

2017 HSC Japanese Beginners Marking Guidelines

Section I — Listening

Question 1

Criteria	Marks
• Identifies Sarah's plans for the weekend	2
• Provides some relevant information	1

Sample answer:

Sarah will be going to Melbourne to watch tennis with her dad.

Question 2

Criteria	Marks
• Identifies the purpose of the announcement	2
• Provides some relevant information	1

Sample answer:

To inform passengers that the train to Sapporo has been delayed and that they should go to platform 5 for the next train.

Question 3

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

A

Question 4

Criteria	Marks
• Provides the reasons for Emily's subject selections	3
• Demonstrates some understanding of Emily's reasons for her subject selections	2
• Provides some relevant information	1

Sample answer:

Emily has chosen music because she has played the piano since she was little. She has also chosen Japanese because she plans to study at the famous music university in Japan.

Question 5

Criteria	Marks
• Demonstrates a thorough understanding of why the speech may encourage students to join the school trip to Japan	3
• Demonstrates some understanding of why the speech may encourage students to join the school trip to Japan	2
• Provides some relevant information	1

Sample answer:

The speaker had a great experience during her trip. She visited interesting places, practised Japanese with her host family and learnt about the Japanese culture.

Question 6

Criteria	Marks
• Demonstrates a thorough understanding of why Yumi is worried	3
• Demonstrates some understanding of why Yumi is worried	2
• Provides some relevant information	1

Sample answer:

Yumi is worried because she left her notebook in the library. She can't get it back to study for the test tomorrow because the library is closed.

Question 7

Criteria	Marks
• Completes the activity form accurately	3
• Provides the majority of the details on the activity form	2
• Provides a piece of relevant information	1

Sample answer:

Japanese Culture Day Activity Form	
Name: Tom	
Activity:	Preferred time:
<input type="checkbox"/> Karate	<input checked="" type="checkbox"/> Before school
<input type="checkbox"/> Making yakisoba	<input type="checkbox"/> Lunch time
<input checked="" type="checkbox"/> Making yakitori	<input type="checkbox"/> After school
Cost: \$20	

Question 8

Criteria	Marks
• Identifies all three pieces of advice given to Susan	3
• Identifies some advice given to Susan	2
• Provides some relevant information	1

Sample answer:

- Go to the hospital if her finger is still sore the next day
- Don't go to school until Wednesday
- Take medication three times a day, after meals.

Question 9

Criteria	Marks
• Demonstrates a thorough understanding of how Ms Yamada tries to convince the customer to change his plans with detailed reference to the text	5
• Demonstrates a sound understanding of how Ms Yamada tries to convince the customer to change his plans with reference to the text	4
• Demonstrates some understanding of the conversation between Ms Yamada and the customer	2–3
• Provides some relevant information	1

Sample answer:

Ms Yamada remarks that Beppu is expensive and suggests Hakone as a more popular location. She points out the benefits of Hakone such as the colourful hot springs and hot spring pools where you can swim, and special events such as the Manga event. When the customer asks about the cost, she suggests that it would be cheap at the moment.

Question 10

Criteria	Marks
• Demonstrates a comprehensive understanding of whether John is likely to go to Europe with Anna with detailed reference to the text	5
• Demonstrates a sound understanding of whether John is likely to go to Europe with Anna with reference to the text	4
• Demonstrates some understanding of whether John is likely to go to Europe with Anna	2–3
• Provides some relevant information	1

Sample answer:

John is not likely to go to Europe with Anna. He studied hard to get into the medicine course and is keen to get started so he can graduate sooner. He is also worried about money and whether or not he can get a part-time job in Europe. His father is unemployed and is unable to help him financially. His mother thinks that he can live on the money he has now if they do not go to parties, however, he knows Anna likes partying, so it may not work.

Section II — Reading

Question 11 (a)

Criteria	Marks
• Identifies who is invited to the event	1

Sample answer:

The residents of Kawamachi.

Question 11 (b)

Criteria	Marks
• Identifies who will perform at the event	2
• Provides some relevant information	1

Sample answer:

Talented singers from around the world and music students from (South) Kawamachi University.

Question 12 (a)

Criteria	Marks
• Identifies why the restaurant is special	2
• Provides some relevant information	1

Sample answer:

Monkeys serve the food and provide entertainment.

Question 12 (b)

Criteria	Marks
• Identifies the quickest way to get to the restaurant	2
• Provides some relevant information	1

Sample answer:

The quickest way is to catch the train from Osaka Station to Umimachi Station and then walk for 5 minutes.

Question 13 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Maggie gave her teacher the coffee	2
• Provides some relevant information	1

Sample answer:

Maggie was given coffee instead of cola. She does not drink coffee and therefore gave it to her teacher.

