

## 2016 HSC Japanese Beginners Marking Guidelines

### Section I — Listening

#### Question 1

Criteria	Marks
• Identifies that they are discussing the activity of cycling and what time they will go	2
• Provides some relevant information	1

*Sample answer:*

They are discussing what time they will go cycling.

#### Question 2

Criteria	Marks
• Correctly completes the excursion notice	3
• Correctly completes some of the information in the excursion notice	2
• Provides some relevant information	1

*Sample answer:*

<i>Date</i>	<b>14 October</b>
<i>Starting time</i>	<b>1 o'clock (pm)</b>
<i>Location</i>	<b>Park next to the school</b>
<i>Cost</i>	<b>\$15</b>

**Question 3**

Criteria	Marks
• Identifies the TWO suggestions	2
• Provides some relevant information	1

*Sample answer:*

To not use your mobile phone before going to bed and to eat good food each day.

**Question 4**

Criteria	Marks
• Identifies the correct answer	1

*Sample answer:*

(B)

**Question 5**

Criteria	Marks
• Provides a good explanation of why the teacher is disappointed	3
• Provides some understanding of why the teacher is disappointed	2
• Provides some relevant information	1

*Sample answer:*

The teacher is disappointed with the behaviour of the students on the Year 10 Japanese trip because they were using the internet and listening to music at the art gallery. Also, they had pizza for lunch because they didn't want sushi or ramen.

**Question 6**

Criteria	Marks
• Demonstrates a good understanding of whether Emily is suitable for the job with reference to the text	3
• Demonstrates some understanding of whether Emily is suitable for the job	2
• Provides some relevant information	1

*Sample answer:*

No, she is not, even though she has worked in a bookshop for a year. The job involves working every day and she cannot work every day due to university commitments. Also, she doesn't speak Japanese well.

**Question 7**

Criteria	Marks
• Demonstrates a good understanding of why the competition might appeal to the audience	3
• Demonstrates some understanding of why the competition might appeal to the audience	2
• Provides some relevant information	1

**Sample answer:**

The competition might appeal to the audience because making a movie with the class is fun, students can practise their Japanese and there are prizes.

**Question 8**

Criteria	Marks
• Demonstrates a thorough understanding of Jack's personality with reference to the text	4
• Demonstrates some understanding of Jack's personality	2–3
• Provides some relevant information	1

**Sample answer:**

Jack is interesting/funny. He tells the family interesting stories. He is also adventurous, having been to many places. His cleaning and cooking at the host family's home show he is helpful. He is also hardworking, trying his best to improve his Japanese.

**Question 9**

Criteria	Marks
• Demonstrates a thorough understanding of the trip Jessica will choose with detailed reference to both trips	4
• Demonstrates some understanding of both trips with some reference to the text	2–3
• Provides some relevant information	1

**Sample answer:**

Jessica will go to Africa because she wants to do things which she cannot do at home. She is not worried about the food and water in Africa because she wants to see different animals and try new food. Even though she would like to go surfing in Hawaii, it's something she can do at home.

**Question 10**

<b>Criteria</b>	<b>Marks</b>
• Provides a thorough comparison of Lucy's and Tom's plans	5
• Provides a good comparison of Lucy's and Tom's plans	4
• Shows some understanding of Lucy's and/or Tom's plans	2–3
• Provides some relevant information	1

***Sample answer:***

Both Lucy and Tom want to be teachers and go to Japan in the future. However, Lucy wants to work as an English teacher in Japan while Tom wants to be a Japanese teacher in Australia.

However, they will take different paths to reach their goals. Lucy will go to university after finishing school and will also work part time to support herself. Tom will take a year off to live in Japan before going to university. His family will support him financially.

## Section II — Reading

### Question 11 (a)

Criteria	Marks
• Identifies the details of where Mie and her friend will meet	2
• Provides some relevant information	1

*Sample answer:*

At the stationery section/counter on the third floor of the department store.

### Question 11 (b)

Criteria	Marks
• Identifies how Mie will get there	2
• Provides some relevant information	1

*Sample answer:*

Catch the 321 bus and get off outside (at the front of) the department store.

### Question 12 (a)

Criteria	Marks
• Identifies the medical problem	1

*Sample answer:*

Headaches caused by stress.

### Question 12 (b)

Criteria	Marks
• Identifies the advice given	3
• Identifies some aspects of the advice given	2
• Provides some relevant information	1

*Sample answer:*

Before going straight to the doctor, have a good sleep/rest. If you have a fever/temperature, drink two litres of water a day. If you still have a headache the next day, see your doctor.

