

2017 HSC Japanese and Literature Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a sound understanding of <i>biotope</i>	2
• Provides some relevant information	1

Sample answer:

A *biotope* is a space which provides a living place for various plants and animals which have lost their natural habitat.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of Miki's school project	3
• Demonstrates some understanding of Miki's school project	2
• Provides some relevant information	1

Sample answer:

Miki's school project asks students to come up with plans on how to create a biotope and carry out their plan. This includes making a small hill and a pond, planting trees and releasing fish into the pond. Parents and guardians did fund-raising and physically helped with the construction work.

Question 1 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of Miki’s use of content and language techniques to try to convince her father	5
• Demonstrates a thorough understanding of Miki’s use of content and language techniques to try to convince her father	4
• Demonstrates a sound understanding of Miki’s use of content and language techniques to try to convince her father	3
• Demonstrates limited understanding of Miki’s use of content and/or language techniques to try to convince her father	2
• Provides some relevant information	1

Sample answer:

Miki tries to convince her father by giving him information about the *biotope*, and telling him about the importance of active participation. Miki uses assertive language, such as 絶対 (definitely), にちがいない (I have no doubt), and repeated use of よ at the end of the sentence to make her statements more definite. Her word choice, 明るい未来なんてないわよ (there is no bright future), suggests she believes humans’ coexistence with nature is the only way for society’s future development. Miki uses rhetorical questions to try to convince him, as well as using a repeated word, 共存 to emphasise her point of view. Miki uses anecdotal and formal evidence, such as her friend’s father’s help in the project and the newspaper content to explain to her father the importance of the biotope project.

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 text • 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 (translation):

SPEECH

Speaker is negative/pessimistic about young people:

- More elderly people, so young generation won't receive pension
- Less full-time work available. More hikikomori and freeter
- Live for today/no long-term plans
- Only do what they want to do.

CONVERSATION

Tomoko is positive/optimistic about young people:

- She is committed to working hard at basketball
- She studies hard for school.

Takeshi is initially negative/pessimistic about young people, just like the speaker in the speech, but starts to change as he talks to Tomoko:

Initially he says that young people

- Do minimal work
- Don't try hard.

Later, he becomes more like Tomoko and says

- He's in a music band
- Works hard to organise the band's schedule and contact band members.

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
• Demonstrates a sound understanding of the two kinds of rumour	2
• Provides some relevant information	1

Sample answer:

障害児を売り物にしている、という攻撃的なうわさと、障害児の子供ぐるみの受賞ノ
だと言える理解を示していたうわさ。ノ

The aggressive rumour said the author used his disabled son to sell his story. The understanding rumour said the author and his son won the prize together.

Question 3 (b)

Criteria	Marks
• Demonstrates a sound understanding of why the author feels this way	2
• Provides some relevant information	1

Sample answer:

筆者の息子が一人ホテルの部屋で授賞式に出席している筆者を待っている間、『海』ノ
という曲を作曲した。ノーベルが100年前にノーベル賞を作らなかったら、『海』とノ
いう曲も生まれなかったから。ノ

While the author was attending the Nobel Prize ceremony, his son was waiting for his parents alone in the hotel room, and he composed a piece of music called *Umi*. If Nobel had not created the Nobel Prize, this piece of music would not have been composed.

Question 3 (c)

Criteria	Marks
• Demonstrates a sound understanding of the statement with examples	2
• Provides some relevant information	1

Sample answer:

ひとつめは、あるうわさを聞いたら、それを信じる前に、そのうわさが本当かどうか確かめること。ふたつめは、そのうわさが根拠がない時、うわさが広がっていくまことに抵抗すること。ま

If you hear rumours, before you believe them, you must check whether they are true.
If you discover that those rumours came from unreliable sources, you must resist them so that those rumours don't spread.

Question 3 (d)

Criteria	Marks
• Demonstrates a comprehensive understanding of the statement	4
• Demonstrates a thorough understanding of the statement	3
• Demonstrates some understanding of the statement	2
• Provides some relevant information	1

Sample answer:

うわさは、はじめのうちは、害がないものに思えるが、それがある程度大きくなるま
と、危険な力を持つようになるということ。ま

フランスで、婦人服の店の試着室に入った若い娘さんが、連れさられ、外国に売らま
れるといううわさがひろまった。その店は、ユダヤ人が経営している店だった。そま
のうわさがエスカレートし、フランス全土に広まり、ユダヤ人たちは、生命の危険ま
さえ感じるようになった。ま

The author thinks the rumours look harmless at the beginning, but if those rumours get strength to a certain strength, they will have dangerous power.

For example, there was a rumour in France. The rumour was that young ladies were kidnapped when they were in the changing rooms of boutiques owned by Jewish people. The rumour spread throughout the whole of France and Jewish people started to feel unsafe.

