

2018 HSC Japanese Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies the benefits of <i>Kami chalk</i>	2
• Provides some relevant information	1

Sample answer:

<i>Product name</i>	Kami chalk
<i>Benefits</i>	<ul style="list-style-type: none">• It changes your hair colour depending on your mood• Cheap

Question 2

Criteria	Marks
• Demonstrates a sound understanding of why <i>Kobe Taro</i> is popular	2
• Provides some relevant information	1

Sample answer:

Kobe Taro makes your favourite Kobe design T-shirt in a short period of time (10 minutes).

Question 3

Criteria	Marks
• Demonstrates a sound understanding of the advice given by the father to the daughter	3
• Demonstrates some understanding of the advice given by the father to the daughter	2
• Provides some relevant information	1

Sample answer:

The father advises his daughter to sleep at the same time every day, and to study rather than chatting online. He suggests doing group study online.

Question 4

Criteria	Marks
• Demonstrates a comprehensive understanding of why the customer is not likely to purchase the recommended product	4
• Demonstrates a sound understanding of why the customer is not likely to purchase the recommended product	3
• Demonstrates some understanding of why the customer is not likely to purchase the recommended product	2
• Provides some relevant information	1

Sample answer:

It doesn't solve the problem of the customer's stressed cat: he does not believe that the small pet sofa will make any difference, since the supposed aim of the smaller furniture is to make the pet feel more loved. The customer says that his cat already sits with his family on their sofa, so doesn't need the smaller version. Also, the design aspect benefits humans, not pets.

Question 5

Criteria	Marks
• Demonstrates a comprehensive understanding of how the priorities of Kana and Satoru differ	4
• Demonstrates a sound understanding of how the priorities of Kana and Satoru differ	3
• Demonstrates some understanding of how the priorities of Kana and Satoru differ	2
• Provides some relevant information	1

Sample answer:

Satoru thinks that attending university in person is important for social reasons (to make friends), and therefore differs from Kana's intention to study online from next year.

On the other hand, Kana's priority is to work and save money, therefore needing the flexibility of studying via an online university. Unlike Satoru, she does not value friendship as much as work experience.

Question 6 (a)

Criteria	Marks
• Demonstrates a comprehensive understanding of why the winner deserves the award	4
• Demonstrates a sound understanding of why the winner deserves the award	3
• Demonstrates some understanding of why the winner deserves the award	2
• Provides some relevant information	1

Sample answer:

Sakura High School in Nagoya has been chosen as the winner of the environmental award because of all the new changes that have been implemented at their school. These changes include the new larger windows and white walls, which make the classrooms brighter and lift the students' moods. In addition, putting green plants in every classroom allows students to study in a natural environment. Lastly, students can enjoy classical music in the toilet, resulting in reduced stress.

Question 6 (b)

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

A

Question 7

Criteria	Marks
• Demonstrates a comprehensive understanding of the extent to which the male speaker is convinced of the benefits of this new system with extensive reference to the text	5
• Demonstrates a thorough understanding of the extent to which the male speaker is convinced of the benefits of this new system with detailed reference to the text	4
• Demonstrates a sound understanding of the extent to which the male speaker is convinced of the benefits of this new system with some reference to the text	3
• Demonstrates some understanding of the new system with limited reference to the text	2
• Provides some relevant information	1

Sample answer:

He is not convinced on the whole of/by the idea of working at communal desks/sharing desks and working anywhere. While he thinks that 'hotting' would benefit part-timers, he doesn't see the point for full-timers. He also expresses alarm at the inability to keep personal items on a fixed desk. While he does admit that communication is important, he is concerned about chatty employees nearby disrupting work.

Section II — Reading and Responding

Part A

Question 8 (a)

Criteria	Marks
<ul style="list-style-type: none"> Identifies the city that Ben visited today 	1

Sample answer:

Kyoto

Question 8 (b)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a sound understanding of what motivated Ben to attend today's event 	3
<ul style="list-style-type: none"> Demonstrates some understanding of what motivated Ben to attend today's event 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Ben is studying design at a university in Tokyo and his teacher often talks about this big, famous Kimono Market in class. It only occurs once a year so it is his last chance to see it (before going back to Australia/before graduating next month).

