

2017 HSC Japanese Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

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

Sample answer:

To find volunteers who can do activities, such as play games or chat with the community centre's elderly members, and drive a mini bus.

Question 2

Criteria	Marks
• Demonstrates a comprehensive understanding of what is likely to happen next	3
• Demonstrates a good understanding of what is likely to happen next	2
• Provides some relevant information	1

Sample answer:

Masao is likely to borrow the female speaker's mobile phone to call his mum, to ask her to bring \$20 and a hat for today's excursion.

Question 3

Criteria	Marks
• Identifies where the announcement is taking place	1

Sample answer:

C

Question 4

Criteria	Marks
• Provides a comprehensive understanding of how the device supports Tadashi	3
• Provides a good understanding of how the device supports Tadashi	2
• Provides some relevant information	1

Sample answer:

This mini robot supports Tadashi to achieve a successful work-life balance. It says by saying encouraging words to get the person to study hard, but if the person studies for too long, he/she is urged to get up and exercise or see friends.

Question 5

Criteria	Marks
• Demonstrates a thorough comparison of the speakers' attitudes to pets	3
• Demonstrates a good comparison of the speakers' attitudes to pets	2
• Provides some relevant information	1

Sample answer:

While both speakers love their pets, the male speaker's attitude is that pets are 'family' therefore is in favour of sharing every space with them, including his bed. However, the female speaker's attitude is that pets are animals and not humans and thus isolates them from the family during sleep time.

Question 6

Criteria	Marks
• Demonstrates a perceptive understanding of what the conversation reveals about John's personality with detailed reference to the text	4
• Demonstrates a comprehensive understanding of what the conversation reveals about John's personality with some reference to the text	3
• Demonstrates a good understanding of what the conversation reveals about John's personality	2
• Provides some relevant information	1

Sample answer:

John is indecisive. He wants to go to Japan to improve his Japanese language skills. However, he is concerned about leaving behind the animals he does volunteer work for and he cares about not going to university with his long-term friends. This shows that he is loyal to his close friends. We also learn that he is motivated and conscientious, as shown by the fact that he is determined to improve his Japanese skills.

Question 7

Criteria	Marks
• Demonstrates a thorough understanding of what this discussion suggests about Japanese society	4
• Demonstrates a good understanding of what this discussion suggests about Japanese society	3
• Demonstrates some understanding of what this discussion suggests about Japanese society	2
• Provides some relevant information	1

Sample answer:

It suggests that Japanese society has become more casual/casualised, as shown by the increased use of *konnichi wa* (hello) without the more respectful *irasshai mase* (welcome!) towards customers/clients etc. The use of *konnichi wa* at any time of the day due to the influence of the English 'hello'. It suggests that Japanese society is catering to the many foreigners using Japanese in Japan by simplifying the language.

Question 8

Criteria	Marks
• Provides a perceptive understanding of how Mrs Oyama’s attitude changes, with detailed reference to content and language	5
• Provides a comprehensive understanding of how Mrs Oyama’s attitude changes, with appropriate reference to content and language	4
• Provides a good understanding of how Mrs Oyama’s attitude changes, with some reference to content and/or language	3
• Provides some understanding of Mrs Oyama’s attitude	2
• Provides some relevant information	1

Sample answer:

Mrs Oyama’s attitude is angry as Kawakami is late for work today as usual. He is always late. This anger is emphasised by the use of *yo*. However, her tone changes into a worried tone as she realises Kawakami is in hospital due to a leg injury. She was even planning to go to the hospital. At the end of the conversation her tone changes into a sceptical/confused tone as yesterday Kawakami said his parents were overseas. This confused/sceptical tone is further emphasised as she repeatedly asks questions to Kawakami.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Identifies why Anna was disappointed about Christmas	2
• Provides some relevant information	1

Sample answer:

While in Japan, she wanted to go into town (with her host family) to see the Christmas illuminations, but trains and buses were not running due to heavy snow.

Question 9 (b)

Criteria	Marks
• Demonstrates a good comparison of how Anna and her host sister felt about the New Year accommodation	3
• Demonstrates some comparison of how Anna and her host sister felt about the New Year accommodation	2
• Provides some relevant information	1

Sample answer:

They both felt that it was difficult to sleep with the noise of the barking dogs. However, Anna on the whole was glad that they did not have to leave their dog in a pet hotel. The host sister complained, reminding Anna that she had suggested that it would have been better to go to a hotel without dogs.

