

## 2019 HSC Japanese Beginners Marking Guidelines

### Section I — Listening

#### Question 1

| Criteria   | Marks |
|--|-------|
| • Provides a detailed description of Yuko's family | 2     |
| • Provides some relevant information               | 1     |

**Sample answer:**

The people in Yuko's family are: her mother, older sister, younger brother and her.

#### Question 2

| Criteria  | Marks |
|---|-------|
| • Completes the form with most details accurate | 3     |
| • Provides most relevant information            | 2     |
| • Provides some relevant information            | 1     |

**Sample answer:**

| Ume San Restaurant |                     |
|--------------------|---------------------|
| Name:              | Honda               |
| Phone number:      | 090 4321 7555       |
| Order:             | 4 Sushi lunch boxes |
| Pick-up time:      | 7.00                |

**Question 3**

| Criteria   | Marks |
|--|-------|
| • Explains why this conversation is taking place | 2     |
| • Provides some relevant information             | 1     |

**Sample answer:**

This conversation is taking place because Toshio has been falling asleep during class lately and constantly forgetting to hand in his homework.

**Question 4**

| Criteria  | Marks |
|---|-------|
| • Correctly identifies the location of Kumiko's house | 1     |

**Sample answer:**

A

**Question 5**

| Criteria                                | Marks |
|---|-------|
| • Identifies the purpose of the message | 2     |
| • Provides some relevant information    | 1     |

**Sample answer:**

The purpose of the message is to notify Akemi that her wallet is at Harajuku Station Police Box and she needs to come and collect it.

**Question 6**

| Criteria  | Marks |
|---|-------|
| • Makes sound inferences about the most likely outcome of the conversation with reference to the text     | 3     |
| • Makes some inferences about the most likely outcome of the conversation with some reference to the text | 2     |
| • Provides some relevant information  | 1     |

**Sample answer:**

The most likely outcome of this conversation is that in the summer holidays Peter will go to Brisbane by train, as he is scared of planes. Also, as he doesn't have much money, he will most probably stay with Keiko's older brother who lives in Brisbane and says that Brisbane is beautiful.

## Question 7

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>Provides a thorough description of what type of person Kenji is with detailed evidence from the text</li> </ul> | 4     |
| <ul style="list-style-type: none"> <li>Provides a sound description of what type of person Kenji is with some evidence from the text</li> </ul>        | 3     |
| <ul style="list-style-type: none"> <li>Demonstrates some understanding of Kenji's personality</li> </ul>   | 2     |
| <ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>   | 1     |

**Sample answer:**

Kenji is kind as he offers to help his friend with her English homework. He is also very diligent as he often goes to the library on the weekend from 9.00–2.00 to study. Kenji is also active as he practises kendo (fencing) on Tuesdays and Thursdays for two hours. He is also friendly as after studying he goes to the city to eat dinner with many friends.

## Question 8

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>Summarises the main points of why Akira enjoyed his experience</li> </ul>                             | 4     |
| <ul style="list-style-type: none"> <li>Demonstrates a sound understanding of why Akira enjoyed his experience without summarising</li> </ul> | 3     |
| <ul style="list-style-type: none"> <li>Demonstrates some understanding of why Akira enjoyed his experience</li> </ul>                        | 2     |
| <ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>   | 1     |

**Sample answer:**

Akira enjoyed his experience because:

- it was easy to be healthy
- it was sociable
- there were many outdoor activities.

## Question 9

| Criteria   | Marks |
|--|-------|
| • Demonstrates a comprehensive understanding of who would be interested in this announcement | 4     |
| • Demonstrates a sound understanding of who would be interested in this announcement         | 3     |
| • Demonstrates some understanding of who would be interested in this announcement            | 2     |
| • Provides some relevant information   | 1     |

**Sample answer:**

People who would like to volunteer for the cultural festival. These people need to be available after school next week from 4 pm until 7 pm; be good at decorating classrooms; can cook; are good at dancing and singing and play traditional Japanese sports.

