

2016 HSC Japanese Background Speakers Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
<ul style="list-style-type: none"> Identifies the reasons why the male speaker thinks that the capital should move 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

If a disaster were to happen in Tokyo, the country would not function as at present politics and economics are together in the one place.

Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none"> Expresses concisely the main reasons why the female speaker says that the move would not be a good idea 	3
<ul style="list-style-type: none"> Expresses concisely some of the reasons why the female speaker says that the move would not be a good idea <p>OR</p> <ul style="list-style-type: none"> Shows a good understanding of the reasons why the female speaker says the move would not be a good idea without summarising 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The move would not be a good idea because politicians probably would not like to move to the country. Transportation and accommodation would be a problem and it would cost a lot to move the capital.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive and perceptive understanding of how the male speaker persuades the female speaker using excellent reference to content and language techniques 	5
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how the male speaker persuades the female speaker using detailed reference to content and language techniques 	4
<ul style="list-style-type: none"> • Demonstrates a satisfactory understanding of how the male speaker persuades the female speaker using some reference to content and/or language techniques 	3
<ul style="list-style-type: none"> • Demonstrates a limited understanding of how the male speaker persuades the female speaker 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The male speaker tries to persuade the female speaker by suggesting several solutions when she disagrees with his ideas. For instance, the male speaker suggests moving the capital to Hokkaido because there are fewer earthquakes. He gives examples to let her understand clearly what he says eg “economics and politics are separated in Australia”. He uses persuasive language “そう思わない” to invite and encourage her to agree with his ideas. Repetition is also used to emphasise his ideas “絶対にわかるべき” and the use of a proverb “住めば都” which means “home is where you make it” to provide a generalisation that living in a country town is not too bad.

Section I — Listening and Responding

Part B

Question 2

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

Answers could include:

Identify issue – The role of traditional vs contemporary culture.

Positive perspectives

- アニメや映画などのコスプレがたくさんパレードにも参加していて、日本のハロウィンは海外にも注目されるようになった。ド
Cosplayers as anime and movie characters participate in the events therefore it has become a well-known event as Japanese Halloween across the world.
- ストレスが多くなってきた現代の日本人にとって、とてもいいストレス解消になる。ド
It will have a great impact on modern Japanese who live stressful lives to reduce individuals' frustrations.
- 観光客が来て、経済効果にもつながる。ド
Tourists help strengthen the economy.

Negative perspectives

- 日本人は本来のハロウィンが何であるか理解していない。ウ
Japanese do not understand the original meaning of Halloween.
- ハロウィンのイベントの次の日の朝、町のボランティアの人がゴミを一生懸命片付けてウ
いるのを見るのは恥ずかしいことだ。ウ
**It is embarrassing to see local volunteers cleaning up the town so hard the next morning
after the Halloween night event.**
- ハロウィンのような外国の行事に参加するより、日本の伝統行事にもっと参加するべきウ
だ。ウ
**Before we become involved in events from overseas like Halloween, we need to celebrate
our traditional events.**

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
• Identifies the reasons why the author thinks this way	2
• Provides some relevant information	1

Sample answer:

筆者は過去の歴史の中の人々が、筆者の人生に強く影響をあたえ続けていると信じているから。ん

He thinks this way because he believes that people in the past influenced his own life and continue to do so.

Question 3 (b)

Criteria	Marks
• Identifies what the author feels sad about	1

Sample answer:

筆者は 21 世紀という未来がどんなものなのか見ることができないということをさびしく思っている。ん

He feels sad about the fact that he will not be able to see the future of the 21st century.

