

## 2021 HSC Japanese Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Identifies the correct answer	1

*Sample answer:*

D

#### Question 2

Criteria	Marks
• Completes the recipe correctly	2
• Provides some relevant information	1

*Sample answer:*

Recipe	
<i>Ingredients</i>	<i>Amount</i>
Cabbage	<b>Half</b>
Flour	300 g
<b>Egg</b>	2
<b>Pork</b>	150 g
Water	500 mL

*Approximate cooking time: 10 minutes*

### Question 3

Criteria	Marks
• Demonstrates a sound understanding of why the teacher makes the announcement	2
• Provides some relevant information	1

**Sample answer:**

The teacher makes this announcement to inform students that due to the damage caused by the typhoon there has been a room change to the library for today's maths lesson.

### Question 4

Criteria	Marks
• Provides a sound explanation of why Takeshi was late	3
• Provides some explanation of why Takeshi was late	2
• Provides some relevant information	1

**Sample answer:**

Takeshi was late to the interview because he had to make his own breakfast. Then he was late to the station and caught the wrong train. Consequently he had to catch another train which made him an hour late.

### Question 5

Criteria	Marks
• Demonstrates a sound understanding of why Sally is likely to take Masao's advice, with reference to the text	3
• Demonstrates some understanding of why Sally is likely to take Masao's advice, with some reference to the text	2
• Provides some relevant information	1

**Sample answer:**

Sally is likely to add more vegetables to her diet like Masao because famous chefs are showing simple vegetable recipes on television. So Sally can eat more delicious and interesting meals with vegetables. Additionally, eating vegetables can help to maintain her weight.

## Question 6

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a summary of the benefits of this product</li> </ul>	4
<ul style="list-style-type: none"> <li>Summarises some of the benefits of this product</li> </ul> OR	3
<ul style="list-style-type: none"> <li>Provides all benefits of this product without summarising</li> </ul>	
<ul style="list-style-type: none"> <li>Provides some benefits of this product</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

- Car size is good for driving through narrow streets and parking in small spots
- Voice command instead of touching buttons means safer driving
- No need to clean the interior of the car.

## Question 7

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a thorough understanding of how probable it is that Ben will use this service, with detailed reference to the text</li> </ul>	4
<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of how probable it is that Ben will use this service, with reference to the text</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding of how probable it is that Ben will use this service, with some reference to the text</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

It is probable that Ben will use this online sweet delivery service. He wants to eat the same kinds of sweets he ate while on homestay in Japan. He thinks it will be fun to choose different sweets to order. It appeals to him that Momoko's order only costs \$20 and the delivery only takes three days. Despite the one-off member fee of \$50, which he thinks is expensive, it is still very probable that he will use this service.

**Question 8**

Criteria	Marks
• Provides a comprehensive explanation of how Samantha's mood changes, with extensive reference to the text	6
• Provides a thorough explanation of how Samantha's mood changes, with substantial reference to the text	5
• Provides a sound explanation of how Samantha's mood changes, with reference to the text	4
• Provides some explanation of how Samantha's mood changes, with/without limited reference to the text	2–3
• Provides some relevant information	1

**Sample answer:**

At first Samantha is happy as she is invited to eat at Akira's house and excited at seeing the Boys' Day flags and dolls there. However, she becomes disappointed when she learns girls cannot wear kimonos and take photos with the dolls. Samantha sounds eager when Akira talks about going to the festival at the shrine but becomes discouraged when she knows only boys can join in the sumo tournament there. At the end, Samantha expresses frustration and confusion at being unable to do much on the day and wonders why the day is named 'Children's Day'.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

Criteria	Marks
• Identifies why the boxes are special	2
• Provides some relevant information	1

**Sample answer:**

You do not know what is inside these boxes until you open the box. Also, these boxes are sold for a substantial discount, usually half the price of the items contained inside.

#### Question 9 (b)

Criteria	Marks
• Demonstrates a sound understanding of how Mr Smith feels about this event	2
• Provides some relevant information	1

**Sample answer:**

He is disappointed he has missed out. He feels he is at a disadvantage, because he didn't know about the boxes beforehand as he is staying at a place with no television and he is not on the mailing list.

#### Question 9 (c)

Criteria	Marks
• Demonstrates sound understanding of why Hayashi and Shimada have given high ratings in their reviews, with reference to the text	3
• Demonstrates some understanding of why Hayashi and Shimada have given high ratings in their reviews, with reference to the text	2
• Provides some relevant information	1

**Sample answer:**

Both Hayashi and Shimada were able to get some bargains. That's why they gave good ratings. Hayashi went early and was able to get a box with an expensive phone inside, which is worth more than she paid. On the other hand, Shimada was a member which means she can gain an early entry. She was happy to be able to get three boxes. Shimada liked most things in the boxes.