## Question 10

| Criteria   | Marks |
|--|-------|
| • Provides a thorough justification of the likelihood of Ken achieving his career goal | 5     |
| • Provides a sound justification of the likelihood of Ken achieving his career goal    | 4     |
| • Provides a good justification of the likelihood of Ken achieving his career goal     | 3     |
| • Provides some understanding of the likelihood of Ken achieving his career goal       | 2     |
| • Provides some relevant information   | 1     |

**Sample answer:**

Even though his parents want him to be a doctor and his family is not wealthy, Ken is likely to achieve his career goal to become a pilot. His experience of being rescued from the mountains led him to want to be a pilot since he was a child. Even though the exams are difficult, he is good at mathematics and physics and he is willing to study hard. Additionally, Ken's friend's father owns a plane that he can use to reach his 1500 hours of flying time.

## Section II — Reading

### Question 11 (a)

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>Identifies when the event is</li> </ul> | 1     |

**Sample answer:**

December 31 (New Year's Eve)

### Question 11 (b)

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>Demonstrates a thorough understanding of why Ben's house is a good location for this event</li> </ul> | 3     |
| <ul style="list-style-type: none"> <li>Demonstrates some understanding of why Ben's house is a good location for this event</li> </ul>       | 2     |
| <ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>   | 1     |

**Sample answer:**

Ben's house is near Sydney Harbour so you can see the fireworks well. His house is spacious and has a pool. Also it's a 5-minute walk from the station.

**Question 12 (a)**

| Criteria  | Marks |
|---|-------|
| • Demonstrates some understanding of why Mrs Tanaka wrote Email 1 | 2     |
| • Provides some relevant information                              | 1     |

**Sample answer:**

Mrs Tanaka wrote Email 1 to apologise to Mr Yamashita for not attending the interview yesterday. She also asks him to contact her if there are any problems.

**Question 12 (b)**

| Criteria  | Marks |
|---|-------|
| • Demonstrates a thorough understanding of why Mrs Tanaka would be unhappy after receiving this email | 3     |
| • Demonstrates some understanding of why Mrs Tanaka would be unhappy after receiving this email       | 2     |
| • Provides some relevant information  | 1     |

**Sample answer:**

Mrs Tanaka (Kenta's mother) would be unhappy because Kenta tells her that Japanese is his favourite subject and that he always does his Japanese homework. However, the teacher thinks that Kenta doesn't really study Japanese much and that he never practises kanji. Also, during lessons he plays games and watches movies while talking to his friends.

### Question 13 (a)

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>Identifies the purpose of the text</li> </ul> | 1     |

**Sample answer:**

To inform people about visiting Hokkaido.

### Question 13 (b)

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>Summarises the main points of the article</li> </ul>                             | 4     |
| <ul style="list-style-type: none"> <li>Demonstrates a sound understanding of the article without summarising</li> </ul> | 3     |
| <ul style="list-style-type: none"> <li>Demonstrates some understanding of the article</li> </ul>                        | 2     |
| <ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>                                    | 1     |

**Sample answer:**

- Hokkaido is a good place to visit in summer
- There are many speciality foods in Hokkaido
- Hokkaido is a good place to experience nature.

**Question 14 (a)**

| Criteria  | Marks |
|---|-------|
| • Demonstrates some understanding of why John joined the chatroom | 2     |
| • Provides some relevant information                              | 1     |

**Sample answer:**

John joined the chatroom because next year he is planning to live in Japan and hoping to find work at the beach. He also wants to become friends with people who love the ocean.

**Question 14 (b)**

| Criteria   | Marks |
|--|-------|
| • Makes insightful inferences about why Yoko would be most likely to help John with detailed reference to the text | 4     |
| • Makes sound inferences about why Yoko would be most likely to help John with reference to the text               | 3     |
| • Makes some inferences about why Yoko would be most likely to help John with some reference to the text           | 2     |
| • Provides some relevant information   | 1     |

**Sample answer:**

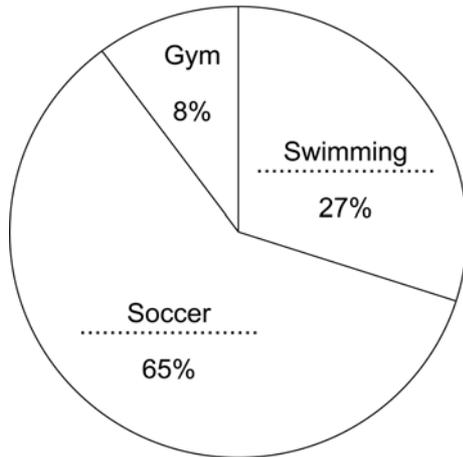
Yoko will be most likely to be able to help John because she lives near the beach and loves surfing. She also wants to practise English with him. Her mother works at a hotel in front of the beach and she said that they are looking for people who want part-time work. Whereas, Takako is going to be in Sydney when John will be in Japan and Tom doesn't have many similar interests to John.

