

**2004 HSC Notes from
the Marking Centre
Japanese**

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2004 HSC NOTES FROM THE MARKING CENTRE JAPANESE

Beginners

Speaking Skills Examination

Section I – Report and Conversation

Candidates are advised to keep to the time limit of 1–2 minutes for the report. Most candidates were very well prepared.

When answering questions posed by the examiner, candidates should give as much information as possible. Questions using *donna*, *nan no*, *dochira* and *dore* were an area of difficulty for some candidates. Particles and tenses also affected the quality of responses.

Candidates should be prepared to answer questions on their prepared report, as well as general questions taken from any of the themes in the Beginners Course.

Section II – Role Play

Candidates are encouraged to take the initiative in the role-play to show the extent of their knowledge of Japanese and to convey all the relevant information required.

Written Examination

Paper 1: Processing Spoken Information

Part A: Extracting Information from Spoken Passages

Candidates need to read instructions and questions carefully and respond with as much detail as possible. Question 4 (c) proved the most challenging, as many candidates missed the fact that the father did not want to take responsibility for the purchase of the tennis dress.

Vocabulary items that were often not understood by candidates were: *omimai*, *yama ni nobotte*, *kirei na keshiki*, *mimi ga hitotsu dake chairo*.

Part B: Responding to Spoken Passages

The majority of candidates used the correct letter/email format. Many candidates were able to identify the main pieces of information. A number were confused by *booshi* and many thought that *gozen* had something to do with ‘five’.

The kanji for *umi* was often written incorrectly. In the excellent responses, candidates explained why the day of the excursion had been changed.

Better responses were creative and showed an excellent understanding of the spoken passage.

Paper 2: Processing Written Information

Part A: Extracting Information from Written texts

General Comments

Candidates need to read instructions carefully and should also read the English introduction to the text before attempting the questions. Literal translations should be avoided and candidates should infer the meaning from the context. It is also important to provide detail from the text to support an answer. Relevant information should be included, instead of copying out sentences from the reading passages. Many candidates used spoken Japanese forms, which are inappropriate in written texts.

Specific Comments

Text 1

- Many candidates did not understand the word ‘subject’ referred to ‘school subject’.
- It is necessary to distinguish between senior and junior high school when talking about the Japanese education system.
- The kanji for male/female was not well known.
- Candidates were required to do more than list food. The best responses included what they had learned about eating habits with evidence from the survey.
- Many candidates did not recognise the meaning of katakana words.
- There was confusion with the word *mae*, which can have the meaning of ‘before’ and ‘in front of’.
- *Hirugohan wa doo shimasuka* was poorly handled.
- Vocabulary items that caused problems were *hirugohan* and *baiten* which was confused with *konbini*.

Text 2

- Candidates need to know their family members’ vocabulary. Many confused the word ‘aunty’ with ‘grandmother’ and ‘uncle’.
- Some candidates were unable to read basic hiragana leading to the name ‘Naoko’ being transcribed as Haruko/Aruko/Naogo/Naoka. It is also essential to be familiar with Japanese first names and family names, as this was a point of confusion amongst some candidates.

Part B – Responding to written texts

- *kara* and *made* were often confused.
- There were many basic hiragana errors and spelling errors, particularly in words that candidates should be well acquainted with. Candidates should re-read their compositions to correct this.
- *kara* meaning ‘because’ was often used with the wrong sentence structure.

Paper 3: Writing in Japanese

General Comments

The three topics in this section allowed for a range of answers in both linguistic elements and genre.

Specific Comments

- It was very pleasing to see fewer candidates copying large sections from the passages in ‘Extracting Information from Written Texts’ in their writing. Candidates are reminded to read the question carefully and address all points indicated for treatment. They are encouraged to include only information relevant to the chosen topic and demonstrate knowledge of the relevant text type.
- Candidates should be careful not to use incorrect kanji.
- First language interference with use of voiced voiceless sounds were common, as were script errors such as hiragana *re, ne, wa*.

Question 1

- It was pleasing to see so many candidates demonstrate a knowledge of diary text type conventions, and cultural knowledge of Japanese food types.
- Unfortunately many candidates could not express the idea of the ‘first time’ (*hajimete*) correctly and many simply wrote about their food likes and dislikes.
- Many candidates mixed the present and past tense.

Question 2

- This question was chosen by the majority of candidates and was handled quite well. It was pleasing to see so many candidates demonstrate a knowledge of letter text type conventions.
- Candidates used both past and future tense appropriately.
- Many candidates could not express that they had been in Japan for three months (*sankagetsu*).

