

2001 HSC Notes from  
the Examination Centre  
Japanese

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# 2001 HSC NOTES FROM THE EXAMINATION CENTRE JAPANESE

## Introduction

The 2001 Japanese HSC Examinations were sat by 326 Beginners, 918 Continuers and 232 Extension candidates.

This document has been produced for the teachers and candidates of the Stage 6 courses in Japanese. 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 syllabuses, 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 their course(s) and they understand what the expected outcomes are.

## Continuers

### General Comments

The 918 candidates who sat for this paper appeared to have been very well prepared for the examination and achieved results comparable with previous years. The use of dictionaries for the first time introduced some new issues. Candidates should use their dictionaries to look up the occasional forgotten word or kanji. Extra marks are not awarded for writing everything in kanji. Candidates also need to know how to choose the correct word when faced with a number of possibilities.

## Speaking Skills Examination

### General Comments

On the whole, candidates performed very well and seemed to be thoroughly prepared for the examiners' questions and used a variety of senior structures. Candidates are encouraged to expand on basic questions showing a willingness to sustain the conversation.

Candidates should avoid one-word or yes/no answers unless they follow up with additional information. Regardless of the difficulty of questions, candidates should answer in as much depth as possible and display their knowledge of Japanese grammar and vocabulary.

Candidates are reminded that the Speaking Skills Examination is a conversation rather than a speech and therefore long monologues on set topics are inappropriate. Many candidates picked up on a word in the examiners' question without understanding what information they were being asked for, and therefore did not completely answer the question. Candidates are reminded to listen to the whole question before answering.

The conversation is recorded for marking purposes; therefore, audibility and clarity are essential. Consequently, candidates need to speak loudly. Many of the more able candidates spoke too fast and/or mumbled.

Many candidates confused *kaisha/shakai* and *eiga/eigo* and struggled with question words such as *dono gurai*, *donna*, *doo yatte* etc.

## Written Examination

### Section I – Listening and Responding

#### General Comments

Candidate responses were of a very high standard with few candidates failing to make an attempt at each and every question. Candidates on the whole answered with as much relevant detail as possible and many candidates had highlighted the keywords in the questions, which ensured their answers were more direct and answered the question asked.

Teachers should remind their candidates that the mark that a question is worth is related to how much information should be provided in the answer. Also candidates should transfer all of the information written in their notes into their answer. Candidates should remember that they can look up later on in their dictionary any vocabulary item they have heard but whose meaning they are unsure of.

There were a lot of errors with *gairaigo*, such as *riisaikuru* as cycling/bike shops, *burajiru* as bra/their friend *braji* and *kyanseru* as council/counsellors.

#### Specific Comments

##### Question 1

- (a) Generally well done, caused few problems.
- (b) Some candidates missed the concept of 'first year candidates'.

##### Question 2

Candidates confused the direction Rebecca was travelling and weren't clear on who was leaving the message for whom.

### Question 3

- (a) ‘*Riisaikuru*’ caused most problems here.
- (b) ‘Create their own fashion’ caused the major obstacle to candidates.

### Question 4

Candidates needed to follow the logical sequence of the passage and make use of the clues the questions gave. ‘Exchange candidate’ and ‘teaching English while on exchange’ caused some problems.

### Question 5

Error lay in the understanding of ‘*basu o oriru mae ni*’.

### Question 6

- (a) Candidates failed to define bad weather ie rain, and the risk of the rain causing the illness.
- (b) ‘*Kyanseru*’ caused problems here and candidates didn’t fully understand the concept of ‘postponed to another date’.

### Question 7

- (a) Candidates misinterpreted who was sending the message to whom.
- (b) Adequate detail was required to get full marks. Candidates missed the concept of ‘primary school friend’ who was Japanese, but now lives in Brazil and has done so for four years. There were also errors with ‘mountain climbing’.

### Question 8

Done exceptionally well. Indication of good dictionary use by candidates.