### Question 15 (a)

| Criteria                             | Marks |
|--------------------------------------|-------|
| • Completes the pie chart            | 2     |
| • Provides some relevant information | 1     |

**Sample answer:**

**Popular exercise for young people**



### Question 15 (b)

| Criteria  | Marks |
|---|-------|
| • Demonstrates a sound understanding of the issues raised in this article | 3     |
| • Demonstrates some understanding of the issues raised in this article    | 2     |
| • Provides some relevant information                                      | 1     |

**Sample answer:**

The issues addressed in this article include the problems that young people are not exercising enough, they are busy with their study and prefer to spend their free time gaming rather than going out with their friends.

**Question 15 (c)**

| Criteria  | Marks |
|---|-------|
| • Provides a well-argued opinion on the effectiveness of the strategies, and justifies their opinion with detailed evidence from the text | 5     |
| • Provides a clear opinion on the effectiveness of the strategies and justifies their opinion with evidence from the text                 | 4     |
| • Provides an opinion on the effectiveness of the strategies, supporting their opinion with some evidence from the text                   | 3     |
| • Provides an opinion on whether the article presents effective strategies  | 2     |
| • Provides some relevant information  | 1     |

**Sample answer:**

Yes, the strategies presented to address the issues are effective. The article recommends students make time for exercise every week, as well as gaming, going out with friends and studying. It also suggests students go to the gym and exercise with friends.

Another suggested strategy is for students to create study groups where they meet up to study and chat. And finally, it recommends doing team sports so students can make friends.

All of these will lead to greater balance in students' lives by promoting higher levels of interaction, which leads to greater student wellbeing.

## 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   |

# 2019 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, home and neighbourhood — monologue          | H2.2              |
| 2        | 3     | People, places and communities — phone conversation | H2.2              |
| 3        | 2     | Education and work — conversation                   | H2.2              |
| 4        | 1     | People, places and communities — phone conversation | H2.1              |
| 5        | 2     | People, places and communities — phone message      | H2.5              |
| 6        | 3     | Holidays, travel and tourism — conversation         | H2.4              |
| 7        | 4     | People, places and communities — conversation       | H2.4              |
| 8        | 4     | People, places and communities — speech             | H2.3              |
| 9        | 4     | Friends, recreation and pastimes — announcement     | H2.1              |
| 10       | 5     | Future plans and aspirations — interview            | H2.4              |

### Section II — Reading

| Question | Marks | Content                                       | Syllabus outcomes |
|----------|-------|---|-------------------|
| 11 (a)   | 1     | People, places and communities — invitation   | H2.2              |
| 11 (b)   | 3     | People, places and communities — invitation   | H2.2              |
| 12 (a)   | 2     | Education and work — email                    | H2.2              |
| 12 (b)   | 3     | Education and work — email                    | H2.2              |
| 13 (a)   | 1     | Holidays, travel and tourism — travel advice  | H2.5              |
| 13 (b)   | 4     | Holidays, travel and tourism — travel advice  | H2.3              |
| 14 (a)   | 2     | Future plans and aspirations — chatroom forum | H2.1              |
| 14 (b)   | 4     | Future plans and aspirations — chatroom forum | H2.4              |
| 15 (a)   | 2     | Friends, recreation and pastimes — article    | H2.2              |
| 15 (b)   | 3     | Friends, recreation and pastimes — article    | H2.2              |
| 15 (c)   | 5     | Friends, recreation and pastimes — article    | H2.4              |

### Section III — Writing in Japanese

#### Part A

| Question | Marks | Content                                    | Syllabus outcomes |
|----------|-------|--|-------------------|
| 16       | 4     | Family life, home and neighbourhood — note | H3.1, H3.2, H3.3  |
| 17       | 6     | Friends, recreation and pastimes — email   | H3.1, H3.2, H3.3  |

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

| Question | Marks | Content                               | Syllabus outcomes |
|----------|-------|---------------------------------------|-------------------|
| 18       | 10    | Holidays, travel and tourism — letter | H3.1, H3.2, H3.3  |
| 19       | 10    | People, places and community — letter | H3.1, H3.2, H3.3  |