

# 2023 HSC Japanese Continuers Marking Guidelines

## Section I — Listening and Responding

### Question 1

| Criteria   | Marks |
|--|-------|
| • Demonstrates a sound understanding of why the mother has come to Kyoto | 2     |
| • Provides some relevant information                                     | 1     |

**Sample answer:**

The mother has come to Kyoto to visit the famous kimono market. She wants to buy a cheap kimono for her daughter's birthday.

### Question 2

| Criteria                        | Marks |
|---------------------------------|-------|
| • Identifies the correct answer | 1     |

**Sample answer:**

B

### Question 3

| Criteria   | Marks |
|--|-------|
| • Demonstrates a sound understanding of why the building is unique | 2     |
| • Provides some relevant information                               | 1     |

**Sample answer:**

This building is unique because it is over 70 m tall and is made only from trees. There are many trees on the verandahs (the building looks like a forest).

## Question 4

| Criteria   | Marks |
|--|-------|
| • Demonstrates a sound understanding of who the target audience is, with reference to the text   | 3     |
| • Demonstrates some understanding of who the target audience is, with some reference to the text | 2     |
| • Provides some relevant information   | 1     |

### Sample answer:

The announcement targets university students who like nature and children, as the event involves flowers and working with primary school children. It also targets those who are available on the event day.

## Question 5

| Criteria   | Marks |
|--|-------|
| • Summarises one advantage and one disadvantage of <i>randoseru</i>                      | 3     |
| • Provides one advantage and/or one disadvantage of <i>randoseru</i> without summarising | 2     |
| • Provides some relevant information   | 1     |

### Sample answer:

- An advantage of *randoseru* is that it is durable.
- A disadvantage of *randoseru* is that it cannot fit all the equipment needed for school.

## Question 6

| Criteria  | Marks |
|---|-------|
| • Provides a thorough analysis of how the speaker promotes the event, with detailed reference to the text | 4     |
| • Provides a sound analysis of how the speaker promotes the event, with some reference to the text        | 3     |
| • Demonstrates some understanding of the event  | 2     |
| • Provides some relevant information  | 1     |

### Sample answer:

The speaker promotes the glamping event by introducing glamping as a popular activity in both Japan and overseas. He emphasises the convenience of the event by listing features that would suit busy people, such as it being held on a weekend and the fact that staff will prepare the tent and food for them. He also entices the audience to book now by offering a discounted price.

## Question 7

| Criteria   | Marks |
|--|-------|
| • Demonstrates a perceptive understanding of the father's personality, with detailed reference to both the content and use of language | 5     |
| • Demonstrates a thorough understanding of the father's personality, with reference to both the content and use of language            | 4     |
| • Demonstrates a sound understanding of the father's personality, with some reference to the content and/or use of language            | 3     |
| • Demonstrates some understanding of the father's personality  | 2     |
| • Provides some relevant information   | 1     |

### **Sample answer:**

The father has an insensitive personality, as he questions his own daughter's ability to participate in a painting contest with 'Really? You?' and says that she is not good enough. He clearly prioritises studying over art by repeating that it is a 'waste of time'. The father not only reveals that he is strict when he gives his daughter the condition to come first in the next test, but also stubborn, as he refuses to negotiate when she asks if she can come first in her class instead.

## Question 8

| Criteria  | Marks |
|---|-------|
| • Demonstrates a comprehensive understanding of the likelihood that Akira will go along with Mayumi's idea, with detailed reference to the text | 5     |
| • Demonstrates a thorough understanding of the likelihood that Akira will go along with Mayumi's idea, with reference to the text               | 4     |
| • Demonstrates a sound understanding of the likelihood that Akira will go along with Mayumi's idea, with some reference to the text             | 3     |
| • Demonstrates some understanding of the text   | 2     |
| • Provides some relevant information  | 1     |

### **Sample answer:**

Akira will likely go along with Mayumi's idea of buying a robot dog for their grandmother's birthday. While Akira thinks that Grandma doesn't like dogs, Mayumi argues that Grandma only doesn't like them because they smell. She argues that the robot one will keep Grandma company and the product is popular amongst the elderly. She can take it for a walk which will be good for her health as well. Akira is still unsure, as Grandma is not good at technology, but he becomes amazed when he learns that it has a camera and can call the family in times of need. While the robot dog may be expensive, they can trial it, which would further convince Akira to follow Mayumi's idea.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

| Criteria  | Marks |
|---|-------|
| • Demonstrates a sound understanding of why this website has become popular | 2     |
| • Provides some relevant information  | 1     |

**Sample answer:**

This website has become popular because the cost of living is increasing, so more people are turning to job search websites to earn extra money in their spare time.

#### Question 9 (b)

| Criteria  | Marks |
|---|-------|
| • Demonstrates a sound understanding of the purpose of this website | 2     |
| • Provides some relevant information                                | 1     |

**Sample answer:**

The purpose of this website is to allow people who want a job done to easily communicate with those who are looking for work. It allows workers to choose jobs that are nearby and based on their interests.