### Question 9

- (a) The main error was the missed concept of the ‘increased use of katakana recently’, confusion between katakana and kanji and the link between katakana and the influence of the West. ‘*Imi*’ was confused as ‘immigration’.
- (b) Most candidates understood the generation gap but had problems with the ‘foreigners/tourists who speak English’ concept. Many candidates understood the loss of culture implication but had difficulty defining it. This question proved to be a very good discriminator of ability as three marks were allocated to it and only the more able candidates provided more than one issue in their response.

## **Section II – Reading and Responding**

### **General Comments**

Again, candidates performed well in this section with all candidates able to answer at least some of the questions.

### **Specific Comments**

#### **Part A**

#### **Question 10**

In answering the first three questions, the candidates were able to translate well from the text. Questions 10(a), (b) and (c) were of a simple nature and most candidates answered them well. Candidates should remember in answering the question ‘When?’ to give the date and not just ‘when they were in Japan’.

Questions 10(d) and (e) were of a harder nature. Candidates were required not only to translate from the text but to also demonstrate an understanding of the situation. For example, question 10(d) required understanding of the difference between plain and polite forms as well as a description of the situation (the location and experiences) in which the two candidates found themselves.

In question 10(e), to be awarded full marks candidates had to demonstrate their understanding of each candidate’s response to their experiences, with examples from the text. Candidates need to write as much relevant detail as they can and respond with a broad global comment. Statements of fact need to include explanation. Candidates need to think broadly.

#### **Question 11**

Candidates must realise that answers to questions on the passages are not necessarily in sequential order. In several cases, the information requested came from two or three sections of the passage. Responses needed to be comprehensive and global to gain full marks. A broad comment, encompassing both what was written by the author and the judgements made by the candidate, was needed to get the extra mark for perceptive understanding.

Candidates are reminded to always check the back page of the examination paper to make sure that all questions have been answered, and to look at the marks to be awarded for each question. The allocated marks indicate how much detail is necessary. The response can continue past the lines given if necessary.

#### **Part B**

#### **Question 12**

Candidates needed to read the task carefully. High marks were awarded to candidates who tried to convince the friend to go on the trip, rather than just list things. It is important for candidates to stick to the topic and be original in their thoughts. Candidates should also show an understanding of the text rather than simply copy from it.

Since the task was a letter, candidates needed to be familiar with this text type in Japanese. It is best to write letters in the polite form as many who attempted plain form were not consistent and made mistakes. Candidates should stick to the kanji from the syllabus.

Some candidates overused the dictionary and many words copied were often incorrect. Candidates who copied kanji from their dictionaries often produced rushed or badly written characters.

Common mistakes were incorrect use of *to omoimasu* with *i*-ending adjectives; poor spelling of *oosutoraria* and *shidonii*; *tenki ga atsui*.

## Section III – Writing in Japanese

### General Comments

Candidates were generally well prepared for these questions. Candidates should be encouraged to apply their knowledge of writing texts in English to writing in Japanese. Common mistakes were incorrect punctuation, particle errors, mixed tenses on verbs and adjectives, incorrect use of *kara* (effect before cause), *shoo* instead of *shiyoo* and *daigakkoo* instead of *daigaku*.

### Specific Comments

#### Question 13

The majority of candidates chose question 13(b). Generally, only the very able candidates chose question 13(a).

- (a) Quite a few candidates did have to look up the word ‘admire’ in their dictionaries as there were many translations, such as ‘a person I respect’, ‘a hero’, ‘an ideal person’, ‘role model’ etc. Most were able to express their opinions and describe the person who they admired.
- (b) Some candidates wrote about their dreams only, whereas others wrote about their futures only. The best candidates not only wrote about what they wanted to do in the future, but gave quite good examples which were relevant to their ideas, information and opinions.

#### Question 14

Candidates generally answered this question well. They are advised, however, to pay close attention to the wording of the question.

In 14(a) candidates were asked to ‘convince’ and in 14(b) they were asked to ‘express your opinion’. The more able candidates did actually use their knowledge of Japanese grammar, vocabulary and culture to do this.

Candidates should provide a good beginning and conclusion to their writing, paying close attention to the correct tense of verbs.

Dictionaries should be used sparingly as unknown vocabulary items were used incorrectly, which in turn affected the overall flow of the writing.



