

# 2020 HSC Japanese Continuers Marking Guidelines

## Section I — Listening and Responding

### Question 1

Criteria	Marks
• Demonstrates a sound understanding of the way that the next practice session will be different from usual	2
• Provides some relevant information	1

**Sample answer:**

The next practice session will be joined by Yamanaka/nearby/another school's students and it will be one hour longer than usual.

### Question 2

Criteria	Marks
• Identifies the correct answer	1

**Sample answer:**

A

### Question 3

Criteria	Marks
• Demonstrates a sound explanation of why this project is necessary	2
• Provides some relevant information	1

**Sample answer:**

This project is necessary to create space to accommodate growing companies / attract large companies to Shibuya.

**Question 4**

Criteria	Marks
• Completes the telephone note pad correctly	3
• Completes most of the telephone note pad correctly	2
• Provides some relevant information	1

**Sample answer:**

<i>Who called:</i>	Reiko
<i>Message:</i>	<b>Reiko has bought cheap air tickets, so is now able to come to the university graduation. She will phone again tomorrow evening.</b>

**Question 5**

Criteria	Marks
• Demonstrates a sound understanding of why the female speaker wants to come to this place with her boyfriend	3
• Demonstrates some understanding of why the female speaker wants to come to this place with her boyfriend	2
• Provides some relevant information	1

**Sample answer:**

She wants to come to the café with her boyfriend because it only has seats for couples and she thinks her boyfriend would like this cafe which serves food that has a deceptive appearance. Also, her boyfriend's hobby is to take unusual food photos to show his friends.

**Question 6**

Criteria	Marks
• Demonstrates a thorough understanding of how likely it is that Kenji will take the job, with detailed reference to the text	4
• Demonstrates a sound understanding of how likely it is that Kenji will take the job, with reference to the text	3
• Demonstrates some understanding of how likely it is that Kenji will take the job, with some reference to the text	2
• Provides some relevant information	1

**Sample answer:**

He will probably not take the job as a member of the band because the negatives outweigh the positives. Even though he has been looking for a job in music for a long time, has a licence and is free on Friday nights, he does not have a car and needs to visit his grandparents on Saturday. He also lacks confidence, because he has never played jazz music and doesn't see himself as a singer.

## Question 7

Criteria	Marks
• Provides a comprehensive comparison of the views expressed by Tania and Masao	5
• Provides a thorough comparison of the views expressed by Tania and Masao	4
• Provides a sound comparison of the views expressed by Tania and Masao	3
• Demonstrates some understanding of the view(s) expressed by Tania and/or Masao	2
• Provides some relevant information	1

### **Sample answer:**

Tania and Masao have different views on the Japanese system of students cleaning their own school. Tania likes the system. She thinks it is a good habit to get into for the future and it teaches responsibility. Besides, it is only once a week, so there is plenty of other free time.

On the other hand, Masao does not like the cleaning, because it makes him sick with things like itchy nose (itchy eyes/coughs/sneeze) and the cleaning cuts into his free time at lunchtime. He doesn't like the fact that students don't get paid for the cleaning at school, unlike when earning pocket money from cleaning at home.

## Question 8

Criteria	Marks
• Demonstrates a comprehensive understanding of how the speaker's advice could help the audience, with extensive reference to the text	5
• Demonstrates a thorough understanding of how the speaker's advice could help the audience, with substantial reference to the text	4
• Demonstrates a sound understanding of how the speaker's advice could help the audience, with reference to the text	3
• Demonstrates some understanding of how the speaker's advice could help the audience, with some reference to the text	2
• Provides some relevant information	1

### **Sample answer:**

The speaker's advice could help the audience with their studies by using her own experience of spending time with and reading to animals, because compared to studying alone, her stress levels decreased, resulting in better sleep. This advice could help the audience to remember things more easily. Her advice also highlights the benefit that the audience can study enjoyably and in a leisurely way because animals have a lot of time. She also tells the audience that they could improve their 'public speaking' (speaking in front of people) by practising speaking in front of pets, which are not judgemental.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies the correct answer</li> </ul>	1

**Sample answer:**

C

#### Question 9 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of how the interviewee became interested in 「ニクセン」</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

His visit to Holland/The Netherlands for a music festival made him interested because 'doing nothing' was popular there.

#### Question 9 (c)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a sound explanation of why 「ニクセン」 is not common in Japan</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides some explanation of why 「ニクセン」 is not common in Japan</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

'Doing nothing' ('Nikusen'/'Niksen') is not common in Japan, because from a young age, Japanese lives are packed with activities like school, hobbies and work and they hardly have any free time. Doing nothing also has a negative image for Japanese people.

