

2022 HSC Japanese Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

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

Sample answer:

A

Question 2

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a sound understanding of why Shintaro wants to visit this place	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

He wants to visit the new cinema to try the famous chef's dinner while watching a movie. Besides, the cinema is offering a 2 for 1 deal on movie tickets up until the weekend.

Question 3

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

Sample answer:

<i>Symptoms</i>	Headache and cough
<i>Since when</i>	Two mornings ago
<i>Advice</i>	1. Before going to bed take cough medicine 2. Take a warm bath

Question 4

Criteria	Marks
• Demonstrates a sound understanding of who would be interested in going to this place	3
• Demonstrates some understanding of who would be interested in going to this place	2
• Provides some relevant information	1

Sample answer:

People interested in Shintoism, festivals, cultural activities and traditional foods would like to visit Shimane. As there is an old shrine, you can wear yukata, watch fireworks, play old games and taste and cook special New Year's food.

Question 5

Criteria	Marks
• Provides a summary of the advantages of <i>Kyaraben</i>	3
• Summarises some of the advantages of <i>Kyaraben</i> OR	2
• Provides all the advantages without summarising	
• Provides some relevant information	1

Sample answer:

- You don't need to spend extra money as you can use the ingredients from home
- Children who don't like vegetables even enjoy it.

Question 6

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

Sample answer:

It is likely that Yukiko will participate in the online classes. Even though she isn't sporty, the classes are offered at different levels and they also offer non-exercise classes such as calligraphy and cooking. Even though she is busy, the classes are flexible and she can opt into classes at different times that suit her schedule. There is also a (2 week) free pass if she signs up with her friend.

Question 7

Criteria	Marks
• Demonstrates a comprehensive understanding of how Toshi tries to convince Anne to attend the university, with extensive reference to language and content	5
• Demonstrates a thorough understanding of how Toshi tries to convince Anne to attend the university, with detailed reference to language and content	4
• Demonstrates a sound understanding of how Toshi tries to convince Anne to attend the university, with reference to language and/or content	3
• Demonstrates some understanding of how Toshi tries to convince Anne to attend the university, with limited reference to language and/or content	2
• Provides some relevant information	1

Sample answer:

Toshi tries to convince Anne to go to the Japanese university by telling her about the new facilities and appealing to her interest in cooking by telling her about the big dining hall. He reassures her by telling her that one-third of the students can speak English and can help her, and she can also practise with the Japanese-speaking robot on campus. He uses statistics that Japanese universities are 30% cheaper than Australian universities to highlight the affordability. His repetition of 'let's go, let's go' shows how he uses language to express his enthusiasm and further convince her.

Question 8

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive evaluation of how the life in Spain has changed Mr Yoshida, with extensive reference to the text 	5
<ul style="list-style-type: none"> Demonstrates a thorough understanding of how the life in Spain has changed Mr Yoshida, with detailed reference to the text 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding of how the life in Spain has changed Mr Yoshida, with reference to the text 	3
<ul style="list-style-type: none"> Demonstrates some understanding of how the life in Spain has changed Mr Yoshida, with some reference to the text 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Life in Spain has resulted in both positive and negative changes to Mr Yoshida's personality and lifestyle.

Mr Yoshida had to adjust to cultural differences, such as becoming more flexible with his time and eating lunch at 11 am due to the shops closing between 12 and 3.

He is more confident in making new friends as his host family would often invite visitors on the weekend and at first he was shy but it became easier. Thus there has been a positive impact on his social skills.

Unfortunately he also developed a habit of being late because his friends in Spain would never arrive on time and now that he is back in Japan this is causing some trouble for him as Japanese people take pride in being punctual.

Although gaining weight (10 kg) from eating delicious Spanish food while living in Spain was a negative change, it has become a positive change since returning to Japan as he is now much healthier because he jogs every day to lose weight.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
<ul style="list-style-type: none"> Identifies what Yoko thinks of Sakura's comment 	1

Sample answer:

Yoko thinks Sakura does not need many ECO bags.

Question 9 (b)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a sound understanding of Takeshi's contribution to environmental awareness, with reference to the text 	3
<ul style="list-style-type: none"> Demonstrates some understanding of Takeshi's contribution to environmental awareness, with some reference to the text 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Takeshi does composting to reduce waste. He uses his food scraps to provide nutrients for his plants and grows delicious vegetables. He also reduces waste by feeding the chickens the leftover food.