Senior structures should be incorporated appropriately. They need to make sense in the context of what is being written about, not just thrown in to display knowledge of grammar. Meaning/communication is the primary objective.

## Extension

### General Comments

The 232 candidates who sat for this paper were of a very high standard. It was pleasing to see that they were very familiar with the set text stories and issues. Very few candidates had trouble meeting a satisfactory standard or higher.

## Oral Examination

### General Comments

There was a wide range of responses to the questions presented in this year's Extension Oral Examination and the standard was very high. Candidates in general were well prepared and successfully developed coherent arguments and communicated their ideas effectively.

### Specific Comments

The best answers were those which were not prepared speeches, but rather contained candidates' personal experiences with a range of expressions and sentence structures. Many candidates had memorised responses to the prescribed issues presented in the syllabus. However, it should be noted that candidates should *directly answer the questions asked*. Any pre-rehearsed content must be made relevant. In future, candidates should be familiar with giving a logical argument and be able to link ideas to provide fluency. Structuring responses, following an appropriate format, facilitates communication.

## Written Examination

### Section I – Response to Prescribed Text

#### Part A

### General Comments

In general this question was handled quite well by the majority of candidates. Candidates who knew the text well and were able to convert the meaning to Japanese quotes in the questions and identify the implications of certain grammar structures, were able to achieve nearly 50% of the total marks. Those candidates who were able to identify issues raised in the extract and give concrete examples, and also identify issues raised as a whole in the text, were able to achieve higher marks.

## Specific Comments

### Question 1

- (a) Most candidates were able to provide a relevant reason for the statement.
- (b) Candidates needed to show that they understood the meaning of *tairyoku* and how Ototake was able to achieve this by being forced to move around without his wheelchair.
- (c) Candidates needed to understand the structure *te kureru* and how it implies that the recipient of the favour is grateful/appreciative.
- (d) Most candidates obtained the mark for the meaning of *sukoshi nayanda*. However, not all of them were able to identify the dilemma facing Ototake.
- (e) Many candidates did not outline clearly how both Oka sensei and Oto sought to overcome adversity and illustrate with relevant references from the text.
- (f) This question, worth 6 marks, caused the most problems largely because candidates did not clearly identify the issues raised in the exam extract and in the text as a whole. Many candidates wrote a book review or expressed the same idea a number of times. Few candidates demonstrated knowledge of the book and issues raised beyond the three stories set for study.

Candidates are advised to convey the meaning of any Japanese quotations used in the question and be able to relate them to the context of the text. Candidates are also strongly advised to identify issues not only raised and illustrated in the three stories set for study, but also in the novel as a whole. They should therefore study the text in the framework of the three issues prescribed for study in the Extension course and not as isolated stories.

## Part B

### General Comments

In general the level of candidates' performance was excellent, showing a wide variety of responses.

### Specific Comments

A number of candidates showed a detailed understanding of the prescribed text through their ability to reproduce large sections of it. These candidates, however, lacked originality and creativity. Others overcompensated with originality and forgot to draw on the text. The best candidates used their own words to rework the story in a creative way.

Weaker candidates referred only to the extract and made no reference to other sections of the prescribed text. These candidates also had problems with vocabulary, grammar and organisation. Some candidates experienced difficulty with the concept of writing the script of a conversation. Candidates are reminded to read the question carefully.

## Section II – Writing in Japanese

### General Comments

The majority of candidates' responses were of a high standard and most were able to present an argument and support it with relevant ideas. Candidates were able to write the required length and demonstrated a good knowledge of the prescribed issues. However, some candidates used memorised ideas which were not really relevant to the questions. *It is imperative that candidates answer the question.* Another concern is the incorrect use and overuse of structures such as *beki* and *toiwareteiru*.

### Specific Comments

#### Question 3

This question was slightly more popular than Question 4. The best responses had a speech-like feel and not only gave a number of relevant examples of what volunteers do (breadth) but also gave the benefits and subsequent effects (depth) of what they do. For example, some candidates discussed collecting money and sending it to those in need which then leads to equality in the world. Other good responses reflected on the candidate's own involvement in volunteer work and also encouraged the listener to participate.

