



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

## **2012 HSC Japanese Background Speakers 'Sample Answers'**

When examination committees develop questions for the examination, they may write 'sample answers' or, in the case of some questions, 'answers could include'. The committees do this to ensure that the questions will effectively assess students' knowledge and skills.

This material is also provided to the Supervisor of Marking, to give some guidance about the nature and scope of the responses the committee expected students would produce. How sample answers are used at marking centres varies. Sample answers may be used extensively and even modified at the marking centre OR they may be considered only briefly at the beginning of marking. In a few cases, the sample answers may not be used at all at marking.

The Board publishes this information to assist in understanding how the marking guidelines were implemented.

The 'sample answers' or similar advice contained in this document are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

## Section I — Listening and Responding

### Part A

#### Question 1 (a)

*Sample answer:*

The female speaker is a graduate of this high school and the male speaker is a current student of the school.

#### Question 1 (b)

*Sample answer:*

Both the speakers start the interview with formal language but the male speaker begins to be a bit casual when he says ‘oh is that your uncle’s company, you’ve been lucky’ to the female speaker. This is when the female speaker starts to feel uncomfortable. He also sounds a bit rude when he asks her why she goes to the construction sites. This is evident in his inappropriate language choice (eg direct questions, direct tonality of voice to a senior person). Therefore towards the end of the interview, the female speaker is getting annoyed with his comments and questions that continuously emphasise that she is a woman such as ‘must be hard for a woman’ or ‘even though you are a woman’. The female speaker’s tone becomes stronger and harsh in response to the male speaker. This is shown in her deterministic way of speaking, such as the deterministic sentence ending ‘yo’ or ‘desho’.

#### Question 1 (c)

*Sample answer:*

The female speaker has professional knowledge in the field. She also has good business management skills as well as passion for her job. She believes that it is most important to communicate with her employees and build up a good relationship with them as an employer. Communication skills are all that matter to solve any problems, whether the managing director is a man or a woman. She puts her belief in practice and endeavours to understand what is going on at the construction site. She was lucky to be able to get back to work thanks to the opportunity given by her uncle. This opportunity also led her to success.

## **Section I — Listening and Responding**

### **Part B**

#### **Question 2**

*Answers could include:*

1. Good understanding of the relationship between globalisation and identity with reference to both spoken texts.
2. Description of own experience and opinion about one's own identity construction within globalisation.

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

*Sample answer:*

It was completely unexpected in the context (out of context): in contrast to the situation where people are dying, a baby was about to be born.

#### Question 3 (b)

*Sample answer:*

A 「地獄の底のような」 place is in complete darkness. The place is filled with the smell of blood, death and the sound of mourning.

#### Question 3 (c)

*Sample answer:*

This poem is based on a personal experience of a particular incident.

#### Question 3 (d)

*Sample answer:*

*The following four points should be included to get full marks:*

Firstly there is the effectiveness of *taigen dome* which is nominalisation that emphasises the situation. (eg 生臭い血のおい、死臭、汗臭い)

Secondly, throughout the poem it shifts between present and past tenses. The past tense is used to explain the situation and the present tense enables readers to engage with the scene.

Thirdly the repetition of phrases is used to add emphasis.

Lastly, inversion is used at the end of the poem to emphasise the writer's message.

**Question 3 (e)*****Sample answer:***

The poem is about what happened immediately after the atomic bomb was dropped on Hiroshima. The injured people found shelter in the basement of a building. It was completely dark and many people were dying there. In that situation the people found hope by helping a woman give birth. Not only the midwife but everyone there was willing to sacrifice their own lives in order to save this new life. This is expressed in the phrase 'Umashimenkana'. The message is that there is always hope even in the most devastating situation. The new life of the baby symbolises humanity, the prayer for peace in the future.

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

*Answers could include:*

1. Identification of the author's definition of “自立” and “孤立”.
2. Statement of own opinion regarding the author's claim 「人間は『自立』はできても『孤立』はできない。」.
3. Statement of the influence of the author on the claim ...
4. Identification of the author's definition of the difference between 「イエ」 and 「家」.
5. Reference to the textual features in discussing the influence of the author on one's own opinion.

## **Section II — Reading and Responding**

### **Part B**

#### **Question 5**

*Answers could include:*

- Choice of own stance regarding the allocation of responsibility for child obesity between parents, society and children
- Provision of supporting evidence/rationale behind the above stance.