

BOARD OF STUDIES
NEW SOUTH WALES

2001 HSC Specimen Paper

Japanese Extension

© 2000 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the Copyright Act 1968. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study. Teachers in schools in NSW may make multiple copies, where appropriate, of sections of the HSC specimen papers for classroom use under the provisions of the school's Copyright Agency Limited (CAL) licence.

When you access the Material you agree:

- to use the Material for information purposes only;
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW;
- to acknowledge that the Material is provided by the Board of Studies NSW;
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee;
- to include this copyright notice in any copy made;
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photographs, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 8484.

ISBN 0 7313 4814 1

2000723

Japanese Extension

Introduction

This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in Japanese Extension. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have been produced in accordance with the Board's *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as 'discuss', 'analyse', and 'explain', have been used consistently in accordance with the glossary published in the Board's *Assessment Support Document*.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the Japanese Extension syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2001 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

There are a number of points to note in considering the Japanese Extension specimen paper:

- A rubric indicating general criteria for judging performance has been placed at the beginning of each section or part of the paper to clearly indicate the factors that will be used to assess responses to the question(s).
- The number and type of questions in Section I, Part A may vary each year within the range determined by the syllabus.
- The prescribed texts and issues for the specimen paper are those prescribed for the 2001 HSC examination. .

Japanese Extension

HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands E2 – E3, it indicates that candidates who demonstrate performance equivalent to the Band E2 descriptions should be able to score some marks on the item, while those who perform at Band E3 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

Question	Marks	Content (Prescribed Issue / Prescribed Text – Text Type)	Syllabus outcomes	Targeted performance bands
Oral Examination				
1	5	Impact of technology – monologue	H1.1, H1.2	E2 – E4
2	5	Group versus the individual – monologue	H1.1, H1.2	E2 – E4
3	5	Overcoming personal difficulties – monologue	H1.1, H1.2	E2 – E4
Written Examination				
1(a)(i)	1	No One's Perfect	H2.1	E2 – E3
1(a)(ii)	1	No One's Perfect	H2.2	E2 – E3
1(b)	2	No One's Perfect	H2.1, H2.3	E2 – E3
1(c)	2	No One's Perfect	H2.3	E2 – E3
1(d)	3	No One's Perfect	H2.1	E2 – E4
1(e)	6	No One's Perfect	H2.2	E2 – E4
2	10	No One's Perfect – Diary Entry	H2.1	E2 – E4
3	15	Overcoming personal difficulties – script of a talk	H1.1, H1.2	E2 – E4
4	15	Group versus the individual – article	H1.1, H1.2	E2 – E4



Sample marking guidelines for Japanese Extension

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in Japanese Extension. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:

1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board's *Principles for Developing Marking Guidelines in a Standards-Referenced Framework*, published in Board Bulletin Volume 9 Number 3 (May 2000).

Sample Marking Guidelines – Japanese Extension

Oral Examination

Monologue - Questions 1 – 3

In your answers you will be assessed on how well you:

- present and support a point of view
 - demonstrate clarity of expression (pronunciation, intonation, stress)
 - demonstrate accuracy and variety of vocabulary and sentence structures
-

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

Written Examination

Question 1 (15 marks)

In your answers you will be assessed on how well you:

- respond critically to the prescribed text
- analyse how meaning is conveyed
- demonstrate an understanding of the relationship between the prescribed text and prescribed issues

Read the extract from the autobiography *Gotaifumanzoku* and answer the questions that follow in ENGLISH in the spaces provided.

Refer to the text on page 2 of the Specimen Paper.

- (a) (i) Who is (*refer to text on the Specimen Paper*)? (line 1) 1

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• The phrase refers to Ototake Hirotsada	1

- (ii) Why do you think the above word is written in *katakana*? 1

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Explains the way in which the use of <i>katakana</i> emphasises the fact that Ototake Hirotsada is different from the other students	1

- (b) (*Refer to text on the Specimen Paper*) (line 1)
 What is the significance of the above statement in relation to Japanese society? 2

Outcomes assessed: H2.1, H2.3

MARKING GUIDELINES

Criteria	Marks
• Explains with some elaboration the significance of the statement	2
• Provides one valid explanation	1

Sample answer:

- Ototake is popular or famous because of his disability that makes him stand out in Japanese society. Japanese society is not accustomed to being confronted with disability in this way.