**Question 9 (d)**

Criteria	Marks
• Demonstrates a comprehensive understanding of how satisfied Rizumu is with his newly-adopted approach, with extensive reference to the text	5
• Demonstrates a thorough understanding of how satisfied Rizumu is with his newly-adopted approach, with detailed reference to the text	4
• Demonstrates a sound understanding of how satisfied Rizumu is with his newly-adopted approach, with reference to the text	3
• Demonstrates some understanding of how satisfied Rizumu is with his newly-adopted approach, with some reference to the text	2
• Provides some relevant information	1

**Sample answer:**

He is very satisfied with his newly-adopted approach of taking a 30-minute break each day, because he finds it difficult to live his life always comparing himself to others, not thinking about his own pace. He can now focus on how he feels and what he wants to do. This boosts his productivity and he becomes more creative, writing lots of songs with unique melodies and he is able to think of ways to use rare instruments and sounds.

**Question 10 (a)**

Criteria	Marks
• Demonstrates a sound understanding of why Susan feels lonely	2
• Provides some relevant information	1

**Sample answer:**

Christmas in Japan is not a holiday so everybody has to work. There is no family gathering so Susan feels lonely to be on her own at Christmas.

**Question 10 (b)**

Criteria	Marks
• Demonstrates a thorough understanding of how Peter tries to help Susan, with detailed reference to the text	4
• Demonstrates a sound understanding of how Peter tries to help Susan, with reference to the text	3
• Demonstrates some understanding of how Peter tries to help Susan, with some reference to the text	2
• Provides some relevant information	1

**Sample answer:**

Peter tries to help Susan by encouraging her to do what Japanese people do so that she can enjoy festival time like Japanese people do. He suggests that Susan can try to have a feast with her boyfriend at an upmarket restaurant next Christmas. He also points out that Japanese people are starting to celebrate foreign festivals. He tells an anecdote of himself having fun joining in with a cosplay parade at Halloween to encourage Susan to participate in local activities like other foreigners.

### Question 10 (c)

Criteria	Marks
• Demonstrates a sound understanding of what Haruko's post reveals about her personal qualities	3
• Demonstrates some understanding of what Haruko's post reveals about her personal qualities	2
• Provides some relevant information	1

**Sample answer:**

Haruko is kind and grateful because at Christmas she treats her friends and colleagues who help her. This comes from valuing the tradition of 'okaeshi' which is about knowing the importance of having relationships at work and in society.

### Question 10 (d)

Criteria	Marks
• Demonstrates a comprehensive understanding of how celebrations benefit Japanese society, with extensive reference to the text	5
• Demonstrates a thorough understanding of how celebrations benefit Japanese society, with detailed reference to the text	4
• Demonstrates a sound understanding of how celebrations benefit Japanese society, with reference to the text	3
• Demonstrates some understanding of how celebrations benefit Japanese society, with some reference to the text	2
• Provides some relevant information	1

**Sample answer:**

Celebrations benefit Japanese society in different ways. People buying Christmas presents for children and many people eating at restaurants at Christmas, is good for the economy. Japanese people become more outgoing in cosplay parades, because adults and children sing and dance with strangers. The carrying of the 'omikoshi' portable shrines by foreigners at festivals creates opportunities for Japanese people to make friends with foreigners.

## 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

Criteria	Marks
<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

Criteria	Marks
<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

# 2020 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	Daily life — school announcement	H3.1
2	1	Personal world — face-to-face conversation	H3.1
3	2	Current issues — news item	H3.5
4	3	Personal world — phone conversation	H3.1
5	3	Leisure — face-to-face conversation	H3.4
6	4	The world of work — face-to-face conversation	H3.5
7	5	Living in Japan — face-to-face conversation	H3.4
8	5	Future plans — speech	H3.5

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	1	Leisure — script of an interview	H3.3
9 (b)	2	Leisure — script of an interview	H3.1
9 (c)	3	Leisure — script of an interview	H3.4
9 (d)	5	Leisure — script of an interview	H3.5
10 (a)	2	Cultural life — online forum	H3.1
10 (b)	4	Cultural life — online forum	H3.5
10 (c)	3	Cultural life — online forum	H3.5
10 (d)	5	Cultural life — online forum	H3.4

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Advertisement — living in Japan — email	H1.2, H1.3, H2.1, H2.2, H2.3

### Section III — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
12	5	Daily life — note	H2.1, H2.2, H2.3
13 (a)	10	Future plans — letter	H2.1, H2.2, H2.3
13 (b)	10	Personal world — letter	H2.1, H2.2, H2.3