Question 13 (b)

Criteria	Marks
• Demonstrates a thorough understanding of whether it was a successful excursion with reference to the text	3
• Demonstrates some understanding of whether it was a successful excursion with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Yes it was a successful excursion because the students enjoyed the movie and thought the food at the Japanese restaurant was delicious. They were pleased that they were able to order in Japanese, use chopsticks and read the *kanji* in the movie.

Question 14 (a)

Criteria	Marks
• Identifies the job which Mike applied for	1

Sample answer:

Game Designer

Question 14 (b)

Criteria	Marks
• Identifies all of the main issues raised	4
• Identifies most of the main issues raised	3
• Identifies some of the issues raised	2
• Provides some relevant information	1

Sample answer:

The main issues raised by the employer are that Mike was late to the interview, he wore inappropriate clothes, didn't use polite Japanese and can't work the required hours.

Question 14 (c)

Criteria	Marks
• Demonstrates a thorough understanding of Mike's response with detailed reference to the text	4
• Demonstrates a sound understanding of Mike's response with some reference to the text	3
• Demonstrates some understanding of Mike's response	2
• Provides some relevant information	1

Sample answer:

Mike is upset by the feedback and disagrees with it. He was told not to write a letter but did anyway. He says he is fluent in Japanese and doesn't need to speak polite Japanese to computers. He also questions why he has to wear a tie and why he can't leave at 4 pm if he works hard until then.

Question 15 (a)

Criteria	Marks
• Identifies the location of the university	1

Sample answer:

The university is located in Okinawa.

Question 15 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how Kim should apply for this university	3
• Demonstrates some understanding of how Kim should apply for this university	2
• Provides some relevant information	1

Sample answer:

Kim should send Mr Honda an email by 15 March with her name and reason as to why she wants to study at the university.

Question 15 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding as to whether it is likely that Kim will go to the university with detailed reference to the text	5
• Demonstrates a good understanding as to whether it is likely that Kim will go to the university with reference to the text	3–4
• Demonstrates some understanding as to whether it is likely that Kim will go to the university	2
• Provides some relevant information	1

Sample answer:

Kim is highly likely to go to this university as she wants to study Japanese, which she can at this university. She can also practise her Japanese by getting a part-time job in a souvenir shop in the town. She also wants to make friends with people from many different countries and she will be able to meet people at the university and through her part-time job. The only bad point is that she wants to live on her own and unfortunately first year students at the university must live in share dormitory accommodation.

Section III — Writing in Japanese
Part A

Question 16

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

Question 17

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

Section III — Writing in Japanese

Part B

Questions 18 and 19

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

2017 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	Family life, home and neighbourhood — face-to-face conversation	H2.2
2	2	People, places and communities — announcement	H2.5
3	1	People, places and communities — face-to-face conversation	H2.2
4	3	Friends, recreation and pastimes — face-to-face conversation	H2.2
5	3	Holidays, travel and tourism — speech	H2.1
6	3	People, places and communities — face-to-face conversation	H2.1
7	3	Education and work — face-to-face conversation	H2.2
8	3	People, places and communities — face-to-face conversation	H2.2
9	5	Holidays, travel and tourism — telephone conversation	H2.1
10	5	Future plans and aspirations — face-to-face conversation	H2.4

Section II — Reading

Question	Marks	Content	Syllabus outcomes
11 (a)	1	People, places and communities — invitation	H2.5
11 (b)	2	People, places and communities — invitation	H2.2
12 (a)	2	Holidays, travel and tourism — online review	H2.2
12 (b)	2	Holidays, travel and tourism — online review	H2.2
13 (a)	2	Friends, recreation and pastimes — social networking post	H2.2
13 (b)	3	Friends, recreation and pastimes — social networking post	H2.4
14 (a)	1	Education and work — letter	H2.2
14 (b)	4	Education and work — letter	H2.2
14 (c)	4	Education and work — letter	H2.1
15 (a)	1	Future plans and aspirations — email	H2.2
15 (b)	3	Future plans and aspirations — email	H2.2
15 (c)	5	Future plans and aspirations — email	H2.4

Section III — Writing in Japanese

Part A

Question	Marks	Content	Syllabus outcomes
16	4	Family life, home and neighbourhood — email	H3.1, H3.2, H3.3
17	6	Education and work — diary entry	H3.1, H3.2, H3.3

Section III — Writing in Japanese

Part B

Question	Marks	Content	Syllabus outcomes
18	10	Education and work — article	H3.1, H3.2, H3.3
19	10	Holidays, travel and tourism — article	H3.1, H3.2, H3.3