#### Question 4

Generally, candidates were able to discuss the issue of computers replacing teachers and identifying some of the associated issues. However, some simply gave an explanation of technology in the world and did not directly discuss the issue in the question. Some also focused on technology rather than computers. The best responses outlined some concerns such as the need to have communication between candidates and teachers, teachers as role models, and the problem of not developing social skills.

# Japanese Continuers

## 2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
<b>Oral Examination</b>			
	20	Conversation covering students' Personal World	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
<b>Section I: Listening and Responding</b>			
1(a)	1	The Japanese-Speaking Communities/Living in Japan - advertisement	H3.1
1(b)	2	The Japanese-Speaking Communities/Living in Japan - advertisement	H3.1
2	2	The Individual/Personal World - Message	H3.1
3(a)	2	The Japanese-Speaking Communities/Cultural Life - Conversation	H3.1
3(b)	2	The Japanese-Speaking Communities/Cultural Life	H3.1
4	3	The Changing World/The World of Work - Conversation	H3.1
5	1	The Japanese-Speaking Communities/Travelling in Japan - Announcement	H3.1
6(a)	2	The Individual/Leisure - News Item	H3.1
6(b)	1	The Individual/Leisure - News Item	H3.1
7(a)	1	The Individual/Personal World - Conversation	H3.1
7(b)	3	The Individual/Personal World - Conversation	H3.1
8	1	The Individual/Leisure - Conversation	H3.1, H3.2
9(a)	1	The Changing World/Current Issues - Conversation	H3.1
9(b)	3	The Changing World/Current Issues - Conversation	H3.1
<b>Section II: Reading and Responding</b>			
10(a)	1	The Individual/Daily Life - Letter	H3.1
10(b)	1	The Individual/Daily Life - Letter	H3.1
10(c)	1	The Individual/Daily Life - Letter	H3.1
10(d)	3	The Individual/Daily Life - Letter	H3.1
10(e)	4	The Individual/Daily Life - Letter	H3.1
11(a)	1	The Changing World/Current Issues - Article	H3.1
11(b)(i)	1	The Changing World/Current Issues - Article	H3.1
11(b)(ii)	1	The Changing World/Current Issues - Article	H3.1
11(c)	3	The Changing World/Current Issues - Article	H3.1
11(d)	4	The Changing World/Current Issues - Article	H3.1, H3.2
11(e)	5	The Changing World/Current Issues - Article	H3.1, H3.2
12	15	The Individual/Leisure - Letter	H1.1, H1.2, H1.3, H3.1, H3.2
<b>Section III: Writing in Japanese</b>			
13(a)	6	The Individual/Personal World - Description	H2.1, H2.2, H2.3
13(b)	6	The Individual/Future Plans - Article	H2.1, H2.2, H2.3
14(a)	9	The Japanese-Speaking Communities/Living in Japan - Speech - Script of Speech	H2.1, H2.2, H2.3
14(b)	9	The Changing World/The World of Work - Report	H2.1, H2.2, H2.3

## 2001 HSC Japanese Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies specific time phrases	1

#### Question 1 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Specially identifies the target group	2
• Identifies the target group, ie students	1

#### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the reason for the phone call with all relevant detail	2
• Identifies relevant aspect of the reason for the phone call	1

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

<b>Criteria</b>	<b>Marks</b>
• Clearly identifies the shop and the fact it is new	2
• Identifies a relevant aspect of what caught the girls attention, ie a new shop	1

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

<b>Criteria</b>	<b>Marks</b>
• Clearly and fully identifies the reasons for its popularity	2
• Identifies a relevant reason for its popularity	1

**Question 4***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Accurately completes the form, including at least one reason for applying	3
• Accurately completes some of the form	2
• Identifies one relevant piece of information that completes one space on the form	1

**Question 5***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (C)	1

**Question 6 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Clearly identifies both problems	2
• Identifies one of the problems	1

