Demonstrates some understanding of how his impression develops	2
• Identifies some relevant information	1

Section II — Reading and Responding

Part B

Question 11

Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1

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 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 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 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 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 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 12

Outcomes assessed: H2.1, 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 taskDemonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax and <i>kanji</i>Manipulates language authentically and creatively to describeSequences and structures information coherently and effectively	5–6
<ul style="list-style-type: none">Writes descriptively to meet the general requirements of the taskDemonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntax and <i>kanji</i>Sequences and structures information effectively	3–4
<ul style="list-style-type: none">Demonstrates a limited understanding of the requirements of the taskDemonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabulary and <i>kanji</i>Demonstrates limited evidence of the ability to organise information	1–2

Section III (continued)

Question 13

Outcomes assessed: H2.1, 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, tense, mood, syntax and <i>kanji</i> • Manipulates language authentically and creatively to persuade, reflect 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, tense, mood, syntax and <i>kanji</i> • 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, tense, mood and syntax and <i>kanji</i> • 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 and sentence structures and <i>kanji</i> • 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 and sentence structures with evidence of the influence of English syntax • Uses single words, set formulae and anglicisms to express information 	1

2005 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 language features and their impact	3
• Demonstrates a partial understanding of the language features and their impact	1–2

Question 1 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of what the statement reveals	3
• Demonstrates a good understanding of what the statement reveals	2
• Demonstrates some understanding of what the statement reveals	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of his feelings with reference to the text	4
• Demonstrates a good understanding of his feelings with reference to the text	3
• Demonstrates some understanding of his feelings	2
• Describes his feelings	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of Ototake's leadership qualities with appropriate analysis of the text as a whole	5
• Demonstrates a very good understanding of how the statement about leadership relates to Ototake, with appropriate reference to the text as a whole	4
• Demonstrates some understanding of how the statement about leadership relates to Ototake	2–3
• Demonstrates limited understanding of how the statement about leadership relates to Ototake	1

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, including <i>kanji</i>• 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, including <i>kanji</i>• 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 and sentence structure and <i>kanji</i>• 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 and sentence structures and <i>kanji</i>• 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 and sentence structures and <i>kanji</i>	1–2

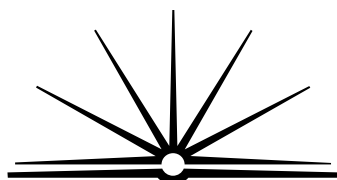
Section II — Writing in Japanese

Questions 3 and 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 and sentence structure and <i>kanji</i>	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 and sentence structures and <i>kanji</i>	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 and sentence structures and <i>kanji</i>	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 and <i>kanji</i>	4–6
<ul style="list-style-type: none">• Presents some relevant information, opinions or ideas• Communicates primarily in simple sentences or set formulae and <i>kanji</i>	1–3



BOARD OF STUDIES
NEW SOUTH WALES

2005 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 identifies the interviewee	2
• Partially identifies the interviewee	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the relationship between seasonal non-plow farming and <i>Toki</i>	3
• Demonstrates some understanding of the relationship between seasonal non-plow farming and <i>Toki</i>	2
• Demonstrates a limited understanding of the relationship between seasonal non-plow farming and <i>Toki</i>	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of the speaker's emotion through analysis of the language features of the text	5
• Demonstrate a sound understanding of the way the speaker's emotion through analysis of the language features of the text	3–4
• Displays a limited understanding of the language features	1–2

Section I — Listening and Responding

Part B

Question 2

Outcomes assessed: H2.1, H2.3, H3.2, H3.4, H3.5

MARKING GUIDELINES

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

Section II — Reading and Responding

Part A

Question 3 (a)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the writer's feeling• Provides appropriate textual reference	2
<ul style="list-style-type: none">• Demonstrates a limited understanding of the writer's feeling without textual reference	1

Question 3 (b)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a good understanding of why the author has included this sentence	3
<ul style="list-style-type: none">• Demonstrates understanding of why the author has included this sentence	2
<ul style="list-style-type: none">• Identifies some relevant information	1

Question 3 (c)

Outcomes assessed: H3.2, H3.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a insightful understanding of the writer's point of view• Composes a coherent argument supported by relevant textual reference	4
<ul style="list-style-type: none">• Demonstrates a sound understanding of the writer's point of view• Expresses opinions and attempts to present an argument with textual reference	2–3
<ul style="list-style-type: none">• Presents the opinion without textual reference	1

Question 3 (d)*Outcomes assessed: H3.7***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an insightful analysis of how the language features contribute to the purpose• Composes a well-structured argument supported by relevant textual reference	5–6
<ul style="list-style-type: none">• Demonstrates a sound analysis of how the language features contribute to the purpose• Expresses opinions and attempts to present an argument with textual reference	3–4
<ul style="list-style-type: none">• Presents an opinion with limited textual reference	1–2

Section II — Reading and Responding

Part A (continued)