Question 3 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides an excellent explanation of the meaning of '<i>Human beings as natural objects are not made for living alone</i>' with detailed reference to the extract and the essay as a whole 	3
<ul style="list-style-type: none"> Provides some explanation of the meaning of '<i>Human beings as natural objects are not made for living alone</i>' with some reference to the extract and/or the essay as a whole 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

「自然物としての人間は、決して孤立して生きられるようにはつくりされていない。」とは、中
人間は、自然の中の一部として存在し、自然に影響されながら生きているという意味である。中
人間は、社会を作って共に生きているので、他の人間と関わり、助け合うことなしに生きて中
いくことはできない。中

The statement explains that '*human beings as natural objects are not made for living alone*'. This means that as humans are a part of nature itself, they are influenced by nature.

They are also influenced by other humans to create a society whereby they live together (a harmonious society) as they cannot live without the interaction and support of each other.

Question 3 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive analysis of how the author's point of view is reflected in the language he uses when making the statement Provides excellent reference to the author's concept of 'the reliable character' in this extract and the text as a whole 	5
<ul style="list-style-type: none"> Provides a thorough analysis of how the author's point of view is reflected in the language he uses when making the statement Provides a detailed reference to the author's concept of 'the reliable character' in this extract and the text as a whole 	4
<ul style="list-style-type: none"> Provides a satisfactory analysis of how the author's point of view is reflected in the language he uses when making the statement Provides some reference to the author's concept of 'the reliable character' in this extract and the text as a whole 	3
<ul style="list-style-type: none"> Provides some analysis of how the author's point of view is reflected in the language he uses when making the statement Provides some reference to the author's concept of 'the reliable character' 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

引用部「君たちの未来が、真夏の太陽のようにかがやいているように感じた。」は、の訓練し、努力すれば、輝かしい未来を手に入れることができるという筆者の若者に対するのメッセージを反映している。の

筆者は「たのもしい人格」とは、やさしさやいたわりの心を訓練して手に入れた、自己を確立した人格であると説明している。もしも、このようなたのもしく、そして、自然へのすのなおな態度をあわせもつ人々が増えたら、民族間のわだかまりもなくなるなどの人類間の間の題も減る。だから、筆者は、引用部に「真夏の太陽のように」という比喻を使うことで、強のく輝かしい未来を得ることができることを象徴している。の

The statement '*I felt that your future is shining like a summer sun*' reflects the author's message to young people that if you train and work at it, you will obtain a bright future.

He explains that a 'reliable character' is one who trains to acquire kindness and a caring mind to be able to establish themselves.

If people of reliable character who also have a humble attitude towards nature increase, the conflicts and problems between people, such as the conflict between different ethnic backgrounds, decreases, therefore he uses the metaphor 'like a summer sun' in the statement to symbolise obtaining a strong and bright future.

Question 3 (e)

Criteria	Marks
• Demonstrates a thorough understanding of how the author uses language and the essay format as a whole to engage readers	4
• Demonstrates a sound understanding of how the author uses language and the essay format to engage readers	3
• Demonstrates some understanding of how the author uses language	2
• Provides some relevant information	1

Answer could include:**LANGUAGE**

- The author uses stress symbols to draw the reader's attention to certain words
eg 生か^さ れ^てい^る。
- He adds “もし君たちさえそう望むなら” to make the text seem as if the author is talking to the reader.
- The use of repetition such as “繰り返すようだが” is used to emphasise his point of view so that his logic is easily followed by readers.
- The author uses easy, simple words to enable young readers to engage with the text
eg すなおでかしこい。

FORMAT

- He uses a reader-friendly essay format to express his ideas and feelings.
- Space was created between the sections so that the readers can read easily.

Section II — Reading and Responding

Part A (continued)

Question 4

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a highly developed ability to analyse the ideas presented in the text • Demonstrates a perceptive and insightful ability to analyse the way in which language is used to convey meaning in the text • Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the text 	21–25
<ul style="list-style-type: none"> • Demonstrates the ability to analyse the ideas presented in the text • Analyses the way in which language is used in the text • Composes an effective argument with appropriate textual reference 	16–20
<ul style="list-style-type: none"> • Demonstrates the ability to identify and discuss ideas presented in the text • Demonstrates some analysis of language used in the text • Supports the discussion of the question with some appropriate textual reference 	11–15
<ul style="list-style-type: none"> • Identifies limited ideas • Identifies some examples of the way in which language is used in the text • Attempts to compose an argument with reference to the text 	6–10
<ul style="list-style-type: none"> • Identifies some relevant information from the text • Demonstrates some ability to structure and sequence ideas 	1–5

