

## 2016 HSC Japanese Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Identifies why Kenta's mother is worried	2
• Provides some relevant information	1

*Sample answer:*

She was worried that Kenta may have been hurt in the fire (at his university) because she had called Kenta but he didn't answer.

#### Question 2

Criteria	Marks
• Demonstrates a good understanding of Yumi's phone message	3
• Demonstrates some understanding of Yumi's phone message	2
• Provides any relevant information	1

*Sample answer:*

Client's name	Yumi Tanaka
Date of consultation requested	20th October
Reasons for joining	To participate in the aerobic classes and use the large bath to help reduce her stress from studying.

**Question 3**

Criteria	Marks
• Provides correct answer	1

*Sample answer:*

(C)

**Question 4**

Criteria	Marks
• Summarises the TWO main qualities required	3
• Demonstrates a good understanding of the qualities required	2
• Provides some relevant information	1

*Sample answer:*

- Ability to deal with customers (complaints).
- Ability to care for/look after animals.

**Question 5**

Criteria	Marks
• Shows a good understanding of how the speakers feel about the new proposal	3
• Shows some understanding of how the speakers feel about the new proposal	2
• Provides some relevant information	1

*Sample answer:*

The speakers have mixed feelings about the park being made into a department store. On the one hand, they recognise that the latter will create jobs. On the other hand, they express concerns for the children as they are losing a safe play area and there will be increased traffic.

**Question 6**

Criteria	Marks
• Demonstrates a comprehensive understanding of Sachiko's and Peter's opinions of the service	4
• Demonstrates a good understanding of Sachiko's and Peter's opinions of the service	3
• Demonstrates some understanding of Sachiko's and/or Peter's opinions of the service	2
• Provides some relevant information	1

**Sample answer:**

Peter is very keen on the service which provides dinner menus, recipes and ingredients delivered to the home. He finds it very convenient not having to go shopping each week and having the leftovers for lunch. But Sachiko does not agree, as she still has to shop for the other meals. Peter loves the variety of foods but Sachiko finds that, being Japanese, she does not like some of the foods.

**Question 7**

Criteria	Marks
• Demonstrates a perceptive understanding of John's personality	4
• Demonstrates a good understanding of John's personality	3
• Demonstrates some understanding of John's personality	2
• Provides some relevant information	1

**Sample answer:**

This conversation reveals that John is a person who is adventurous/resilient – he is ready to face various challenges and see the benefits of learning from his mistakes. He is also insightful – he sees that there is more to learn from real life experiences rather than from textbooks used in the classroom.

However, he has a naïve view of independence. He thinks it's cool to live alone, but in actual fact, he is not independent as shown by his financial dependence on his mum.

**Question 8**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of what Yuichi thinks of Rie's handling of this opportunity	5
• Demonstrates a thorough understanding of what Yuichi thinks of Rie's handling of this opportunity	4
• Demonstrates a good understanding of what Yuichi thinks of Rie's handling of this opportunity	3
• Demonstrates some understanding of Rie's situation	2
• Provides some relevant information	1

***Sample answer:***

Yuichi feels that Rie did not fully take advantage of what the farm homestay program has to offer. She showed little initiative and resilience.

This is shown by:

Yuichi is surprised that she didn't discuss her long working hours and her ill health with the farm owner (especially when it was clearly stated in the program pamphlet). Yuichi is amazed by the fact that Rie did not realise that farm life would be isolated, and that she thinks sightseeing is limited to the city; she did not explore the countryside.

He is shocked/disappointed that Rie decided to quit the program after only two weeks due to homesickness.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

Criteria	Marks
• Identifies what has become more popular	1

*Sample answer:*

Schools (in Japan) doing overseas trips

#### Question 9 (b)

Criteria	Marks
• Demonstrates a good understanding of Mika's feelings about her trip	3
• Demonstrates some understanding of Mika's feelings about her trip	2
• Provides some relevant information	1

*Sample answer:*

Mika was disappointed because she thought she would be able to practise her English in Hawaii but she couldn't because the tour guide and the hotel staff were all Japanese. No matter where she went, there were many Japanese people. It felt like she was still in Japan.