Question 8 (c)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a sound understanding of why Ben was disappointed 	3
<ul style="list-style-type: none"> Demonstrates some understanding of why Ben was disappointed 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

He was disappointed that more people were buying the new, expensive kimono, even though the old ones were more beautiful/lovely. He was also sad and disappointed that the old kimono remained.

Question 8 (d)

Criteria	Marks
• Demonstrates a thorough understanding of how the trip has influenced Ben's future plans	4
• Demonstrates a sound understanding of how the trip has influenced Ben's future plans	3
• Demonstrates some understanding of how the trip has influenced Ben's future plans	2
• Provides some relevant information	1

Sample answer:

This trip to Kyoto's Kimono Market has clarified Ben's initial thoughts to have a future in relation to traditional Japanese design. He has now decided to start his own business which recycles old kimono and turns/makes them into modern goods, such as mobile phone covers, wallets and bags.

Question 9 (a)

Criteria	Marks
• Correctly identifies the purpose of Tomoko's post	2
• Provides some relevant information	1

Sample answer:

The purpose of Tomoko's post is to find out what other people think of the Robot Hotel, because she is worried about staying in the hotel.

Question 9 (b)

Criteria	Marks
• Demonstrates a sound understanding of what aspects of the hotel make it unique	3
• Demonstrates some understanding of what aspects of the hotel make it unique	2
• Provides some relevant information	1

Sample answer:

The Robot Hotel is the first of its kind in Japan. It is run only by robots and provides various services, such as tidying your room, doing the laundry and packing your luggage. In addition, there are massage and karaoke services.

Question 9 (c)

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

Sample answer:

Kai has a close-minded/narrow-minded/conservative/stubborn personality, as shown by the fact that he is unwilling to change and try new things such as the Robot Hotel.

He is selfish/independent, as he prefers to travel alone without having to consider other people's opinions/feelings. He is very private and (perhaps) paranoid, as shown by his concern with the robots having cameras.

He also only focuses on the negative aspects of things, such as the breaking down of the robots rather than the services they provide.

Question 9 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of the influence Emi's post has had on Tomoko	5
• Demonstrates a thorough understanding of the influence Emi's post has had on Tomoko	4
• Demonstrates a sound understanding of the influence Emi's post has had on Tomoko	3
• Demonstrates some understanding of the influence Emi's post has had on Tomoko	2
• Provides some relevant information	1

Sample answer:

Emi's post has positively influenced Tomoko's view on the 'Roboteru' as she has recently had a very good first-hand experience at the hotel and is able to directly address the concerns that Tomoko has raised. Tomoko was concerned about what to do when robots cannot answer customers' questions or break down, but Emi reassures her that the neighbouring hotel has real people to help. Furthermore, as Tomoko was worried about the privacy aspect of the robots having cameras attached, Emi counteracts with the positive safety aspect.

Section II — Reading and Responding

Part B

Question 10

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 11

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 12

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

2018 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	Leisure — conversation	H3.1
2	2	Travelling in Japan — conversation	H3.4
3	3	Daily life — conversation	H3.1
4	4	Personal world — conversation	H3.4
5	4	Future plans — conversation	H3.5
6 (a)	4	Current issues — speech	H3.5
6 (b)	1	Current issues — speech	H3.3
7	5	World of work — conversation	H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
8 (a)	1	Cultural life — diary entry	H3.3
8 (b)	3	Cultural life — diary entry	H3.1
8 (c)	3	Cultural life — diary entry	H3.4
8 (d)	4	Cultural life — diary entry	H3.5
9 (a)	2	Travelling in Japan — internet forum	H3.1
9 (b)	3	Travelling in Japan — internet forum	H3.1
9 (c)	4	Travelling in Japan — internet forum	H3.4
9 (d)	5	Travelling in Japan — internet forum	H3.5

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
10	15	Personal world — email/email	H1.2, H1.3, H3.1

Section III — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
11	5	Living in Japan — postcard	H2.1, H2.2, H2.3
12 (a)	10	World of work — script of speech	H2.1, H2.2, H2.3
12 (b)	10	Daily life — script of speech	H2.1, H2.2, H2.3