**Question 6 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
Demonstrates a global understanding of effect	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a global understanding of spoken text without identifying all detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the arrival of the friend and the planned activity with most relevant detail	3
• Identifies the arrival of the friend and the planned activity with some detail	2
• Identifies one relevant aspect of what Taka is looking forward to	1

**Question 8***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (B)	1

**Question 9 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Clearly identifies the issue	1

**Question 9 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates an extensive understanding of the global meaning of spoken text by identifying detail in complex sentences • Demonstrates an extensive knowledge of vocabulary and advanced structures	3
• Demonstrates a global understanding of spoken text identifying most relevant details	2
• Demonstrates a global understanding of spoken text without identifying all relevant detail • Demonstrates a sound knowledge of vocabulary and advanced structures	1



## Section II — Reading and Responding

### Part A

#### Question 10 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the date	1

#### Question 10 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the topic	1

#### Question 10 (c)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies a valid reason	1

#### Question 10 (d)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates understanding of difference between plain form and formal language • Describes each student's situation	3
• Demonstrates understanding of difference between plain forms and formal language • Identifies each student's situation	2
• Identifies each student's location/or recognises different level of language	1

**Question 10 (e)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates understanding of each student's different experiences</li><li>• Explains, with examples, these experiences and each student's response to these</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates understanding of each student's different experiences and his/her response to these</li><li>• Gives examples of these experiences</li></ul>	3
<ul style="list-style-type: none"><li>• Identifies different experiences with limited examples</li></ul>	2
<ul style="list-style-type: none"><li>• Provides a relevant example of each student's response to his/her situation</li></ul>	1

**Question 11 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Identifies one activity</li></ul>	1

**Question 11 (b) (i)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• (B)</li></ul>	1

**Question 11 (b) (ii)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Identifies the reason</li></ul>	1

**Question 11 (c)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the reasons for Japanese purchasing the AIBO	3
• Demonstrates some understanding	2
• Provides one relevant reason	1

**Question 11 (d)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of AIBO's uniqueness	4
• Demonstrates some understanding of AIBO's uniqueness	2 – 3
• Identifies one relevant aspect of AIBO's uniqueness	1

**Question 11 (e)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the author's purpose based on textual evidence	5
• Demonstrates a good understanding of the possible explanations of the author's purpose	3 – 4
• Identifies at least one possible purpose	1 – 2

## Section II — Reading and Responding

### Part B

#### Question 12 (15 marks)

*Outcomes assessed: H1.2, H1.3, H1.4, H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary/kanji and sentence structures</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>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary/kanji and sentence structures</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 information, ideas and/or opinions of the text (includes points)</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary/kanji and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7 – 9
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary/kanji and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	4 – 6
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary/kanji and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>	1 – 3

### Section III — Writing in Japanese

#### Question 13 (a) and Question 13 (b)

*Outcomes assessed: H2.1, H2.2, H2.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Writes descriptively with well-selected information relevant to the demands of the task</li><li>• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary/kanji, tense, adjectives, adverbs and syntax</li><li>• Manipulates language authentically and creatively to describe</li><li>• Sequences and structures information coherently and effectively</li></ul>	5 – 6
<ul style="list-style-type: none"><li>• Writes descriptively to meet the general requirements of the task</li><li>• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary/kanji, tense, adjectives, adverbs and syntax</li><li>• Sequences and structures information effectively</li></ul>	3 – 4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the requirements of the task</li><li>• Demonstrates an elementary knowledge and understanding of relevant vocabulary/kanji, adjectives and adverbs with evidence of the influence of English syntax and vocabulary</li><li>• Demonstrates limited evidence of the ability to organise information</li></ul>	1 – 2

**Section III (continued)**
**Question 14 (a) and Question 14 (b)**
*Outcomes assessed: H2.1, H2.2, H2.3*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary/kanji, tense, mood, syntax</li> <li>• Manipulates language authentically and creatively to persuade and evaluate</li> <li>• Sequences and structures ideas and information coherently and effectively</li> </ul>	8 – 9
<ul style="list-style-type: none"> <li>• Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary/kanji, tense, mood, syntax</li> <li>• Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate</li> <li>• Sequences and structures ideas and information effectively</li> </ul>	6 – 7
<ul style="list-style-type: none"> <li>• Presents information and a range of ideas and/or opinions in order to persuade and evaluate</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary/kanji, tense, mood and syntax</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	4 – 5
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the task</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary/kanji and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	2 – 3
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the requirements of the task</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary/kanji and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words, set formulae and anglicisms to express information</li> </ul>	1

