

2001 HSC Notes from
the Examination Centre
Japanese Background Speakers

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2001 HSC NOTES FROM THE EXAMINATION CENTRE JAPANESE BACKGROUND SPEAKERS

Introduction

The 2001 Japanese HSC Background Speakers Examination was sat by 49 candidates.

This document has been produced for the teachers and candidates of the Stage 6 course in Japanese Background Speakers. It provides comments with regard to responses to the 2001 Higher School Certificate Examination, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2001 Higher School Certificate Examinations and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Japanese.

The marking guidelines, developed by the Examination Committee at the time of setting the Higher School Certificate Examination and used at the marking centre, are available on the Board of Studies website.

Teachers and candidates must ensure they are totally familiar with the syllabus for the course and that they understand what the expected outcomes are.

The 49 candidates who sat for this paper had a wide range of ability levels. Candidates attempting this course must ensure they are totally familiar with all of the prescribed texts and that they are aware of whether questions should be answered in English or Japanese. Marks cannot be awarded if answers are in the wrong language.

Section I – Listening and Responding

Part A

General Comments

Most candidates understood the main points and detailed items of specific information. However, when required to analyse language usage or infer the speaker's point of view many candidates simply restated information/facts from the passage with no opinion of their own.

Candidates should read the questions in both English and Japanese to ensure they know exactly what they are being asked. Candidates also need to remember that this question must be answered in English.

Part B

General Comments

Most candidates understood the issues raised in the text very well and wrote accordingly. They composed a coherent argument based on information in the passage and compared and contrasted it very well.

Some candidates appeared not to have read the instructions and paid no attention to the context and intended audience in their writing style. A few candidates wrote their own opinions/ideas on the issues with little or no reference to the text.

Section II – Reading and Responding

Part A

Specific Comments

Question 3

Overall, candidates demonstrated that they had understood the text well. Weaker responses failed to infer points of view and/or didn't support/justify/argue the point of view with appropriate textual references.

Candidates should read the question in both Japanese and English to ensure they know exactly what is expected in their response.

Question 4

Many candidates were able to compare both texts to some extent but very few were able to contrast both texts. Many candidates were able to analyse 'human nature' portrayed in the text '*Dachoo*' with relevant references to the text. 'Human nature' was not so easily recognised in the poem '*Kaze*'.

Quite a substantial number of candidates mixed up the poem '*Kaze*' with the other poem studied '*Watashi o Tabanenaide*'

Part B

Specific Comments

Question 5

As this question was related to computers, which most candidates are very familiar with in their daily life, they were able to write on this topic particularly well. Candidates who wrote in the correct text type, ie letter format, were awarded higher marks.

Section III – Writing in Japanese

General Comments

Candidates only had to complete one of the questions in Section III. Very few candidates chose to attempt question 6, which required candidates to write an article for an adult music magazine. The candidates who attempted questions 7 and 8 did well. These candidates seemed to be very familiar with the topics and well prepared to answer these types of questions.

Japanese Background Speakers

2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
Section I — Listening and Responding			
1(a)	1	The individual and the community/gender roles in today's society/interview	H3.2
1(b)	2	The individual and the community/gender roles in today's society/interview	H3.1
1(c)	3	The individual and the community/gender roles in today's society/interview	H3.3
1(d)	4	The individual and the community/gender roles in today's society/interview	H3.7
2	10	Youth Culture/pressures on young people today/report and speech (article for response)	H3.4, H3.5, H4.2
Section II — Reading and Responding			
3(a)	1	National Identify/Japan and the international community/(essay)	H3.3
3(b)	1	National Identify/Japan and the international community/(essay)	H3.3
3(c)	2	National Identify/Japan and the international community/(essay)	H3.7
3(d)	2	National Identify/Japan and the international community/(essay)	H3.3
3(e)	4	National Identify/Japan and the international community/(essay)	H3.7
3(f)	5	National Identify/Japan and the international community/(essay)	H3.8, H4.1
4	25	Global Issues/The universality of human experience/essay	H3.3, H3.4, H3.8
5	15	Global Issue/Impact of technology/letter	H1.1, H1.2, H2.2, H3.5, H3.8, H4.2
Section III — Writing in Japanese			
6	25	Youth Culture/article/The role of leisure in the young person's world	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Global Issue/speech (script)/Preserving Environment	H2.1, H2.2, H2.3, H2.4, H4.2
8	25	The Individual and the community/essay/Impact of a changing society on individual	H2.1, H2.2, H2.3, H2.4, H4.2

2001 HSC Japanese Background Speakers Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies Mr Asada's current home situation and how his wife feels about it	2
• Identifies only Mr Asada's current home situation or how his wife feels about it	1

Question 1 (c)*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of Mr Asada's parents' influence in his attitude towards gender roles in sharing the housework	3
• Demonstrates only a superficial understanding of Mr Asada's parents' influence in his attitude towards gender roles in sharing the housework	2
• Describes the home life of Mr Asada's parents	1

Question 1 (d)*Outcomes assessed: H3.7***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an insightful understanding of the attitudes of both speakers • Supports the answer with appropriate references to the text	4
• Demonstrates a sound understanding of the attitudes of both speakers • Supports the answer with some references to the text	3
• Demonstrates a superficial understanding of the attitude of the speakers	2
• Identifies the feelings of one of the speakers	1