**Question 13**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive comparison of the texts with reference to both reviews	5
• Demonstrates a good comparison of the texts with reference to both reviews	4
• Demonstrates some understanding of the texts with reference to at least one review	2–3
• Provides some relevant information	1

***Sample answer:***

Both Haru and Fuji restaurants are new Japanese restaurants and both have tasty food. They both also have a chef who is a Japanese person.

Haru is a big, inexpensive restaurant with many customers, which makes sushi popular with Australian people. The staff are busy and not very polite.

However, Fuji has authentic Japanese food just as you would find in Japan, but expensive. It is small and quiet and most customers are Japanese people. The waiters/staff are also kind.

**Question 14 (a)**

Criteria	Marks
• Identifies what the writer wanted to do this year	1

*Sample answer:*

The writer wanted to enter the Australian swimming team for the Rio Olympic Games.

**Question 14 (b)**

Criteria	Marks
• Identifies why the writer is disappointed	1

*Sample answer:*

She is not allowed to join the team.

**Question 14 (c)**

Criteria	Marks
• Provides a comprehensive analysis of whether the writer will achieve her dream with detailed reference to the text	5
• Provides a thorough analysis of whether the writer will achieve her dream with some reference to the text	4
• Provides a sound understanding of whether the writer will achieve her dream	3
• Shows some understanding of whether the writer will achieve her dream	2
• Provides some relevant information	1

*Sample answer:*

Yes she is likely to achieve her dream of making the 2020 Tokyo Olympics. This is shown through her willingness to make sacrifices including giving up study, part-time job, moving to Brisbane, socialising. She makes the commitment to swimming by training morning and afternoon knowing it's a hard schedule.

**Question 15 (a)**

Criteria	Marks
• Provides reasons for why the resort has been popular with Japanese people	2
• Provides some relevant information	1

**Sample answer:**

Because the resort is easy to access and the snow is good in Hokkaido.

**Question 15 (b)**

Criteria	Marks
• Demonstrates a good understanding of the improvements in the town	3
• Demonstrates some understanding of the improvements in the town	2
• Provides some relevant information	1

**Sample answer:**

There are more Western restaurants. A theme park and cinema have been built and the bus service has improved.

**Question 15 (c)**

Criteria	Marks
• Demonstrates a comprehensive understanding of whether the daily life has improved with detailed reference to the text	5
• Demonstrates a thorough understanding of whether the daily life has improved with some reference to the text	4
• Demonstrates some understanding of whether the daily life has improved	2–3
• Provides some relevant information	1

**Sample answer:**

Although there are improvements in the town, there are more negative aspects due to the increased number of people. The overall quality of daily life has decreased. The food and supermarket prices have increased, as has the bus fare. The roads near to the resort are always busy in winter. It takes people longer to get to work and school. There's an increased rubbish problem.

## 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

# 2016 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	2	Friends, recreation and pastimes — conversation	H2.2
2	3	People, places and communities — announcement	H2.2
3	2	Friends, recreation and pastimes — conversation	H2.2
4	1	Family life, home and neighbourhood — conversation	H2.5
5	3	Education and work — speech	H2.4
6	3	Education and work — interview	H2.4
7	3	Education and work — radio announcement	H2.5
8	4	People, places and communities — conversation	H2.1
9	4	Holidays, travel and tourism — conversation	H2.4
10	5	Future plans and aspirations — conversation	H2.1

#### Section II — Reading

Question	Marks	Content	Syllabus outcomes
11 (a)	2	Friends, recreation and pastimes — message	H2.2
11 (b)	2	Friends, recreation and pastimes — message	H2.2
12 (a)	1	Family life, home and neighbourhood — advertisement	H2.5
12 (b)	3	Family life, home and neighbourhood — advertisement	H2.2
13	5	People, places and communities — review	H2.4
14 (a)	1	Future plans and aspirations — blog	H2.2
14 (b)	1	Future plans and aspirations — blog	H2.2
14 (c)	5	Future plans and aspirations — blog	H2.4
15 (a)	2	Holidays, travel and tourism — article	H2.2
15 (b)	3	Holidays, travel and tourism — article	H2.2
15 (c)	5	Holidays, travel and tourism — article	H2.4

#### Section III — Writing in Japanese

##### Part A

Question	Marks	Content	Syllabus outcomes
16	4	Family life, home and neighbourhood — postcard	H3.1, H3.2, H3.3
17	6	People, places and communities — diary entry	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 — informal letter	H3.1, H3.2, H3.3
19	10	Holidays, travel and tourism — informal letter	H3.1, H3.2, H3.3