

2024 HSC Japanese Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies what Satomi and Ken will do tomorrow	2
• Provides some relevant information	1

Sample answer:

Satomi and Ken will go to the cinema and have dinner.

Question 2

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

B

Question 3

Criteria	Marks
• Identifies the purpose of the text	2
• Provides some relevant information	1

Sample answer:

The purpose of the text is to promote the Sakura Tour and to provide details about the tour.

Question 4

Criteria	Marks
• Summarises the benefits of <i>kyuushoku</i> based on the information provided in the text	3
• Summarises ONE of the benefits of <i>kyuushoku</i> based on the information provided in the text OR • Provides BOTH benefits of <i>kyuushoku</i> based on the information provided in the text without summarising	2
• Provides some relevant information	1

Sample answer:

- Students are provided with a varied lunch at school
- *Kyuushoku* teaches students the sense of responsibility

Question 5

Criteria	Marks
• Demonstrates a sound understanding of how Shota shows his interest in going to Australia on a working holiday	3
• Demonstrates some understanding of how Shota shows his interest in going to Australia on a working holiday	2
• Provides some relevant information	1

Sample answer:

Shota shows his interest by saying he wants to hear more about Manami's working holiday experience. He claimed that he'd like to experience making money and travelling in Australia. He is also eager to do more research tonight.

Question 6

Criteria	Marks
• Demonstrates a thorough understanding of the impact the community centre has had on the students, with detailed reference to the text	4
• Demonstrates a sound understanding of the impact the community centre has had on the students, with reference to the text	3
• Demonstrates some understanding of the impact the community centre has had on the students, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

The community centre has had a positive impact on the students, as it provides a free and safe place for them after school when their parents work full-time. They can mingle with and receive homework help from students of different year groups, which develops their social skills and fosters a sense of inclusivity and collaboration. They can also play various sports and games, further promoting a healthy life.

Question 7

Criteria	Marks
• Provides a comprehensive analysis of how the announcer attempts to persuade the audience, with detailed reference to the text	5
• Provides a thorough analysis of how the announcer attempts to persuade the audience, with reference to the text	4
• Provides a sound analysis of how the announcer attempts to persuade the audience, with some reference to the text	3
• Demonstrates some understanding of the announcement	2
• Provides some relevant information	1

Sample answer:

The announcer attempts to persuade the audience to use the 'Share-kasa' service by emphasising the ease of renting umbrellas through the app, mentioning the availability of stands at various locations like stations and convenience stores. The low cost of 70 yen per day is presented as a more economical option compared to buying umbrellas. Additionally, the announcer appeals to those concerned about the environment by mentioning that 'Share-kasa' umbrellas are recyclable and will help to reduce the amount of waste.

Question 8

Criteria	Marks
<ul style="list-style-type: none"> Provides a perceptive comparison of how Akiko and Takeshi express their points of view, with detailed reference to both the content and use of language 	5
<ul style="list-style-type: none"> Provides a thorough comparison of how Akiko and Takeshi express their points of view, with reference to both the content and use of language 	4
<ul style="list-style-type: none"> Provides a sound comparison of how Akiko and Takeshi express their points of view, with some reference to the content and/or use of language 	3
<ul style="list-style-type: none"> Demonstrates some understanding of how Akiko's and/or Takeshi's point(s) of view, with some reference to the content and/or use of language 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Akiko expresses her reluctance in using a robot to attend school for her by firstly repeating 'no way' to highlight that she is not good with technology and that it must be expensive. She then uses high modality in 'absolutely not' to emphasise that a robot cannot replace her. She uses emotive language, 'You can't understand my feelings' to show her frustration. Takeshi has more positive thoughts on the use of robots. He expresses his excitement by choosing to use words with a positive connotation, such as 'it was cool', to describe the robot. Furthermore, he uses the simile 'it was like a student from the future' to show admiration towards this robot.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Demonstrates some understanding of why Saori does volunteer work	2
• Provides some relevant information	1

Sample answer:

She does volunteer work because she wants to become a primary school teacher and enjoys working with children.