Section I (continued)
Part B

Question 2

Outcomes assessed: H3.4, H3.5, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the issues raised in the texts and a sophisticated level of ability to compare and contrast them • Composes a coherent argument demonstrating a comprehensive understanding of the texts • Demonstrates a highly developed understanding of context and audience • Demonstrates an excellent control of vocabulary and language structures 	9 – 10
<ul style="list-style-type: none"> • Identifies the main issues in the texts and compares and contrasts them in a lucid way • Composes an effective argument with close reference to the text • Writes effectively for the context and audience • Demonstrates an appropriate knowledge and understanding of language structures and vocabulary 	7 – 8
<ul style="list-style-type: none"> • Coherently compares and contrasts information in the texts • Writes coherently and with some appropriate textual reference • Relates information to context and audience • Writes using a range of language structures and vocabulary 	5 – 6
<ul style="list-style-type: none"> • Compares and contrasts some opinions, ideas and information in the texts • Demonstrates a limited ability to structure and sequence information and ideas • Demonstrates an awareness of context and audience 	3 – 4
<ul style="list-style-type: none"> • Demonstrates some understanding of the text and the ability to compare and contrast information • Shows some evidence of the ability to organise information 	1 – 2

Section II — Reading and Responding

Part A

Question 3 (a)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates an ability to infer the attitude of the writer of the text	1

Question 3 (b)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates an ability to infer the point of view expressed by the particular phrase	1

Question 3 (c)

Outcomes assessed: H3.7

MARKING GUIDELINES

Criteria	Marks
• Demonstrates an ability to infer the writer's point of view about a cultural value	2
• Identifies only the fact from the survey results	1

Question 3 (d)*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a clear understanding of the two different functions of “sorry”	2
• Recognises only one function	1

Question 3 (e)*Outcomes assessed: H3.7***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an excellent understanding of what “the last land full of mystery” implies and its significance • Supports the answer with appropriate reference to the text	4
• Demonstrates a sound understanding of what “the last land full of mystery” implies but does not fully explain its significance • Presents some supporting reference	3
• Demonstrates an understanding of what “the last land full of mystery” implies but does not explain its significance	2
• Identifies what “the last land full of mystery” is	1

Question 3 (f)*Outcomes assessed: H3.8, H4.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an insightful understanding of the writer’s point of view • Composes a well-structured argument supported by relevant textual reference	5
• Demonstrates sound understanding of the writer’s point of view • Expresses opinions and attempts to present an argument with textual reference	3 – 4
• Demonstrates elementary understanding of the writer’s point of view with some reference to the text	1 – 2

Section II, Part A (continued)**Question 4***Outcomes assessed: H3.3, H3.4, H3.8***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an insightful understanding of the issue in the two texts• Demonstrates excellent comparison and contrast of “human nature” as portrayed in both texts• Supports argument with relevant reference to examples from the texts• Composes a coherent and sophisticated argument	21 – 25
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the issue in the two texts• Demonstrates some comparison and contrast of “human nature” as portrayed in both texts• Supports argument with some relevant reference to the texts	16 – 20
<ul style="list-style-type: none">• Demonstrates sound understanding of the issue in the two texts• Organises opinions about “human nature” with some textual reference, but with a number of weaknesses in the argument	11 – 15
<ul style="list-style-type: none">• Demonstrates global understanding of the issue in the two texts• Expresses opinions about “human nature” but reference to relevant examples from the text is minimal	6 – 10
<ul style="list-style-type: none">• Demonstrates basic understanding of the issue in the two texts• Expresses opinions about “human nature” without relevant textual reference	1 – 5

Section II (continued)
Part B

Question 5

Outcomes assessed: H1.1, H1.2, H2.2, H3.5, H3.8, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the issues raised in the text • Responds with a sophisticated level of ability to the opinions, ideas and information in the text • Composes a coherent argument demonstrating a comprehensive understanding of the text • Demonstrates a highly-developed understanding of context and audience • Demonstrates an excellent control of vocabulary and language structures 	13 – 15
<ul style="list-style-type: none"> • Identifies the main issues in the text • Responds lucidly to the opinions, ideas and information in the text • Composes an effective argument with close reference to the text • Writes effectively for the context and audience • Demonstrates an appropriate knowledge and understanding of language structures and vocabulary 	10 – 12
<ul style="list-style-type: none"> • Exchanges information in response to the opinions, ideas and information in the text • Writes coherently and with some appropriate textual reference • Relates information to context and audience • Writes using a range of language structures and vocabulary 	7 – 9
<ul style="list-style-type: none"> • Responds to some opinions, ideas and information in the text • Demonstrates a limited ability to structure and sequence information and ideas • Demonstrates an awareness of context and audience 	4 – 6
<ul style="list-style-type: none"> • Demonstrates some understanding of the text • Shows some evidence of the ability to organise information 	1 – 3

Section III — Writing in Japanese

Question 6, Question 7 and Question 8

Outcomes assessed: H2.1, H2.2, H2.3, H2.4, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Writes perceptively for a specified audience, context and purpose Demonstrates an excellent control of vocabulary and language structures Demonstrates a highly developed and sophisticated control of Japanese vocabulary and syntax Demonstrates flair and originality in the selection, presentation and development of ideas 	21 – 25
<ul style="list-style-type: none"> Writes effectively for an audience, context and purpose Demonstrates a well-developed command of Japanese with a comprehensive range of vocabulary and syntax Demonstrates the ability to manipulate language Demonstrates originality in the selection and presentation of ideas 	16 – 20
<ul style="list-style-type: none"> Writes original and interesting text appropriate to audience, context and purpose Demonstrates a satisfactory command of Japanese, with a sound base of vocabulary and syntax Demonstrates the ability to organise and express most ideas reasonably, but with a number of weaknesses in sequencing, linking and grammar 	11 – 15
<ul style="list-style-type: none"> Demonstrates an awareness of audience and context using only a narrow range of information and ideas Uses a limited range of predictable vocabulary and language structures to express ideas Attempts to sequence and link ideas 	6 – 10
<ul style="list-style-type: none"> Communicates a limited range of ideas with little attempt to organise and sequence material 	1 – 5