- (c) *(Refer to text on the Specimen Paper)* (lines 8 – 9)
 What does this sentence reveal about the friends' attitude towards Ototake? 2

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Explains with some elaboration and sensitivity what the sentence reveals about the friends' attitude towards Ototake 	2
<ul style="list-style-type: none"> • Provides some explanation of the attitude of the friends and links this with the sentence 	1

Answers could include:

- Ototake's disability acts almost as a source of admiration or pride for his friends
- His friends are pleased and proud of their 'insider knowledge'
- His friends are protective of him, ie they seek to reassure others that the disability is not his fault, but happened before he was born

- (d) *(Refer to text on the Specimen Paper)* (lines 17 –18)
 How would you evaluate Mr Takagi's decision? 3

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Evaluates with supporting textual reference the decision in the light of Ototake's own comments and subsequent events 	3
<ul style="list-style-type: none"> • Explains with some elaboration the reasons for the decision being made and offers some judgement of the decision supported by textual reference 	2
<ul style="list-style-type: none"> • Gives one reason for this statement being made with some justification 	1

Sample answer:

- Mr Takagi's decision was a good one and showed great insight into Ototake's needs. As a result he was able to cope more effectively in a society not necessarily geared to the 'handicapped', to develop as a primary school student both physically and emotionally and to reduce his reliance on his wheelchair.

(e) What is the effect of the imagery used in the extract?

6

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the nature and effect of the imagery used in the extract • Cites and explains in detail the effect/s of at least two images 	5 – 6
<ul style="list-style-type: none"> • Describes at least two images and explains their effect with some elaboration 	3 – 4
<ul style="list-style-type: none"> • Refers to one image and explains one effect 	1 – 2

Answers could include:

- Imagery
 - The ant/sweet image
 - The throne/wheelchair image
 - The kingship/retainer image
- The effect
 - The significance of the imagery in describing Ototake’s relationship to the other students at his school and the nature of his popularity
 - What the use of these images reveals about the attitude/s towards disability in Japanese society
 - What the choice of these images reveals about Ototake

Question 2 (10 marks)

In your answer you will be assessed on how well you:

- demonstrate an understanding of the prescribed text
 - write in Japanese for a specific context
-

Read the extract from the autobiography *Gotaifumanzoku* and answer the question that follows by writing approximately 400 *ji* in JAPANESE.

Refer to the text on page 5 of the Specimen Paper.

Imagine you are a classmate of Ototake and you were present at the meeting mentioned in the above extract. That night you write a diary entry in which you reflect on the events of the day.

Write the diary entry.

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive and sensitive understanding of the prescribed text in relation to characterisation, themes, plot, style • 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 in relation to characterisation, themes, plot, style • 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 especially in relation to characterisation and plot • Demonstrates a satisfactory control of vocabulary 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 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 and sentence structures 	1 – 2

Answer ONE of the following questions. Write approximately 600 *ji* in JAPANESE.

Question 3 (15 marks)

You are to give a talk to a Japanese high school class in which you discuss the topic ‘Being able to use technology is essential for future success’.

Write the script of the talk.