**Question 9 (d)**

Criteria	Marks
• Demonstrates a thorough understanding of what the department store could do to improve the event next year, with detailed reference to the text	4
• Demonstrates a sound understanding of what the department store could do to improve the event next year, with reference to the text	3
• Demonstrates some understanding of what the department store could do to improve the event next year, with limited reference to the text	2
• Provides some relevant information	1

**Sample answer:**

Improvements for the event next year include having signs at the department store to show the right entrance and floor for the sale so people like Yamashita will not go to the wrong entrance and wrong floor. They can also make the contents of the boxes visible and have more boxes to sell so people do not miss out. An additional improvement includes having two sale times a day as people go to shrines in the morning and may miss out on the sale opportunity.

**Answers could include:**

Improved marketing and advertising would also be beneficial.

**Question 10 (a)**

Criteria	Marks
• Provides a sound description of the circumstances in which Shiro was found	2
• Provides some relevant information	1

**Sample answer:**

Shiro's circumstances were terrible. No one was looking after Shiro. He was looking for food in supermarket bins.

**Question 10 (b)**

Criteria	Marks
• Provides a sound evaluation of Honda's success as a trainer, with reference to the text	3
• Provides some evaluation of Honda's success as a trainer, with some reference to the text	2
• Provides some relevant information	1

**Sample answer:**

Honda is successful as a trainer. When Shiro made many mistakes during the training sessions, Honda was persistent with the training. Shiro turned from being a noisy dog to become a therapy dog who is friendly and brings happiness to patients and staff at the hospital. Honda's persistence gained Shiro's trust to become best friends.

**Question 10 (c)**

Criteria	Marks
• Demonstrates a thorough understanding of how the relationship between Tomoko and Shiro develops	4
• Demonstrates a sound understanding of how the relationship between Tomoko and Shiro develops	3
• Demonstrates some understanding of how the relationship between Tomoko and Shiro develops	2
• Provides some relevant information	1

**Sample answer:**

Initially Tomoko was scared of Shiro, but by the end of her hospital stay, Tomoko didn't want to leave Shiro and she even cried which suggests she built a real connection with him. Since her discharge from hospital, Tomoko has met Shiro with toys and Shiro is happy to see her. Tomoko would even train with Shiro every week, and looks forward to it. Evidently, Tomoko and the dog have become close and have developed a good bond. The relationship has moved from fear to deep connection over time.

**Question 10 (d)**

Criteria	Marks
• Demonstrates a comprehensive understanding of the extent to which Shiro is an inspiration for Tomoko, with extensive reference to the text	5
• Demonstrates a thorough understanding of the extent to which Shiro is an inspiration for Tomoko, with detailed reference to the text	4
• Demonstrates a sound understanding of the extent to which Shiro is an inspiration for Tomoko, with reference to the text	3
• Demonstrates some understanding of the extent to which Shiro is an inspiration for Tomoko, with some reference to the text	2
• Provides some relevant information	1

**Sample answer:**

To a large extent Shiro is an inspiration for Tomoko. Firstly, Tomoko's interactions with Shiro changed her mind by understanding that rescue dogs can be helpful to people. Secondly, watching Shiro's persistence at his training has inspired Tomoko to persist and not to give up her skiing. Thirdly, Tomoko's good experience with Shiro has inspired her to go to help other ownerless dogs in the rescue centre. Overall, Shiro has greatly inspired Tomoko to be persistent and proactive in her own life.

## 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

# 2021 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	1	Personal world — conversation	H3.1
2	2	Leisure — podcast	H3.1
3	2	Daily life — announcement	H3.3
4	3	Daily life — conversation	H3.1
5	3	Current issues — conversation	H3.5
6	4	Current issues — advertisement	H3.2
7	4	Leisure — conversation	H3.4
8	6	Cultural life — conversation	H3.5

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Living in Japan — product review	H3.1
9 (b)	2	Living in Japan — product review	H3.4
9 (c)	3	Living in Japan — product review	H3.5
9 (d)	4	Living in Japan — product review	H3.5
10 (a)	2	Personal world — article	H3.1
10 (b)	3	Personal world — article	H3.5
10 (c)	4	Personal world — article	H3.4
10 (d)	5	Personal world — article	H3.5

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Emails — daily life — email	H1.2, H1.4, H2.1, H2.2, H2.3

### Section III — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
12	5	Future plans — message	H2.1, H2.2, H2.3
13 (a)	10	Leisure — script of a speech	H2.1, H2.2, H2.3
13 (b)	10	The world of work — script of a speech	H2.1, H2.2, H2.3