Question 9 (b)

Criteria	Marks
• Demonstrates a sound understanding of Saori's volunteer work	3
• Demonstrates some understanding of Saori's volunteer work	2
• Provides some relevant information	1

Sample answer:

Saori volunteers at the local library, where she reads books to children. She sells homemade cupcakes to buy new books for the library and also volunteers to give presents to children during Christmas.

Question 9 (c)

Criteria	Marks
• Demonstrates a sound understanding of what Yuuta's comments reveal about his personality, with reference to the text	3
• Demonstrates some understanding of what Yuuta's comments reveal about his personality, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Yuuta's comments reveal that he is time and money conscious. He thinks that volunteering is too time consuming, does not offer financial rewards like his part-time job and will not benefit him and his future.

Question 9 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides a thorough explanation of how Saori attempts to convince Yuuta to participate in volunteer work, with detailed reference to the text 	4
<ul style="list-style-type: none"> Provides a sound explanation of how Saori attempts to convince Yuuta to participate in volunteer work, with reference to the text 	3
<ul style="list-style-type: none"> Demonstrates some understanding of how Saori attempts to convince Yuuta to participate in volunteer work, with some reference to the text 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Saori attempts to convince Yuuta to volunteer with animals by addressing each of his concerns. She explains it would benefit him because he wants to become a vet and even if he doesn't earn money now, it will help in his future job. She states that Yuuta can learn skills that school doesn't teach and reassures him that he can volunteer just once a month. It's also a chance to meet people who have the same interests as he does.

Question 10 (a)

Criteria	Marks
<ul style="list-style-type: none"> Identifies who the program is for 	1

Sample answer:

People who are interested in experiencing the Japanese countryside.

Question 10 (b)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a thorough understanding of what participants can do to engage with the local community 	3
<ul style="list-style-type: none"> Demonstrates a sound understanding of what participants can do to engage with the local community 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Participants can speak with the locals during homestay, as well as engage with the local lifestyle such as by learning traditional cooking, farm work (such as working with animals) and preparations for Wakayama Prefecture's festivals.

Question 10 (c)

Criteria	Marks
• Demonstrates a thorough understanding of how the nature activities in this program could benefit the participants	3
• Demonstrates a sound understanding of how the nature activities in this program could benefit the participants	2
• Provides some relevant information	1

Sample answer:

Hiking allows participants to get some physical exercise while enjoying the beautiful scenery. Hot springs will allow participants to relax and refresh. Furthermore, participants can also go to campsites in nature and get away from the busy city life.

Question 10 (d)

Criteria	Marks
• Provides a comprehensive evaluation of how effectively the writer portrays the positive uses of technology, with extensive reference to both the content and use of language	6
• Provides a thorough evaluation of how effectively the writer portrays the positive uses of technology, with detailed reference to both the content and use of language	5
• Provides a sound evaluation of how effectively the writer portrays the positive uses of technology, with reference to the content and/or use of language	4
• Demonstrates some understanding of how the writer portrays the positive uses of technology, with some reference to the content and/or use of language	2–3
• Provides some relevant information	1

Sample answer:

The writer portrays the positive uses of technology very effectively through the use of ‘you will surely be surprised’, which draws readers to believe that new technology is available. The simile ‘drones like big birds’ emphasises how people no longer need to monitor the entire farm. The personification in ‘vegetables are happy’ effectively highlights how drones assist in the growing of healthy vegetables by watering them. Exclamation points are used repeatedly to emphasise the significant advantages that drones can offer. The writer also assures that participants can still connect quickly with their family through fast internet.

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 taskManipulates 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 taskDemonstrates 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 taskDemonstrates 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

2024 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	1	Personal world — conversation	H3.1
3	2	Travelling in Japan — radio advertisement	H3.3
4	3	Daily life — speech	H3.2
5	3	Future plans — conversation	H3.5
6	4	Daily life — conversation	H3.4
7	5	Current issues — announcement	H3.5
8	5	Personal world — conversation	H3.6

Section II — Reading and Responding

Part A

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

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Email — leisure — email	H1.2, H1.4, H2.1, H2.2, H2.3

Section III — Writing in Japanese

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