## 2001 HSC Japanese Continuers Marking Guidelines — Oral Examination

**Conversation** (20 marks)

*Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H2.1, H2.3*

### MARKING GUIDELINES

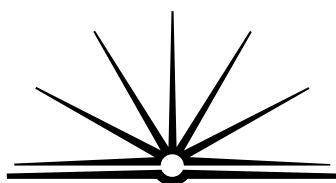
Criteria	Marks
<ul style="list-style-type: none"> <li>Communicates confidently and fluently with correct intonation and pronunciation</li> <li>Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment</li> <li>Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> </ul>	17 – 20
<ul style="list-style-type: none"> <li>Communicates effectively, with some degree of fluency and authenticity</li> <li>Responds with relevant information and a range of relevant opinions and/or comment</li> <li>Responds with a range of vocabulary and structures, but with some minor inaccuracies</li> </ul>	13 – 16
<ul style="list-style-type: none"> <li>Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li> <li>Responds with relevant information and opinions</li> </ul>	9 – 12
<ul style="list-style-type: none"> <li>Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors</li> <li>Presents some relevant information, opinions or ideas</li> </ul>	5 – 8
<ul style="list-style-type: none"> <li>Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax</li> </ul>	1 – 4

# Japanese Extension

## 2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
<b>Oral Examination</b>			
1	5	Group versus the Individual / Media / Peer Pressure	H1.1, H1.2
2	5	Impact of Technology - Monologue	H1.1, H1.2
3	5	Group versus the Individual - Monologue	H1.1, H1.2
<b>Written Examination</b>			
1(a)	1	No-one's Perfect	H2.1
1(b)	1	No-one's Perfect	H2.1
1(c)	2	No-one's Perfect	H2.2, H2.3
1(d)	2	No-one's Perfect	H2.1, H2.3
1(e)	3	No-one's Perfect	H2.1, H2.3
1(f)	6	No-one's Perfect	H2.1, H2.3
2	10	No-one's Perfect - Script of Conversation	H2.1
3	15	Group versus the Individual Co-operation in Society - Script of a speech	H1.1, H1.2
4	15	Impact of Technology on Education & Careers - Essay	H1.1, H1.2





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## 2001 HSC Japanese Extension Marking Guidelines — Oral Examination

**Monologue** (10 marks)

**Questions 1–3**

*Outcomes assessed: H1.1, H1.2*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Presents and develops a sophisticated, coherent argument</li><li>• Demonstrates breadth and depth in the treatment of relevant ideas and information</li><li>• Communicates confidently and fluently with correct intonation and pronunciation</li><li>• Communicates with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	5
<ul style="list-style-type: none"><li>• Presents and develops a coherent argument</li><li>• Demonstrates breadth and some depth in the use of relevant ideas and information</li><li>• Communicates effectively, with some degree of fluency and authenticity</li><li>• Communicates with a range of vocabulary, language structures and complex sentences, but with some inaccuracies of expression or syntax</li></ul>	4
<ul style="list-style-type: none"><li>• Attempts to present and develop a coherent argument</li><li>• Supports the argument with a range of relevant examples</li><li>• Communicates with some degree of fluency, but with repetition and inaccuracies in grammar and vocabulary</li></ul>	3
<ul style="list-style-type: none"><li>• Attempts to present an argument using some relevant information or ideas with limited fluency of presentation</li><li>• Communicates using simple sentences and language structures and a limited vocabulary with pauses and errors</li></ul>	2
<ul style="list-style-type: none"><li>• Communicates some relevant information or ideas with pauses and repetitions</li><li>• Communicates using simple sentences and language structures, set formulae, limited vocabulary with evidence of English syntax and vocabulary</li></ul>	1