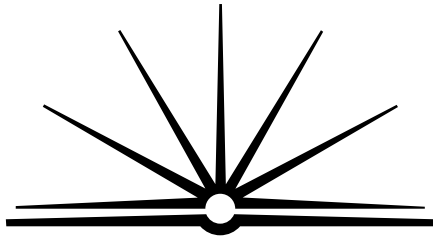
In your answer you will be assessed on how well you:

- present and support a point of view
 - write for a specific audience and/or purpose and/or context
 - demonstrate accuracy and variety of vocabulary and sentence structures
 - structure and sequence ideas and information
-

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 	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 	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 	7 – 9
<ul style="list-style-type: none"> • Presents some relevant information, opinions or ideas • Demonstrates the use of appropriate supporting material • 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



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

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

Japanese Extension Oral Examination

General Instructions

- Preparation time – 10 minutes
- The oral examination should take approximately 5 minutes
- Dictionaries may not be used
- You may make brief notes in the space provided on the paper
- You may refer to these notes during the examination but must not read directly from them

Total marks **(10)**

- Attempt **TWO** questions from Questions 1 – 3

Total marks (10)

Attempt TWO questions from Questions 1 – 3

In your answers you will be assessed on how well you:

- present and support a point of view
 - demonstrate clarity of expression (pronunciation, intonation, stress)
 - demonstrate accuracy and variety of vocabulary and sentence structures
-

Choose TWO of the following three questions and speak for approximately TWO minutes in JAPANESE on each.

Question 1 (5 marks)

インターネットにはどんないい^{てん}点とわるい^{てん}点があると思いますか。
自分のいけんを言ってください。

What do you think are the advantages and disadvantages of the Internet? What is your opinion?

CANDIDATE'S NOTES. Write ONLY in this space. These notes will NOT be marked.

Question 2 (5 marks)

どんな人が「よい手本」になるとおもいますか。
それはどうしてですか。

What kind of person do you think makes a good role model? Why?

CANDIDATE'S NOTES. Write ONLY in this space. These notes will NOT be marked.

Question 3 (5 marks)

学校をかわるのはたいへんです。新しい生徒があなたの学校に来たらどんなアドバイスをしますか。それはどうしてですか。

Changing schools is difficult. If a new student came to your school what advice would you give him/her and why?

CANDIDATE'S NOTES. Write ONLY in this space. These notes will NOT be marked.

End of paper

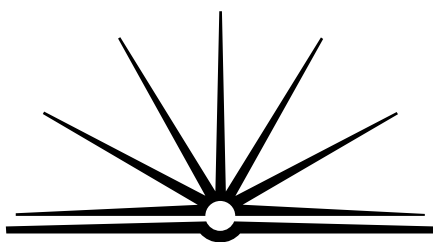
BLANK PAGE

--	--	--	--	--

Centre Number

--	--	--	--	--	--	--	--	--

Student Number



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

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

Japanese Extension

Written Examination

General Instructions

- Reading time – 10 minutes
- Working time – 1 hour and 50 minutes
- Write using blue or black pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your Centre Number and Student Number at the top of this page

Section I Pages 2 – 5

Total marks (25)

This section has two parts, Part A and Part B

- Attempt Question 1 and Question 2
- Allow about 1 hour and 10 minutes for this section

Section II Page 6

Total marks (15)

- Attempt either Question 3 or Question 4
- Allow about 40 minutes for this section

Section I – Response to Prescribed Text
Allow about 1 hour and 10 minutes for this section
Total marks (25)

Part A
Attempt Question 1

In your answers you will be assessed on how well you:

- respond critically to the prescribed text
- analyse how meaning is conveyed
- demonstrate an understanding of the relationship between the prescribed text and prescribed issues

Question 1 (15 marks)

Read the extract from the autobiography *Gotaifumanzoku* and answer the questions that follow in ENGLISH in the spaces provided.