Question 4

Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H3.1, H3.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the importance of understanding other cultures as portrayed in <i>Mingoku to Bunka</i>• Supports argument with relevant reference to the text• Composes a coherent and sophisticated argument	21–25
<ul style="list-style-type: none">• Demonstrates a sound understanding of the importance of understanding other cultures as portrayed in <i>Mingoku to Bunka</i>• Supports argument with some relevant reference to the text• Composes an effective argument	16–20
<ul style="list-style-type: none">• Demonstrates some understanding of the importance of understanding other cultures as portrayed in <i>Mingoku to Bunka</i>• Support the discussion of the question with some appropriate textual reference	11–15
<ul style="list-style-type: none">• Demonstrates basic understanding of the importance of understanding other cultures as portrayed in <i>Mingoku to Bunka</i>• Attempts to compose an argument with reference to the text	6–10
<ul style="list-style-type: none">• Identifies some ideas and information• Demonstrates some ability to structure and sequence ideas	1–5

Section II — Reading and Responding

Part B

Question 5

Outcomes assessed: H1.2, H2.1, H2.2, H2.3, H2.4, H3.8, H4.1

MARKING GUIDELINES

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

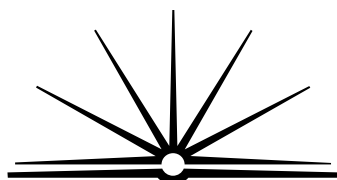
Section III — Writing in Japanese

Questions 6–8

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

MARKING GUIDELINES

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



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

2005 HSC Japanese Beginners Marking Guidelines — Papers 1–3

Paper 1 — Processing Spoken Information Part A — Extracting Information from Spoken Texts

Question 1 (a)

MARKING GUIDELINES

Criteria	Marks
• Demonstrates an excellent understanding of the text	4
• Demonstrates a good understanding of the text	3
• Demonstrates some understanding of the text	2
• Identifies some basic information of the text	1

Question 2 (a)

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of why Rie panics	2
• Identifies some relevant information	1

Question 2 (b)

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of which presents are considered and why	2
• Identifies some relevant information	1

Question 2 (c)**MARKING GUIDELINES**

Criteria	Marks
• States why the hat was not chosen	1

Question 3**MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an excellent understanding of all the changes that Yuusuke will experience with most relevant details	4
• Demonstrates some understanding of the changes that Yuusuke will experience with some details	2–3
• Identifies some relevant information of some of the changes that Yuusuke will experience	1

Question 4 (a)**MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an understanding of BOTH the present AND the motive for sending it	2
• Demonstrates an understanding of EITHER the present OR the motive for sending it	1

Question 4 (b)**MARKING GUIDELINES**

Criteria	Marks
• Identifies the amount of money	1

Question 5**MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an excellent understanding of the travel information	3
• Demonstrates a good understanding of the travel information	2
• Identifies some relevant information of the travel enquiry	1

Question 6**MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an excellent understanding of Tom’s plans for the future with relevant details	4
• Demonstrates a good understanding of Tom’s plans for the future with some relevant details	3
• Demonstrates some understanding of Tom’s plans for the future with some details	2
• Demonstrates an excellent understanding of Tom’s plans for the future	1

Paper 1 — Processing Spoken Information

Part B — Responding to Spoken Passages

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Selects important relevant information from the spoken text to make an appropriate response • Expresses ideas and information using linguistic structures and prescribed vocabulary accurately • Applies knowledge of Japanese script incorporating the accurate use of hiragana, katakana and prescribed kanji • Organises information and ideas coherently to meet the requirements of the task with a high level of independence from the wording of the original information 	13–15
<ul style="list-style-type: none"> • Selects most relevant information from the spoken text to make an appropriate response • Expresses ideas and information using linguistic structures and prescribed vocabulary with some minor errors that do not significantly affect understanding • Applies knowledge of Japanese script incorporating the use of hiragana, katakana and prescribed kanji with some minor errors that do not significantly affect understanding • Organises information and ideas with some coherence to meet the requirements of the task, demonstrating some independence from the wording of the original information 	10–12
<ul style="list-style-type: none"> • Selects some relevant information from the spoken text to make an appropriate response • Expresses ideas and information using linguistic structures and prescribed vocabulary with a number of errors that may affect understanding • Applies knowledge of Japanese script incorporating the use of hiragana, katakana and prescribed kanji with a number of errors that may affect understanding • Uses information and ideas to meet the requirements of the task with limited independence from the wording of the original information 	7–9
<ul style="list-style-type: none"> • Selects some information from the spoken text • Expresses ideas and information using basic linguistic structures and some prescribed vocabulary with many inaccuracies • Uses Japanese script: hiragana, katakana and some kanji with frequent inaccuracies • May use set formulae to express information 	4–6
<ul style="list-style-type: none"> • Demonstrates a very limited understanding of the spoken text • Demonstrates minimal knowledge of vocabulary and language structure • Uses hiragana and some katakana with many inaccuracies • Uses single words, set phrases in isolation and anglicisms 	1–3

Paper 2 — Processing Written Information

Part A — Extracting Information from Written Passages

Question 1 (a)

MARKING GUIDELINES

Criteria	Marks
• Identifies the occasion	1

Question 1 (b)

