

## 2015 HSC Japanese Beginners Marking Guidelines

### Section I — Listening

#### Question 1

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies what Emiko and Michael are discussing</li> </ul>	1

*Sample answer:*

Emiko and Michael are discussing after-school activities.

#### Question 2

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies the benefits</li> </ul>	3
<ul style="list-style-type: none"> <li>Shows some understanding of the benefits</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

*Sample answer:*

It is close to Tokyo. The housing is cheap/you can live in a big house. The fruit/vegetables are delicious.

#### Question 3

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies the reasons for Mr Yamada's anger</li> </ul>	3
<ul style="list-style-type: none"> <li>Shows some understanding of the reasons for Mr Yamada's anger</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

*Sample answer:*

Yumi was late. Everyone was waiting for her, so they could go to the beach/on their excursion. Yumi also forgot her hat.

**Question 4**

Criteria	Marks
• Completes the form	3
• Provides the majority of the information	2
• Identifies a piece of relevant information	1

*Sample answer:*

Recruitment Form	
Name:	Jack Taylor
Age:	24
Work experience:	worked at a hotel
Reason for applying:	Wants to work in a bank

**Question 5**

Criteria	Marks
• Identifies the correct answer	1

*Answer:*

(C)

**Question 6**

Criteria	Marks
• Lists the tasks	3
• Lists some relevant tasks	2
• Identifies a relevant task	1

*Sample answer:*

- Wash the dishes
- Feed the cat
- Put out the garbage

**Question 7**

Criteria	Marks
• Explains why Ben and Michiko are unlikely to become good friends	4
• Shows some understanding of why Ben and Michiko are unlikely to become good friends	2–3
• Provides some relevant information	1

**Sample answer:**

They are unlikely to become friends as their interests are different. Ben thinks Michiko's suggestion of going to the mountains is boring. Michiko thinks Ben's hobby is dangerous and thinks parties are noisy. Ben is also not interested in teaching Michiko English.

**Question 8**

Criteria	Marks
• Shows a thorough understanding of the kinds of people who would be interested in the advertisement	3
• Shows some understanding of the kinds of people who would be interested in the advertisement	2
• Provides some relevant information	1

**Sample answer:**

People looking for cheap airfares and hotel accommodation. Solo travellers who want to be matched with other solo travellers. Young people looking for trips to popular destinations.

**Question 9**

Criteria	Marks
• Explains why Mr Kimura is happy	4
• Shows some understanding of why Mr Kimura is happy	2–3
• Provides some relevant information	1

**Sample answer:**

Mr Kimura is happy because his pet shop is doing well. He is happy that many people came on the opening day even though he was not sure if people would like the unusual pets. He is happy that he has sold many pets already, and he is even happier that there is a waiting list for new pets.

**Question 10**

<b>Criteria</b>	<b>Marks</b>
• Shows a comprehensive understanding of what Emma is likely to do, with detailed reference to the text	5
• Shows a sound understanding of what Emma is likely to do, with clear reference to the text	4
• Shows some understanding of what Emma is likely to do	2–3
• Provides some relevant information	1

***Sample answer:***

Emma will most likely go to a university that offers Art despite the travelling distance as she has wanted to study Art since she was a child. Although Takeshi offers to drive her, his university is not an option as it does not offer Art. Emma is probably going to get an apartment close to university, and try to get a part-time job so she won't need money from her parents. She will probably try to get a job in an art gallery so she can have fun while working.

## Section II — Reading

### Question 11 (a)

Criteria	Marks
• Explains why the event is being planned	2
• Provides some relevant information	1

*Sample answer:*

To say goodbye to Emily, before she returns to Australia.

### Question 11 (b)

Criteria	Marks
• Identifies the activities planned	2
• Provides some relevant information	1

*Sample answer:*

They will eat Nabe (hot pot dish) and sing songs.

### Question 12 (a)

Criteria	Marks
• Identifies the important information	2
• Provides some relevant information	1

*Sample answer:*

He is now returning earlier, and needs to be picked up from the station, (not the airport).

### Question 12 (b)

Criteria	Marks
• Explains why Ken is excited	2
• Provides some relevant information	1

*Sample answer:*

He is excited because he now has an opportunity to go to Okinawa to meet up with his new friend.

**Question 13 (a)**

Criteria	Marks
• Explains why Tom has contacted Professor Tanaka	1

**Sample answer:**

Tom wants to enter the Physics course.

**Question 13 (b)**

Criteria	Marks
• Explains Professor Tanaka's reactions	4
• Shows some understanding of Professor Tanaka's reactions	2–3
• Provides some relevant information	1

**Sample answer:**

At first he was angry, because Tom missed his chatroom time. Then he was surprised. The only reason Tom wanted to enrol in the course was because his girlfriend is doing it, even though he is bad at Maths. Then he is angry at the end because he felt that Tom had wasted his time.

**Question 14 (a)**

Criteria	Marks
• Identifies what prompted Linda to write in her diary	1

**Sample answer:**

Her host family took her to a Japanese restaurant (for the first time).

**Question 14 (b)**

Criteria	Marks
• Identifies how Linda made her decision	2
• Provides some relevant information	1

**Sample answer:**

She was looking for foods that she recognised, because she had tried them at school.

**Question 14 (c)**

Criteria	Marks
• Demonstrates a comprehensive understanding of how Linda coped with her experience	4
• Demonstrates a good understanding of how Linda coped with her experience	3
• Demonstrates some understanding of Linda's experience	2
• Provides some relevant details	1

**Sample answer:**

She remembered to say 'itadakimasu', which made her host mother pleased. She worked out how to drink soup without a spoon by watching her host mother. Although she was surprised about the noise her host father made when he drank the soup, she copied him and worked out that it's ok to make noise. When her host mother told her not to stick the chopsticks in the rice, she listened to her advice and placed them in front of her. Overall she coped well with the experience.