Question 9 (c)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a sound understanding of what Naomi's post reveals about her personality, with reference to the text 	3
<ul style="list-style-type: none"> Demonstrates some understanding of what Naomi's post reveals about her personality, with some reference to the text 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Naomi's post reveals that her personality likes to follow the fashion trends and buys clothes every week. She is also strong minded as she does not take advice from her parents. Naomi has a self-confidence in what she is doing to reduce rubbish.

Question 9 (d)

Criteria	Marks
• Demonstrates a thorough understanding of Ken’s solutions, with detailed reference to the text	4
• Demonstrates a sound understanding of Ken’s solutions, with reference to the text	3
• Demonstrates some understanding of Ken’s solutions, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Ken suggests that big companies should be more involved in reducing waste through recycling programs. He also suggests using social media to reach for more volunteers around the world and to inform many people about reducing waste.

Question 10 (a)

Criteria	Marks
• Demonstrates a sound understanding of what is unusual about Akiko and her new job	2
• Provides some relevant information	1

Sample answer:

It is rare for a female to be a truck driver and more so for a 40-year-old housewife to start a job (as a truck driver) (in Japan).

Question 10 (b)

Criteria	Marks
• Demonstrates a sound understanding of how the company supported Akiko	3
• Demonstrates some understanding of how the company supported Akiko	2
• Provides some relevant information	1

Sample answer:

The company is very supportive as they made her special uniforms in smaller sizes. Also the office staff lent her cushions from the office to use and the boss has said to her that she could go home early at 4 pm.

Question 10 (c)

Criteria	Marks
• Demonstrates a thorough understanding of how the attitude of Akiko's colleagues has changed	4
• Demonstrates a sound understanding of how the attitude of Akiko's colleagues has changed	3
• Demonstrates some understanding of how the attitude of Akiko's colleagues has changed	2
• Provides some relevant information	1

Sample answer:

At the beginning, they doubted her ability and questioned whether she could really drive a truck. However, the attitudes changed as the other drivers were asking her for directions and gained respect for her truck-driving skills as she did not get any complaints. This was demonstrated when the other drivers said to her, she was a 'good truck driver'.

Question 10 (d)

Criteria	Marks
• Demonstrates a comprehensive understanding of what Akiko's new plan reveals about her personality, with extensive reference to the text	5
• Demonstrates a thorough understanding of what Akiko's new plan reveals about her personality, with detailed reference to the text	4
• Demonstrates a sound understanding of what Akiko's new plan reveals about her personality, with reference to the text	3
• Demonstrates some understanding of what Akiko's new plan reveals about her personality, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

It reveals that Akiko is caring/kind as she wants to work with sick animals and provide Indonesian children with an environment to study. She is also organised/prepared as she has already gathered notebooks and pencils for the children. Akiko is passionate as she wants to introduce Japanese culture to Indonesian people, with the hope of bringing the two countries closer together.

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

2022 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	Travelling in Japan — conversation	H3.1
2	2	Leisure — phone message	H3.1
3	2	Personal world — phone conversation	H3.1
4	3	Cultural life — radio advertisement	H3.4
5	3	Living in Japan — speech	H3.2
6	4	Daily life — conversation	H3.4
7	5	Future plans — conversation	H3.5
8	5	Cultural life — interview	H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	1	Current issues — online forum	H3.1
9 (b)	3	Current issues — online forum	H3.2
9 (c)	3	Current issues — online forum	H3.4
9 (d)	4	Current issues — online forum	H3.5
10 (a)	2	The world of work — article	H3.1
10 (b)	3	The world of work — article	H3.5
10 (c)	4	The world of work — article	H3.5
10 (d)	5	The world of work — article	H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Email — the world of work — email	H1.2, H1.4, H2.1, H2.2, H2.3

Section III — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
12	5	Cultural life — note	H2.1, H2.2, H2.3
13 (a)	10	Education — diary entry	H2.1, H2.2, H2.3
13 (b)	10	Travelling in Japan — diary entry	H2.1, H2.2, H2.3