## 2001 HSC Japanese Extension Marking Guidelines — Written Examination

### Section I — Response to Prescribed Text Part A

#### Question 1 (a)

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
• Provides one relevant reason for this statement	1

#### Question 1 (b)

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates knowledge of a specific vocabulary item and the ability to relate it to text content	1

#### Question 1 (c)

*Outcomes assessed: H2.2, H2.3*

#### MARKING GUIDELINES

Criteria	Marks
• Understands the use of the language structure “~tekureru” and the implication of its use in the context	2
• Understands the use of the language structure “~tekureru”	1

**Question 1 (d)***Outcomes assessed: H2.1, H2.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates an understanding of the statement and its implications for Ototake</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies what the statement means</li></ul> OR <ul style="list-style-type: none"><li>• Identifies the dilemma facing Ototake</li></ul>	1

**Question 1 (e)***Outcomes assessed: H2.1, H2.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a sophisticated explanation of Ototake and Mr Oka's relationship and how this relationship is representative of people overcoming adversity</li><li>• Responds to and evaluates the extract critically</li><li>• Demonstrates an extensive knowledge by relevant references from the text</li></ul>	3
<ul style="list-style-type: none"><li>• Provides a clear explanation of Ototake and Mr Oka's relationship and how this relationship is representative of people overcoming adversity</li><li>• Demonstrates substantial knowledge of relevant references from the text</li></ul>	2
<ul style="list-style-type: none"><li>• Attempts to explain Ototake and Mr Oka's relationship</li><li>• Demonstrates a limited knowledge of relevant references from the text</li></ul>	1

**Question 1 (f)***Outcomes assessed: H2.1, H2.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Identifies and critically evaluates the issues that are raised in the extract and the text as a whole</li><li>• Presents a detailed explanation of how and the degree to which the extract encapsulates the issues that appear in the text as a whole, and that reflect the issues confronting disabled people</li><li>• Demonstrates an extensive knowledge of relevant references to the text</li></ul>	5 – 6
<ul style="list-style-type: none"><li>• Identifies the issues that are raised in the extract, and the text as a whole</li><li>• Presents a satisfactory explanation of how and the degree to which the extract and the novel reflect the issues that disabled people face</li></ul>	3 – 4
<ul style="list-style-type: none"><li>• Identifies isolated issues relating to the problems confronting disabled people</li><li>• Demonstrates minimal understanding of the interrelationship between the extract and the novel and their relationship with society</li></ul>	1 – 2

**Section I (continued)**  
**Part B**

**Question 2**

*Outcomes assessed: H2.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive and sensitive understanding of the prescribed text</li> <li>• Demonstrates flair and originality in the approach taken</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>	9 – 10
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the prescribed text</li> <li>• Demonstrates some flair in the approach taken</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>	7 – 8
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the prescribed text</li> <li>• Demonstrates a satisfactory control of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	5 – 6
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the prescribed text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Writes within the parameters of the task</li> </ul>	3 – 4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the prescribed text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures</li> </ul>	1 – 2

## Section II — Writing in Japanese

### Question 3 and Question 4

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents and develops a sophisticated, coherent argument, discussion or explanation</li> <li>• Writes effectively and perceptively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and depth in the treatment of relevant ideas</li> <li>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> </ul>	13 – 15
<ul style="list-style-type: none"> <li>• Presents and develops a coherent argument, discussion or explanation</li> <li>• Writes effectively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</li> <li>• Writes accurately using a range of vocabulary and sentence structures</li> </ul>	10 – 12
<ul style="list-style-type: none"> <li>• Attempts to present and develop a coherent argument, discussion or explanation</li> <li>• Writes with some understanding of audience, purpose and context</li> <li>• Supports points with relevant material and examples</li> <li>• Writes using a range of vocabulary and sentence structures</li> </ul>	7 – 9
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Demonstrates the use of appropriate supporting materials</li> <li>• Demonstrates evidence of the use of complex sentences</li> </ul>	4 – 6
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Communicates primarily in simple sentences or set formulae</li> </ul>	1 – 3