- ボクは校庭に出ると、とたんに人気者となる。今まで見たことのない、手も足もない子。その子が乗っているでんどうくるまいす電動椅子めづら。とにかく、珍しかったのだらう。とくにでんどうくるまいす電動椅子は、ボクが短い腕うでで操作しているのが見えにくかったらしく、子どもたちの目には、ひとりでうつつに動いているように映っていたようだ。
- 5 他ほかのクラスや他学年の子どもたちは、ボクとせつ接するきかい機会が休み時間しかない。そこで、校庭にボクの姿を確認すると、甘いものを見つけたアリのようあまに集まってきた。例れいによって「どうして？」を連発れんぱつする子もいれば、車椅子くるまいすに乗りたがる子もいた。すると、同じクラスの友達ともだちがやって来て、得意とくいげ気に説明せつめいし始める。「これはね、オトちゃんが、お母さんのお腹なかのなかにいた時にね」
- 10 ボクは学校中の注目を集めていた。ボクのいるところかならには、必ず二重、三重の輪わができるようになったし、ボクが移動いどうすれば、子どもたちは列を作つって、ゾロゾロとくっついてきた。このような状況じょうきょうを目立ちたがり屋よろこのボクが喜ばないはずがない。常つねに輪わの中心なかにいることに、かなり気分をよくしていた。また、ゾロゾロとついてくる子どもたちけらいを家来かんちがだと勘違いかんちがしてか、自分のことを「王様おうさまみたい」と言って、はしゃいでいた。
- 15 だが、ある日、王座おうざ転落てんらくの危機ききが訪おとずれた。「これからは、先生きよかの許可きよかなくくるまいす車椅子くるまいすに乗ってはいけないよ。」とうとう、高木たかぎ先生でんどうくるまいすに電動椅子でんどうくるまいすの使用きんしを禁止きんしされてしまったのだ。それは、次のような理由りゆうからだ。

Question 1 continues on page 3

Question 1 (continued)

(a) (i) Who is ボク? (line 1) 1

.....

(ii) Why do you think the above word is written in *katakana*? 1

.....

.....

(b) とたんに人気者となる。(line 1)

What is the significance of the above statement in relation to Japanese society? 2

.....

.....

.....

.....

(c) すると、同じクラスの友達^{ともだち}がやって来て、得意気^{とくいげ}に説明^{せつめい}し始める。
「これはね、オトちゃんが、お母さんのお腹^{なか}のなかにいた時にね」
(lines 8 – 9)

What does this sentence reveal about the friends' attitude towards Ototake? 2

.....

.....

.....

.....

Question 1 continues on page 4

Section I – Response to Prescribed Text

Part B

Attempt Question 2

Answer this question in a writing booklet. Extra writing booklets are available.

In your answer you will be assessed on how well you:

- demonstrate an understanding of the prescribed text
 - write in Japanese for a specific context
-

Question 2 (10 marks)

Read the extract from the autobiography *Gotaifumanzoku* and answer the question that follows by writing approximately 400 *ji* in JAPANESE.

子どもたちから発せられた言葉は、「オトちゃんだけ休むなんてズルイ」。
彼ら^{かれ}にとっては、クラスの一員であるボクが、行事を休むことが不可解^{ふかかい}だったよう
だ

Imagine you are a classmate of Ototake and you were present at the meeting mentioned in the above extract. That night you write a diary entry in which you reflect on the events of the day.

Write the diary entry.

Section II – Writing in Japanese

Total marks (15)

Attempt either Question 3 or Question 4

Allow about 40 minutes for this section

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

In your answer you will be assessed on how well you:

- present and support a point of view
 - write for a specific audience and/or purpose and/or context
 - demonstrate accuracy and variety of vocabulary and sentence structures
 - structure and sequence ideas and information
-

Answer ONE of the following questions. Write approximately 600 *ji* in JAPANESE.

Question 3 (15 marks)

あなたは日本の高校三年生にスピーチをすることになりました。
題は「テクノロジーだいを使えることは将来しょうのせいこうひつように必要だ」です。

You are to give a talk to a Japanese high school class in which you discuss the topic ‘Being able to use technology is essential for future success’.

Write the script of the talk.

OR

Question 4 (15 marks)

あなたは日本の姉妹校の新聞にきじを書くことになりました。
題は「グループプレッシャーだいとオーストラリアわかの若い人たち」です。

You are to write an article for your Japanese sister-school’s newspaper. The topic is ‘Group pressure and Australian youth’.

Write the article.

End of paper