#### Question 9 (c)

Criteria	Marks
• Demonstrates a good understanding of what Shoji's advice would be	3
• Demonstrates some understanding of what Shoji's advice would be	2
• Provides some relevant information	1

*Sample answer:*

Shoji's advice would be to take in your surroundings and not be distracted by technology; to not be afraid to speak the foreign language, even if your language skills are weak, and to try different foods.

**Question 9 (d)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of whether Mr Kurokawa would approve, with reference to the text	4
• Demonstrates a good understanding of whether Mr Kurokawa would approve, with reference to the text	3
• Demonstrates some understanding of whether Mr Kurokawa would approve	2
• Provides some relevant information	1

***Sample answer:***

Mr Kurokawa would not approve of Mr Tanaka's views regarding what education should entail: he would disapprove of the time taken out from studying to go on a school trip, and to do a part-time job in order to earn money for the trip, which Mr Tanaka's daughter is doing. He believes that the only thing that matters during school years is studying. Anything else is a waste of time/distraction which is quite the opposite to Mr Tanaka, who also sees the value in experiences other than just getting good grades.

**Question 10 (a)**

Criteria	Marks
• Identifies who Ms Ueda is in detail	2
• Provides some relevant information	1

**Sample answer:**

Ms Ueda is a famous actress (in her 30s) who is very popular among 30-year-old women in Japan.

**Question 10 (b)**

Criteria	Marks
• Demonstrates a good understanding of the terms used by Ms Ueda	3
• Demonstrates some understanding of the terms used by Ms Ueda	2
• Provides some relevant information	1

**Sample answer:**

Women who do not get married have sometimes been referred to as 'himono onna' (dried-up old fish), and she wants to change this into the expression 'hime onna' (noble woman/princess), ie changing how unmarried women are described from a negative to a positive term.

**Question 10 (c)**

Criteria	Marks
• Demonstrates a thorough understanding of the relevance of the reference made to the 'selfie stick'	4
• Demonstrates a good understanding of the relevance of the reference made to the 'selfie stick'	3
• Demonstrates some understanding of the relevance of the reference made to the 'selfie stick'	2
• Provides some relevant information	1

**Sample answer:**

She refers to the selfie stick as an example of something which allows you to independently capture or create happy memories. Similarly, a solo wedding allows you to independently, without a man, create and capture a happy occasion/memory. Also, just as the selfie stick is popular in many countries, she hopes that the idea of a solo wedding will also become popular internationally.

**Question 10 (d)**

Criteria	Marks
• Demonstrates a perceptive understanding of how Ms Ueda attempts to convince the audience of her point of view with reference to language and content	5
• Demonstrates a thorough understanding of how Ms Ueda attempts to convince the audience of her point of view with reference to language and content	4
• Demonstrates a good understanding of how Ms Ueda attempts to convince the audience of her point of view with some reference to language/content	3
• Demonstrates some understanding of how Ms Ueda attempts to convince the audience of her point of view	2
• Provides some relevant information	1

**Sample answer:**

Ms Ueda believes that a woman does not need a man to lead a happy life, but as a single woman she still should be able to enjoy the ‘wedding’ experience. She attempts to convince the audience by using herself as an example, sharing her experience that an unmarried woman in her 30s can be completely happy, with a good education and job, all without a man.

She highlights that Japan is a male-oriented society by referring to society’s prejudicial expression ‘Shujin’ (husband = most important person/king). Her use of よ in ‘women are also important’ draws emphasis to her message. Her choice of emotive words such as ‘すてきな思い出’ (wonderful memory), and repeated use of ‘しあわせ’ (happiness) are positive and empowering to show the audience that women are worthy. The idea of independence has been emphasised through the use of ‘一人で’ (by oneself) and ‘ほかの人にたよらなくて’ (without relying on others). She ends her speech on a positive note, expecting to see growth in the popularity of solo weddings.