MARKING GUIDELINES

Criteria	Marks
• Demonstrates an excellent understanding of the background and reasons for the decision to go to a Japanese restaurant	3
• Demonstrates a good understanding of the reasons for the decision to go to a Japanese restaurant	2
• Identifies some relevant information of the reasons for the decision to go to a Japanese restaurant	1

Question 1 (c)

MARKING GUIDELINES

Criteria	Marks
• Restaurant (A)	1

Question 1 (d)

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of why Takeshi was disappointed in the meal with most relevant details	4
• Demonstrates a good understanding of why Takeshi was disappointed in the meal with a number of relevant details	3
• Demonstrates an understanding of why Takeshi was disappointed in the meal with some details	2
• Identifies some relevant information of why Takeshi was disappointed in the meal	1

Question 1 (e)

MARKING GUIDELINES

Criteria	Marks
• Identifies the present	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the origin and the history of the school name	3
• Demonstrates a basic understanding of BOTH the origin AND the history of the school name	2
• Identifies some relevant information of the origin OR the history of the school name	1

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

Criteria	Marks
• Creates questions that show an excellent understanding of the text in relation to uniform	4
• Creates questions that show a good understanding of the text in relation to uniform	3
• Creates questions that show some understanding of the text in relation to uniform	2
• Creates questions that show a basic understanding of the text in relation to uniform	1

Question 2 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of how Kumi's school will cater for Emma's subject choices	2
• Identifies some relevant information of how Kumi's school will cater for Emma's subject choices	1

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

Criteria	Marks
• Gives the reason one can tell that Kumi's school is multicultural	1

Paper 2 — Processing Written Information

Part B — Responding to Written Texts

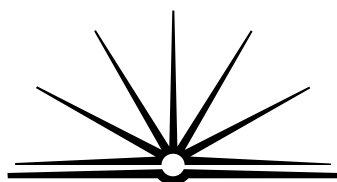
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Selects important relevant information from the written text to make an appropriate response • Expresses ideas and information using linguistic structures and prescribed vocabulary accurately • Applies knowledge of Japanese script incorporating the accurate use of hiragana, katakana and prescribed kanji • Organises information and ideas coherently to meet the requirements of the task with a high level of independence from the wording of the original information 	9–10
<ul style="list-style-type: none"> • Selects most relevant information from the written text to make an appropriate response • Expresses ideas and information using linguistic structures and prescribed vocabulary with some minor errors that do not significantly affect understanding • Applies knowledge of Japanese script incorporating the use of hiragana, katakana and prescribed kanji with some minor errors that do not significantly affect understanding • Organises information and ideas with some coherence to meet the requirements of the task, demonstrating some independence from the wording of the original information 	7–8
<ul style="list-style-type: none"> • Selects some relevant information from the written text to make an appropriate response • Expresses ideas and information using linguistic structures and prescribed vocabulary with a number of errors that may affect understanding • Applies knowledge of Japanese script incorporating the use of hiragana, katakana and prescribed kanji with a number of errors that may affect understanding • Uses information and ideas to meet the requirements of the task with limited independence from the wording of the original information 	5–6
<ul style="list-style-type: none"> • Selects some information from the written text • Expresses ideas and information using basic linguistic structures and some prescribed vocabulary with many inaccuracies • Uses Japanese script: hiragana, katakana and some kanji with frequent inaccuracies • May use set formulae to express information 	3–4
<ul style="list-style-type: none"> • Demonstrates a very limited understanding of the written text • Demonstrates minimal knowledge of vocabulary and language structure • Uses hiragana and some katakana with many inaccuracies • Uses single words, set phrases in isolation and anglicisms 	1–2

Paper 3 — Writing in Japanese

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops relevant information, ideas and/or opinions appropriate to the task• Demonstrates a wide range of prescribed vocabulary/kanji and language structures• Demonstrates a high degree of accuracy with only minor errors• Sequences and structures ideas and information coherently	9–10
<ul style="list-style-type: none">• Presents and develops relevant information, ideas and/or opinions appropriate to the task• Demonstrates some variety of prescribed vocabulary/kanji and language structures• Demonstrates a degree of accuracy with occasional (sometimes even significant) errors• Sequences and structures ideas and information with some coherence	7–8
<ul style="list-style-type: none">• Presents some relevant information, ideas and/or opinions appropriate to the task• Uses only basic vocabulary/kanji and simple language structures• Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication• Organises and sequences some information	5–6
<ul style="list-style-type: none">• Demonstrates an elementary knowledge and understanding of vocabulary/kanji and sentence structures with some evidence of relevancy• Achieves limited communication, using set formulae to express information• Demonstrates little evidence of organisation and sequencing	3–4
<ul style="list-style-type: none">• Uses single words, set phrases in isolation and anglicisms• Barely addresses topic• Demonstrates minimal knowledge of vocabulary and language structures	1–2



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

2005 HSC Japanese Continuers Marking Guidelines — Oral Examination

Conversation

Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H2.1, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Communicates confidently and fluently with correct intonation and pronunciation• Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comments• Responds 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 authenticity• Responds with relevant information and a range of relevant opinions and/or comments• Responds 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 vocabulary• Responds 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 errors• Presents 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