Question 3 (e)

Criteria	Marks
• Demonstrates a comprehensive understanding of the author’s use of structure and language features in order to convey his message	5
• Demonstrates a thorough understanding of the author’s use of structure and language features in order to convey his message	4
• Demonstrates a sound understanding of the author’s use of structure and/or language features in order to convey his message	3
• Demonstrates some understanding of the author’s use of structure or language features in order to convey his message	2
• Demonstrates some relevant information	1

Answers could include:

In his essay ‘Resistance power against rumours’, the author tries to convey his message to the readers. He believes that everybody should have the power to be able to resist rumours and prevent spreading them.

Structure

The author structures his essay in the order of personal experience, historical events and his opinions by creating separate chapters. This helps the reader follow the story easily.

- Personal experience engages the reader at the beginning.
- Evidence of historical events supports his views.
- His opinions convince the reader at the end of his essay.

Language

The author writes as if he is talking to the reader. This personal writing style engages the reader and draws in the reader’s sympathy throughout the essay.

- Use of the first person ‘I’ and the second person ‘you’ to deliver the message to the reader directly.
そこで私は、皆さん方に、「うわさ」への抵抗力を強くしてもらいたい、と思やいます。や
- Use of rhetorical question to state his message strongly.
それは、単に日本人がよく知らないことに好奇心をあおられやすい、というこやとでしょうか？私はそうじゃないと思います。や
- Use of insertion for explaining the situation in detail.
しかも自分がその中にある社会で——遊びの場や教室で、また家庭にや帰ってでも——「うわさ」がひろがってゆこうとするのへ抵抗することです。や
- Use of brackets with the word ‘rumour’ to emphasise the word.
「うわさ」への抵抗力や

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 way the ideas are presented in the text and the film to explore the purpose of family, with reference to the father's and mother's roles • Demonstrates a perceptive and insightful ability to analyse the way in which language and textual features are used to convey meaning in the text and the film • Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both the text and the film with appropriate textual references 	21–25
<ul style="list-style-type: none"> • Demonstrates a sound ability to analyse the way the ideas are presented in the text and the film to explore the purpose of family, with reference to the father's and mother's roles • Demonstrates a sound ability to analyse the way in which language and textual features are used to convey meaning in the text and the film • Composes an effective argument demonstrating a sound understanding of both the text and the film with some appropriate textual reference 	16–20
<ul style="list-style-type: none"> • Demonstrates some ability to identify and discuss the way the text and/or the film explore(s) the purpose of family • Demonstrates some ability to analyse the way in which meaning is conveyed in the text and/or the film • Supports the discussion of the question with some appropriate textual reference 	11–15
<ul style="list-style-type: none"> • Identifies some ideas and information relevant to the question • Identifies some examples of the way meaning is conveyed in the text or the film • Attempts to compose an argument with reference to the text or the film 	6–10
<ul style="list-style-type: none"> • Identifies limited ideas and information relevant to the question • Demonstrates limited ability to structure and sequence ideas 	1–5

Answers could include:

Content

The author of *Danki hatameku moto ni* and the film director of the *Happy Family Plan* tell the readers/audience that family members are always thinking about other family members and supporting each other. When families fall into a difficult situation, they support each other. When they are happy, they share their happiness. Families often face difficulties, but by overcoming difficulties, family ties are strengthened.

Father's role

The significant role of the father in both texts is to show his family how to live life. When the family is in crisis, father tries hard to move the family forward. The father in *Danki hatameku moto ni* is old-fashioned and stubborn. He forces his way with his daughter and encourages her to carry through her dreams in difficult situations. On the

other hand, the father in *Happy Family Plan* is indecisive and considered an incapable father. However, he tried hard and proved to his family the importance of not giving up.

Mother's role

The significant role of the mother in both texts is to communicate with family members and to show support. In *Danki hatameku moto ni*, the mother stays calm and shows understanding towards Minako's dream. She also encourages Minako to understand her father better. In *Happy Family Plan* the mother is energetic and makes a critical decision for the family. Although she is warm-hearted in nature, she sometimes uses harsh words to solve day-to-day problems.

Language and textual features

- 比喩表現を使い、家族それぞれの気持ちを表している。に

Eg 『団旗はためくもとに』では、『押忍の心』という概念が父親の信念を表している。『押忍の心』とは、押して、忍ぶこと。娘が『押忍の心』を理解することで、父親の気持ちが理解できるようになった。に

Using metaphor, each family member's feelings were expressed.

The concept of the heart/mind of Osu is also expressed in the father's beliefs. The heart of Osu means 'push and be patient'. When his daughter understood the concept of the heart of Osu, she understood her father as well.

- 「あたしは歩き出す。それを待っていたように、大太鼓がドーンと一発。」に
体言止めを使うことで、父親が娘を応援する気持ちが強調されている。に
'I'm starting to walk. There was sound of a big taiko drum as if it was waiting for that moment.'

By using noun ending, father's feelings towards his daughter were emphasised.

- 『しあわせ家族計画』で、父親がピアノで弾く曲は「ホーム・スイート・にホーム」で、この曲を弾けるようになることで、家族の絆が強まったことを暗示している。に

In *Happy Family Plan*, the tune that father plays was called 'Home Sweet Home'. When he mastered this song, his family ties got stronger.