#### Question 9 (c)

| Criteria  | Marks |
|---|-------|
| • Demonstrates a sound understanding of why the article uses the phrase 'new style' | 3     |
| • Demonstrates some understanding of why the article uses the phrase 'new style'    | 2     |
| • Provides some relevant information  | 1     |

**Sample answer:**

This article uses the phrase 'new style' to describe the website, as it allows people to search for workers for free, unlike in the past. Furthermore, they can find workers immediately and no longer need to use time for interviews, as they can check workers' qualifications and reviews from previous jobs.

**Question 9 (d)**

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the extent to which the article provides a fair evaluation of the website, with detailed reference to the text</li> </ul> | 5     |
| <ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of the extent to which the article provides a fair evaluation of the website, with reference to the text</li> </ul>               | 4     |
| <ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the extent to which the article provides a fair evaluation of the website, with some reference to the text</li> </ul>             | 3     |
| <ul style="list-style-type: none"> <li>• Demonstrates some understanding of the extent to which the article provides a fair evaluation of the website</li> </ul>   | 2     |
| <ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>   | 1     |

**Sample answer:**

The article provides a mostly fair evaluation of the website, as it presents both positive and negative experiences from users.

For example, Kenji had a fun time while working, as he loves the outdoors and found a gardening job. Also, Mika made money by helping neighbours move house and looking after their children.

On the other hand, Haruko had a negative experience as she didn't receive the money after completing her job. Makoto also highlighted his concern about strangers coming into his house to do jobs.

The article also states that anyone can contact the consultation centre, but also informs that it can take as long as one month for a response. This further proves that the article intends to give a balanced review of the website.

### Question 10 (a)

| Criteria   | Marks |
|--|-------|
| • Demonstrates a sound understanding of who would be interested in using Mr Nakayama's application | 2     |
| • Provides some relevant information   | 1     |

**Sample answer:**

People who are looking to complete their fitness goals while raising money for charity would be interested in Mr Nakayama's ('Let's Challenge') application.

### Question 10 (b)

| Criteria  | Marks |
|---|-------|
| • Demonstrates a sound understanding of the reason Mr Nakayama gives for starting this initiative | 3     |
| • Demonstrates some understanding of the reason Mr Nakayama gives for starting this initiative    | 2     |
| • Provides some relevant information  | 1     |

**Sample answer:**

Mr Nakayama stated that he started the initiative because he and his friends didn't use their gym memberships at all, so they decided to walk 50 km in a week instead. They were so successful that they are continuing this challenge even now. He believes that completing goals is easier when done with others.

### Question 10 (c)

| Criteria  | Marks |
|---|-------|
| • Provides a thorough analysis of how Mr Nakayama shows passion towards helping others, with reference to the use of language | 3     |
| • Provides a sound analysis of how Mr Nakayama shows passion towards helping others, with some reference to the text          | 2     |
| • Provides some relevant information  | 1     |

**Sample answer:**

Mr Nakayama uses strong, emotive language like 'I was truly happy' to show his genuine joy at being able to assist others. He also uses a simile to highlight that he 'can work 24 hours like a robot' if it is to help other people.

**Question 10 (d)**

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates a perceptive understanding of the likelihood that Mr Nakayama will succeed with his plans for the future, with detailed reference to the text</li> </ul> | 5     |
| <ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of the likelihood that Mr Nakayama will succeed with his plans for the future, with reference to the text</li> </ul>            | 4     |
| <ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the likelihood that Mr Nakayama will succeed with his plans for the future, with some reference to the text</li> </ul>          | 3     |
| <ul style="list-style-type: none"> <li>• Demonstrates some understanding of the likelihood that Mr Nakayama will succeed with his plans for the future</li> </ul>  | 2     |
| <ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>   | 1     |

**Sample answer:**

Mr Nakayama will very likely succeed with his plans for the future.

He has already shown that he can succeed by creating an application which helps his friends to exercise more and fundraises for the community.

Furthermore, Mr Nakayama has already made plans to improve his application. He plans to run an introduce-your-friend campaign that will allow more people to know about his application. He is able to take on feedback, as shown by his willingness to plan different challenges since his friends said that just walking is boring. He also hopes to make the application available in English for 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     |

# 2023 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     | Travelling in Japan — interview         | H3.1              |
| 2        | 1     | Living in Japan — conversation          | H3.1              |
| 3        | 2     | Current issues — news                   | H3.1              |
| 4        | 3     | Personal world — announcement           | H3.3              |
| 5        | 3     | Daily life — conversation               | H3.2              |
| 6        | 4     | Leisure — radio advertisement           | H3.5              |
| 7        | 5     | Leisure — conversation                  | H3.6              |
| 8        | 5     | Personal world — telephone conversation | H3.4              |

### Section II — Reading and Responding

#### Part A

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

### Section II — Reading and Responding

#### Part B

| Question | Marks | Content                        | Syllabus outcomes            |
|----------|-------|--------------------------------|------------------------------|
| 11       | 15    | Review — cultural life — email | H1.2, H1.3, H2.1, H2.2, H2.3 |

### Section III — Writing in Japanese

| Question | Marks | Content                             | Syllabus outcomes |
|----------|-------|-------------------------------------|-------------------|
| 12       | 5     | Travelling in Japan — message       | H2.1, H2.2, H2.3  |
| 13 (a)   | 10    | Daily life — script of a speech     | H2.1, H2.2, H2.3  |
| 13 (b)   | 10    | Personal world — script of a speech | H2.1, H2.2, H2.3  |