Question 9 (c)

Criteria	Marks
• Demonstrates a good understanding of what Kenta meant by 「アナさんらしくないよ」	3
• Demonstrates some understanding of what Kenta meant by 「アナさんらしくないよ」	2
• Provides some relevant information	1

Sample answer:

Kenta said ‘*That’s not like you, Anna*’ because he was shocked/disappointed by her refusal to experience a typical Japanese custom when she had previously studied a lot about Japan and had expressed a desire to try everything (eg taking a Japanese-style hot spring bath).

Question 9 (d)

Criteria	Marks
• Demonstrates a comprehensive understanding of how Anna tried to ease the host family's disappointment	4
• Demonstrates a good understanding of how Anna tried to ease the host family's disappointment	3
• Provides some understanding of Anna's relationship with her host family	2
• Provides some relevant information	1

Sample answer:

Anna had disappointed her host family by not partaking in the experience of taking a Japanese hot spring bath at the 'hotel'. However, she then apologised and explained her reasons to them, and in the end they were impressed by the fact that she partook in all the other Japanese experiences, such as wearing a Yukata and urging them all to take a photo together, as well as eating the unfamiliar New Year Japanese food.

Question 10 (a)

Criteria	Marks
• Demonstrates a good understanding of the procedures	2
• Provides some relevant information	1

Sample answer:

Switch on the computer, input the destination and push ‘start’.

Question 10 (b)

Criteria	Marks
• Demonstrates a good understanding of why Mr Murakami wrote to the editor	3
• Demonstrates some understanding of why Mr Murakami wrote to the editor	2
• Provides some relevant information	1

Sample answer:

Mr Murakami wrote to express his interest in future cars, but also because he wanted to know about the future cars in more detail: how much, which countries are developing them, and the research and development history.

Question 10 (c)

Criteria	Marks
• Demonstrates a good understanding of how Ms Okawa’s point of view is reflected in the language she uses	3
• Demonstrates some understanding of Ms Okawa’s point of view as reflected in the language	2
• Provides some relevant information	1

Sample answer:

Ms Okawa is extremely concerned about the safety/reliability of future cars which drive themselves. This is shown by her use of strong rhetorical questions and imperatives with exclamation marks (. . . よくかんがえて!). Her consecutive use of strong negative words is used to emphasise the lack of faith she has in the technology used
 eg きけんすぎる! 怖い、あぶない。そんなみらい、だれがほしい?.

Question 10 (d)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough and perceptive understanding of the usefulness of future cars according to Ms Yamada 	5
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the usefulness of future cars according to Ms Yamada 	4
<ul style="list-style-type: none"> • Demonstrates a good understanding of the usefulness of future cars according to Ms Yamada 	3
<ul style="list-style-type: none"> • Provides some information about the usefulness of future cars 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Ms Yamada thinks that future cars will be very practical, by enabling older and younger people to have the freedom to go out by themselves, thus also freeing up the time of their busy carers (drivers) like her. She also points out that future automated cars are safer than human-driven cars, as drivers get tired or distracted by mobile phones. She thinks that future cars will also be useful for the increasing number of foreign drivers in Japan who cannot read much Japanese. The only potentially negative aspect of future cars is their affordability.

Section II — Reading and Responding Part B

Question 11

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

Section III — Writing in Japanese

Question 12

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

Section III (continued)

Question 13

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

2017 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	Living in Japan — announcement	H3.1
2	3	Daily life — face-to-face conversation	H3.4
3	1	Travelling in Japan — announcement	H3.3
4	3	Current issues — face-to-face conversation	H3.2
5	3	Leisure — face-to-face conversation	H3.6
6	4	Future plans — face-to-face conversation	H3.4
7	4	Cultural life — face-to-face conversation	H3.5
8	5	World of work — face-to-face conversation	H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Travelling in Japan — blog/chat	H3.1
9 (b)	3	Travelling in Japan — blog/chat	H3.1
9 (c)	3	Travelling in Japan — blog/chat	H3.1
9 (d)	4	Travelling in Japan — blog/chat	H3.5
10 (a)	2	Current issues — article and letters to editor	H3.1
10 (b)	3	Current issues — article and letters to editor	H3.5
10 (c)	3	Current issues — article and letters to editor	H3.6
10 (d)	5	Current issues — article and letters to editor	H3.4

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	The world of work — online job advertisement and email / email	H1.2, H1.3, H3.1

Section III — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
12	5	Personal world — message	H2.1, H2.2, H2.3
13 (a)	10	Leisure — email	H2.1, H2.2, H2.3
13 (b)	10	Future plans — email	H2.1, H2.2, H2.3