- 映画の最後を喜美子のセリフ、「がんばって。私達のお父さんはあなたしかいないんだから。」で締めくくっている。お父さんが頑張ることで、河尻家が一つにまとまったことを強調している。（しあわせ家族計画）に

Kimiko said at the end of the film, 'Try hard. Because our father is only YOU.' This statement emphasizes how the father's effort contributed to unite the Kawajiri family.

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:

問題点 Issues

- 外国人のスキー客が増えているが、地元はその恩恵があまりない。人
Skiers from overseas are increasing. However, there isn't much benefit to Japanese ski field operators.

その理由 — 言葉の問題から外国人経営の宿や店を使う。パッケージになって人いるので、予約しやすい。人

Reasons behind this are the language barrier – skiers from overseas book deals through non-Japanese owned shops because they can communicate more easily.

- スキー場のごみが増える。ごエ
They have more rubbish in ski resorts.
- 進入禁止のエリアにはいり、パトロール隊が困っている。ごエ
Skiers from overseas try to ski in the no-entry zone and this is a problem for the patrolling team.
- 外国人のオーナーは回覧板を回したり、村のボランティアに参加しない。エ
Non-Japanese owners don't pass on 'kairanban' (circulate information) nor do allocated jobs.

解決法 Solutions

- スキーリゾート全体で外国人向けにスキー場のプロモーションをする。エ
Japanese people in the ski resort area should promote their resort to skiers from overseas.
- スキーリゾートの住民向けに英語の勉強会を頻繁に開く。ごエ
Town council should organise English study groups for business operators.
- 日本人経営の宿や店のオーナーのために英語のウェブサイトの立ち上げを手伝エ
う。エ
Town council should help business owners to set up English websites.

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

社会が意識改善する作

People in the society need to change their perceptions towards work.

- 上司より早く帰っても良いと思うと作
It is ok to go home before the boss.
- 残業することは良くないと思うと作
It is not ok to stay back at work.
- 仕事の時間数より仕事の効率化を重視する作
It is important to focus on efficiency of work rather than working hours.

会社が残業を少なくする努力をする作

Companies should make an effort to reduce overtime.

- 定時に帰る日を作ると作
Create a day to finish work on time.
- 有給休暇を連続で取ると作
Encourage employees to take annual leave.
- 勤務時間外の同僚への連絡禁止作
Prohibit employees from contacting colleagues outside business hours.
- 会社の電気を消すと作
Turn off lights in the office.

会社の措置作

Company's actions

- 健康診断と作
Medical check
- カウンセリングと作
Counselling
- 保養所の提供と作
Offer company's holiday accommodation

Answers could include:

Question 7

認めない理由イ

Reasons for not supporting dual citizenship

- 自国への忠誠心に欠けるけイ
A lack of patriotism
- 国としてのアイデンティティーけイ
Losing national identity
- 年金、社会保障の負担が増えるけイ
Increased pension and social security payments

認めるべき理由イ

Reasons for supporting dual citizenship

- 生まれた時から二重国籍を保有している子供達の権利けイ
Right to keep dual citizenship from their birth
- 他国でも広く二重国籍が認められているけイ
Many countries allow dual citizenship
- 多文化な時代の背景けイ
Global multiculturalism
- 他国へ仕事や結婚で移住した日本人に日本国籍を保持したまま、けイ
居住地の国籍を取得する権利が与えられるべき。けイ
Japanese people who live overseas for work and marriage should gain a right to hold dual citizenship
- 労働人口が増える可能性があるけイ
A possible increase in working population

2017 HSC Japanese and Literature Mapping Grid

Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Global issue: Preserving the environment — conversation	H3.1
1 (b)	3	Global issue: Preserving the environment — conversation	H3.1, H3.2
1 (c)	5	Global issue: Preserving the environment — conversation	H3.1, H3.3, H3.6, H3.7

Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	Youth culture: Pressure on young people today — speech and conversation	H1.1, H3.2, H3.4, H3.6

Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	2	<i>Uwasaeno teikouryoku</i>	H3.1
3 (b)	2	<i>Uwasaeno teikouryoku</i>	H3.1, H3.2
3 (c)	2	<i>Uwasaeno teikouryoku</i>	H3.1, H3.2
3 (d)	4	<i>Uwasaeno teikouryoku</i>	H3.2, H3.3, H3.7, H3.8
3 (e)	5	<i>Uwasaeno teikouryoku</i>	H3.3, H3.6, H3.7
4	25	<i>Danki hatameku moto ni</i> <i>Shiawase kaoku Keikaku</i>	H2.1, H2.2, H2.3, H2.4, H3.2, H3.7, H4.1

Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	The individual and the community: The impact of a changing society on the individual National identity: Japan and the international community – article	H1.2, H2.1, H2.2, H2.3, H2.4, H3.8

Section III — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
6	25	The individual and the community: The impact of a changing society on the individual – speech	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	National identity: Japan and the international community – speech	H2.1, H2.2, H2.3, H2.4, H4.2