## Section II — Reading and Responding

### Part B

#### Question 11

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding of the whole text</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of the text</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Responds to some of the questions, statements, comments and/or specific information in the text</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Attempts to structure relevant information and ideas</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Responds to some of the questions, statements, comments and/or specific information in the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited ability to link information and ideas or structure text</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Responds to isolated elements in the text</li> <li>• Uses single words or set formulae to express information</li> </ul>	1–3

**Section III — Writing in Japanese****Question 12**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Writes effectively and appropriately in relation to the audience, purpose and context of the task</li><li>• Manipulates vocabulary, language structures and features authentically and creatively relevant to the task</li></ul>	5
<ul style="list-style-type: none"><li>• Writes with a good understanding of the audience, purpose and context of the task</li><li>• Demonstrates a good understanding of vocabulary, language structures and features relevant to the task</li></ul>	4
<ul style="list-style-type: none"><li>• Writes with some awareness of the audience, purpose and context of the task</li><li>• Demonstrates some understanding of vocabulary, language structures and features relevant to the task</li></ul>	2–3
<ul style="list-style-type: none"><li>• Produces some comprehensible language relevant to the task</li></ul>	1

**Section III (continued)****Question 13**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Writes effectively and appropriately for the audience, purpose and context of the task</li> <li>• Manipulates language structures authentically and creatively relevant to the task</li> <li>• Sequences and structures ideas and information coherently and effectively</li> </ul>	10
<ul style="list-style-type: none"> <li>• Writes with a good understanding of the audience, purpose and context of the task</li> <li>• Demonstrates an excellent understanding of language structures relevant to the task</li> <li>• Sequences and structures ideas and information effectively</li> </ul>	8–9
<ul style="list-style-type: none"> <li>• Writes with an understanding of the audience, purpose and context of the task</li> <li>• Demonstrates a good understanding of language structures relevant to the task</li> <li>• Organises some information and ideas</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the task</li> <li>• Demonstrates a rudimentary understanding of vocabulary and sentence structures</li> <li>• Attempts to organise information and ideas</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Attempts to address the requirements of the task</li> <li>• Uses single words, set formulae and unrelated sentences to express information</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Produces some comprehensible language relevant to the task</li> </ul>	1

# 2016 HSC Japanese Continuers Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4

## Written Examination

### Section I — Listening and Responding

Question	Marks	Content	Syllabus outcomes
1	2	Personal world — face-to-face conversation	H3.1
2	3	Leisure/healthy lifestyle — telephone message	H3.1
3	1	Living in Japan — face-to-face conversation	H3.4
4	3	The world of work — telephone conversation	H3.2
5	3	Personal world — face-to-face conversation	H3.4
6	4	Daily life— face-to-face conversation	H3.5
7	4	Future plans — face-to-face conversation	H3.6
8	5	Leisure — face-to-face conversation	H3.6

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	1	Leisure — article	H3.1
9 (b)	3	Leisure — article	H3.3, H3.4
9 (c)	3	Leisure — article	H3.1, H3.2
9 (d)	4	Leisure — article	H3.4, H3.6
10 (a)	2	Current issues — script of a speech (article)	H3.1
10 (b)	3	Current issues — script of a speech (article)	H3.5
10 (c)	4	Current issues — script of a speech (article)	H3.4, H3.5
10 (d)	5	Current issues — script of a speech (article)	H3.3, H3.6

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Cultural life — email	H1.2, H1.3, H3.1

### Section III — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
12	5	Personal world — diary	H2.1, H2.2, H2.3
13 (a)	10	Daily life — article	H2.1, H2.2, H2.3
13 (b)	10	Leisure — article	H2.1, H2.2, H2.3