



## **2011 Japanese Background Speakers HSC Examination '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:*

They are junior and senior students of the tennis club at the same school. This is evident from the ways in which the female speaker uses honorific language to the male speaker when they are discussing tennis club activities such as training time and training camps.

#### Question 1 (b)

*Sample answer:*

In order to move away from the unpleasant direction that the conversation was heading in, the male speaker raised a topic that he knows the female speaker is very interested in.

#### Question 1 (c)

*(Sample Answer 1)*

I support the male speaker because of the following reasons. Firstly, the male speaker did not have the slightest intention of humiliating the female speaker when he uploaded the picture of the female speaker and her friends. The male speaker's picture had already been uploaded by the female speaker on Facebook, which did not concern him. Thus the male speaker thinks that the female speaker is overreacting. As he says, many pictures are uploaded on Facebook without the consent of the people involved. I agree with the male speaker's argument that one does not have to get permission for uploading pictures on Facebook.

*(Sample Answer 2)*

I support the female speaker because of the following reasons. Firstly, the female speaker of course feels very uncomfortable that the male speaker uploaded her picture on Facebook without her permission just because it looked funny. Furthermore, that particular picture was a very embarrassing one, where the female speaker and her friends were in trouble with a teacher. Even if there was no malicious intention in the mind of the male speaker who uploaded the picture, it should be quite clear that the picture would make the female speaker and her friends feel uncomfortable.

*Answer should include:*

Whether the student clearly demonstrates which speaker he or she supports with reference to the text.

## Section I — Listening and Responding

### Part B

#### Question 2

*Answers could include:*

- Whether the student shows a comprehensive understanding of the points raised by both speakers.
- Whether the student argues their own opinion coherently.

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

*Sample answer:*

Usually criminals look very miserable and depressed. However, this criminal, Kisuke, seemed to be looking forward to being sent to the place of exile.

#### Question 3 (b)

*Sample answer:*

Although Shobei called Kisuke 'san' because he felt respect for the way Kisuke accepted the decision made by the authorities, he noticed it was inappropriate immediately. This is due to the fact that he used the address term 'san' which deviates from the hierarchical relationship between the two people.

#### Question 3 (c)

*Answers could include:*

- Use of expressions that appeal to readers' visual sense;  
eg 「黒い水のおもてをすべっていった」  
This expression enables readers to picture the scenes vividly .
- Use of direct quotations;  
eg 「喜助さん」、「はい」  
These expressions effectively create the authenticity of the scene.
- Use of present tense to narrate past events to draw readers into the story;  
eg 「しじゅう喜助の顔から目を離さずにいる」  
「不思議だ、不思議だと、心のうちで繰り返している」

- Use of rhetorical expressions in the text, so the dilemma of the main character (Shobei) is easily shared with the readers;  
eg 「これがはたして…というものだろうか」  
「それが罪であろうか」  
「どうしても解けぬのである」
- Use of repetition to create rhythm in the text, which emphasises the situation;  
eg 「縦から見ても、横から見ても」  
「弟殺しというものだろうか、人殺しというものだろうか」  
「まかすほかないという念、したがうほかないという念」

### Question 3 (d)

#### *Answers could include:*

- Students support their opinion with reference to the text as a whole.
- Students refer to the main theme, 安楽死 or 尊厳死, with reference to the text as a whole.
- Students argue their points by comparing modern society and the society then.

### Question 4

#### *Answers could include:*

Identification of the language devices and structures used, such as:

- use of simple and accessible language used in *Shingapooruno Gomumari* as opposed to more use of assertive expressions in *Umashimenkana* that makes the text more impressive and creates a serious atmosphere; ーだ、ーた、ーのだ.
- Choice of object (*gomumari*) which is familiar to children. This enables children to be able to associate with the issues raised in the story.
- Text of poetry with a scene of a new born life in a disastrous situation gives vivid impact in describing both misery and hope.
- While the author of *Gomumari* recounted his experience subjectively, that of *Umashimenkana* gave a more objective description of the event in the style of poetry, which produces the scene with more vivid imagery.