**Question 15 (a)**

Criteria	Marks
• Identifies why the pre-school is special	2
• Provides some relevant information	1

**Answers could include:**

- Teacher is a famous actor
- Best pre-school in Kobe
- Offering international class/foreign language

**Question 15 (b)**

Criteria	Marks
• Demonstrates comprehensive understanding of why a new employee is required	3
• Shows some understanding of why a new employee is required	2
• Provides some relevant information	1

**Sample answer:**

There has been an increase in students, as more mothers are returning to work, and there is a new international class.

**Question 15 (c)**

<b>Criteria</b>	<b>Marks</b>
• Provides an informed opinion of whether Rosa will get the position with detailed reference to both texts	5
• Shows a good understanding of Rosa and the requirements of the position with reference to both texts	4
• Shows some understanding of Rosa and the requirements of the position	3
• Provides some details of either Rosa and/or the requirements of the position	2
• Provides some relevant information	1

***Sample answer:***

Yes, she is likely to get the position. She has just left her current job and is flexible to work any time. The pre-school wants someone to teach a foreign language, and Rosa can speak both English and Spanish and offers to teach both. Even though she doesn't have children of her own, she is good at sport and has had experience teaching so playing games with the children should not be a problem. The position requires someone who is living in Kobe, but I would assume that she would move to Kobe if she got the position so this is not an issue.

## Section III — Writing in Japanese

### Part A

#### Question 16

Criteria	Marks
<ul style="list-style-type: none"> <li>Communicates ideas and information appropriate to audience, purpose and context</li> <li>Organises ideas and information</li> <li>Applies knowledge of vocabulary and language structures to the task</li> </ul>	4
<ul style="list-style-type: none"> <li>Communicates with some awareness of audience, purpose and context</li> <li>Demonstrates some knowledge of vocabulary and language structures</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Produces some comprehensible language related to the task</li> </ul>	1

#### Question 17

Criteria	Marks
<ul style="list-style-type: none"> <li>Communicates ideas and information appropriate to audience, purpose and context</li> <li>Organises ideas and information coherently</li> <li>Applies knowledge of vocabulary and language structures to the task</li> </ul>	6
<ul style="list-style-type: none"> <li>Communicates with some awareness of audience, purpose and context</li> <li>Organises ideas and information with some coherence</li> <li>Demonstrates knowledge of vocabulary and language structures</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the requirements of the task</li> <li>Demonstrates some ability to organise information</li> <li>Demonstrates some knowledge of vocabulary and language structures</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Produces some comprehensible language related to the task</li> </ul>	1

## Section III — Writing in Japanese

### Part B

#### Questions 18 and 19

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents ideas and information relevant to audience, purpose and context</li> <li>• Organises ideas and information coherently</li> <li>• Demonstrates control of a range of vocabulary and language structures</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Presents ideas and information mostly relevant to audience, purpose and context</li> <li>• Organises ideas and information with some coherence</li> <li>• Demonstrates knowledge of vocabulary and language structures</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Presents some ideas and information relevant to audience, purpose and context</li> <li>• Demonstrates some ability to organise information</li> <li>• Demonstrates some knowledge of vocabulary and language structures</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Presents some information relevant to the task</li> <li>• Demonstrates a basic knowledge of vocabulary and language structures</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Produces some comprehensible language related to the task</li> </ul>	1–2

# 2015 HSC Japanese Beginners

## Mapping Grid

### Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation covering the candidate's personal world as it relates to the prescribed topics	H1.1, H1.2, H1.3

### Written Examination

#### Section I — Listening

Question	Marks	Content	Syllabus outcomes
1	1	Friends, recreation and pastimes — telephone conversation	H2.2
2	3	Family life, home and neighbourhood — radio advertisement	H2.2
3	3	Education and work — conversation	H2.2
4	3	Education and work — speech	H2.2
5	1	People, places and communities — conversation	H2.1
6	3	Family life, home and neighbourhood — telephone message	H2.2
7	4	Friends, recreation and pastimes — telephone conversation	H2.4
8	3	Holidays, travel and tourism — radio advertisement	H2.5
9	4	People, places and communities — interview	H2.1
10	5	Future plans and aspirations — conversation	H2.4

#### Section II — Reading

Question	Marks	Content	Syllabus outcomes
11 (a)	2	Friends, recreation and pastimes — invitation	H2.2
11 (b)	2	Friends, recreation and pastimes — invitation	H2.2
12 (a)	2	Holidays, travel and tourism — postcard	H2.2
12 (b)	2	Holidays, travel and tourism — postcard	H2.1
13 (a)	1	Future plans and aspirations — chatroom	H2.2
13 (b)	4	Future plans and aspirations — chatroom	H2.1
14 (a)	1	People, places and communities — information pamphlet	H2.5
14 (b)	2	People, places and communities — information pamphlet	H2.2
14 (c)	4	People, places and communities — information pamphlet	H2.1
15 (a)	2	Education and work — advertisement and letter	H2.5
15 (b)	3	Education and work — advertisement and letter	H2.2
15 (c)	5	Education and work — advertisement and letter	H2.4

#### Section III — Writing in Japanese

##### Part A

Question	Marks	Content	Syllabus outcomes
16	4	Friends, recreation and pastimes — message	H3.1, H3.2, H3.3

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
17	6	Holidays, travel and tourism — email	H3.1, H3.2, H3.3

**Section III — Writing in Japanese**  
**Part B**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
18	10	Education and work — script of a talk	H3.1, H3.2, H3.3
19	10	Family life, home and neighbourhood — script of a talk	H3.1, H3.2, H3.3