Answers could include:

CONTENT

- Recent phenomenon of ‘decline in academic standards’ is not simply the result of laziness with study. Consciously, it is the result of children actively running away from ‘learning’.
- Children are not aware of a decline in academic standards. If the academic achievement of the group declines, children who don’t have the ability to achieve better results are not disadvantaged. Rather, the load of the competition will be less if the academic standards of the group decline. Both children and their parents want the academic standards of the group to fall.
- Children do not mind even if there is something they don’t understand
- Children skip the words that they don’t understand when they read the texts. Today’s young people have a well-developed skipping capability.
- In olden days, the first social activity of children was ‘Labour’ (housework). If children helped their mother and father, they were praised for their help. Children provided a labour force even if it was a small amount for their family. However, the housework has decreased dramatically at home. Therefore children are expected to ‘do nothing’. Instead, children receive a lot of pocket money from parents and grandparents. Three or four year old children buy things using their own money. The number of children whose first social experience since they were born is being a ‘consumer’ rather than being a labourer has increased.

- ‘What is this study useful for?’ Such children behave as ‘the buyer of the education service’ at school. Children don’t know the meaning of learning nor its usefulness in the first place; they need to learn it. It is impossible for a teacher to explain all this. Thus, children refused to study – ‘the product which you don’t know the meaning nor usefulness of’. Children are happy to fall away and escape from learning, feeling competent and accomplished. Children would say, “I live in without paying through futile drudgery. It is a clever deal.”

LANGUAGE / STRUCTURE

- Uses lots of examples to support their ideas
- Uses statistics to support their ideas
- Uses lots of linking words to make their ideas logical (thus, therefore, because)
- Uses their own experience to support their ideas
- Keeps languages for speech (mixture of formal and casual languages, questioning and asking an agreement of what the author said and rhetorical question) so that the reader feels as if they are talking to them by reading

Section II — Reading and Responding

Part B

Question 5

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

Answers could include:

Individually

若者はもう少し栄養の勉強をして、何を食べると体に良いか悪いかを知るべき。若いからと何いって何を食べても良いわけではない。何

Young people should study nutrition and should know whether what they eat is good or bad for their health. It does not mean that young people can eat anything they wish.

友達も同じような食生活だからといって、それが正しいとかそれで良いわけではない。何が何正しいか自分で考えて行動するべき。何

The fact that your friend has the same eating habits as you, doesn't mean you are doing the correct thing. You should think about what is right for you.

As a group

ファーストフードやインスタント食品も栄養面の表記をはっきりする。カロリーや塩分を考
えたものを売る。ド

**Fast food and instant foods have to be labelled clearly. Foods containing low calories and
reduced salt intake should be sold.**

学校や家庭で健康についての勉強の場をふやす。ド

The opportunity to learn about health at both school and home should be increased.

運動できる場と機会を作ってそれを促進させるための広告を出す。ド

**Places and opportunities for exercise should be made available and advertised to improve
health.**

Section III — Writing in Japanese

Questions 6–7

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

Answers could include:

Question 6

- インターネットで仕事ができる職業が増え、自宅で仕事をする両親が増えるので、子供と一緒にいる時間も増える。その反面、家に一緒にいても家で仕事をすることが多くなゆり、家族同士でゆっくり話すことが少なくなってしまうかもしれない。ゆ

Increasing number of jobs where employees can work from home due to internet, allows parents to stay with children more. However, although they are at home, job demands employees to work. Therefore, they may lose time together at home.

- 生活に必要な情報、知識が親からではなくインターネットからなので、親よりも詳しいゆ情報を持つ子供が増える。それに対して、たくさん情報があり過ぎて、子供たちには選ゆびきれないので、親の手助けが大いに必要になる。ゆ

Most information and knowledge come from the internet; children may know more details than their parents. However, as there is too much information, children have problems in choosing options. It will be the role of the parents to help.

- くに住んでいる家族がテクノロジーを使って、連絡を取り合うのもっと簡単に連絡み
が取れるようになる。が、その反面、テクノロジーに頼り実際に会うのがスカイプなどみ
で済まされるので、交流する機会が減るかもしれない。み

Families who are scattered can use communication technology so that they can communicate easier. However, because they depend on the communication technology, they may lose the opportunity to meet face to face.

- 忙しい両親の代わりに、テクノロジーを使った、話ができる家族やペットのようなみ
ロボットができて、勉強したり、遊んだりできるようになる。み

Instead of asking busy parents, children will have technology products like a family or pet they can communicate with, and then the children can study and play with the robots.

Question 7

- 自動車の改良が進み、自動車からの有害な排出ガスが出なくなる。そのため、大気汚染み
がなくなる。み

Improvement of automobiles; harmful emissions from automobiles will be eliminated. Therefore, air pollution won't be happening.

- 地熱や風力など、再生可能なエネルギーを使うようになり、空気がきれいになり環境がみ
よくなる。み

More and more renewable energy will be used such as geothermal and wind; air will be clean and the environment will be better.

- リサイクルの技術が進歩し、ごみの量が減る。み

Due to advanced recycling technology, the amount of rubbish is reduced.

- 将来には、もっと地球温暖化を防ぐ取り組みがなされる。たとえば、有害なフロンガスみ
を使うとオゾン層が破壊され、地球温暖化が起きる。それを防ぐために、フロンガスをみ
使わない製品が開発される。大気中の CO₂ を処理する技術が作られるかもしれない。み
そうすればオゾン層が破壊されず、地球温暖化に歯止めがかかる。み

In the future, more efforts to prevent global warming will be made. For example, if we use the harmful Freon gas, the ozone layer will be destroyed and then global warming will occur. Products that do not require Freon gas will be developed. A technique for processing the CO₂ in the atmosphere might be made. If that happens, the ozone layer won't be destroyed. Therefore, there will be brakes on global warming.

- 建築技術の改善により、木材を使わない建築物が増える。また、テクノロジーの発達にみ
伴い、記録を保存するために紙を使わないで、すべてオンラインで保存するようになり
なる。そのため木材の伐採がなくなり、森林破壊を防げる。み

Improved building technology; buildings that do not use the wood increase. Moreover, with the development of technology, when you keep a record, you don't need paper. Everything will be stored online. Therefore, cutting down timber is eliminated. It will prevent deforestation.

2016 HSC Japanese Background Speakers Mapping Grid

Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	The individual and the community — conversation	H3.1
1 (b)	3	The individual and the community — conversation	H3.2
1 (c)	5	The individual and the community — conversation	H3.3, H3.7

Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	National identity — speech, conversation	H2.1, H2.3, H3.2, H3.4, H3.5

Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	2	<i>Nijuuissseiki ni ikiru kimitachi e</i>	H3.2
3 (b)	1	<i>Nijuuissseiki ni ikiru kimitachi e</i>	H3.1
3 (c)	3	<i>Nijuuissseiki ni ikiru kimitachi e</i>	H3.8
3 (d)	5	<i>Nijuuissseiki ni ikiru kimitachi e</i>	H3.3
3 (e)	4	<i>Nijuuissseiki ni ikiru kimitachi e</i>	H3.7
4	25	<i>Manabi kara no tousou, in Karyuu shikou</i>	H3.1, H3.2, H3.3, H3.7, H3.8, H4.1

Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	Youth culture — article/article	H1.2, H2.1, H2.3, H2.4, H3.8

Section III — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
6	25	The individual and the community — speech	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Global issues — speech	H2.1, H2.2, H2.3, H2.4, H4.2