Question 3

- In general candidates found this question quite challenging. Whilst many displayed a good knowledge of speech text type conventions, they did not include information relevant to the topic.
- Knowledge of the vocabulary item *kinjo* was rare. A number of candidates talked about their neighbours rather than neighbourhood, or a totally irrelevant topic. Many who did describe their neighbourhood simply listed places and did not use a range of senior grammar structures or kanji.
- Many candidates did not write *konnichiwa* correctly.

Continuers

Oral Examination

General Comments

The candidates appeared to have been very well prepared for the examination. Most candidates spoke audibly but, as in previous years, there was a tendency to mumble or trail off, particularly when candidates were unsure of themselves.

On the whole, candidates performed very well and were able to respond appropriately to a range of questions, using a variety of language structures. Candidates are encouraged to expand on their responses where appropriate. However, they need to be aware that they might not be asked questions from all topic areas.

Specific Comments

Candidates need to find a balance between launching into a monologue and answering with a very simple, short answer. It is imperative that candidates answer with depth, demonstrating their varied knowledge of Japanese grammar and vocabulary. Candidates are encouraged to give detail when asked questions using ‘why’. They should pay attention to numbers, amounts, periods of time, question words and relevant particles, as these accounted for frequent errors.

Section I – Listening and Responding

Questions 1–9

General Comments

Candidates should be aware that in the Listening and Responding Section of the examination, their performance will be assessed in relation to the two relevant syllabus outcomes. While some questions will require the transposition of information directly from the texts, others may require candidates to interpret or evaluate the information and its presentation. Where candidates are required to do this, support for any statement made must include textual evidence. Where candidates refer to a technique this must also be linked to the text and explained. Candidates are also reminded that this is a Listening and Responding examination, and as such, they should be familiar with techniques commonly used in verbal communication. These include exaggeration, repetition, engagement with an audience, tone etc.

Questions 1 and 3 included vocabulary from the place names section of the vocabulary list and candidates are advised to be familiar with all sections of the list.

Questions 2 and 3 also contained vocabulary which proved difficult to some candidates, such as *kuuki*, *yogorete*, *mezurashii*.

Question 4 was well done.

In Question 5 the better responses drew conclusions about why Hiroshi would make a good flatmate, and did not just translate sections of the text.

In Question 6, candidates needed to identify the issues referred to in the text. These included unemployment among university graduates and the need for further training.

The better responses in Question 7 not only covered the content of the item thoroughly but also demonstrated a good understanding of the type of person suited to this position, eg having a sense of adventure and being a fit and healthy person.

In Question 8, weaker responses did not accurately define the differing attitudes of the two speakers. Health and social aspects needed to be included.

In Question 9 the best answers identified and gave examples of techniques employed by the speaker, eg flattery, exaggeration, humour. Some common errors which impeded comprehension were the context of *totte* take a video, *tetsudatte* help with video and *agemasu* give you money.

Section II – Reading and Responding

Part A

Question 10

- (a) Many candidates misunderstood *sundara* as it related to where Hiroshi lives. Candidates also had difficulty with the relative clause. In the weaker responses, candidates were unable to read katakana.
- (b) This question proved to be the most challenging question relating to this text. Candidates who translated sections of the text without answering the question did not gain full marks. The best responses explained the context of her decision, ie that she had been told by an Aboriginal elder not to climb Ayers Rock, but she had been wanting to do this for so long, and her sense of guilt. Many candidates did not recognise Keiko as a girl's name, referring to Keiko as 'he'. Candidates had difficulties understanding *ojisan*.
- (c) This question was well answered. However, only very few candidates understood *jibun o mitsukeyoo*. Many candidates just said 'this scenery' without understanding that *kono* referred to the description in the previous paragraph. Better candidates included the 'vastness' of nature in their response.

Candidates should re-read their responses to ensure they make sense. Many responses included contradictory elements.

Question 11

Candidates are encouraged to read the entire passage before attempting the first question. Even though words were drawn for the vocabulary list, candidates did find words in unfamiliar contexts challenging. Questions may not necessarily follow the order of information in the text. As in Question 10, translation alone is insufficient. Understanding of texts may involve more than translation. Any discussion of an aspect of the text must be accompanied by textual evidence. This passage was challenging for many candidates and consequently answers tended to be general and

did not include details of the author's argument. In Question 11 (d) candidates needed to demonstrate an understanding of the author's point of view and present reasons for or against its effective presentation. In the best responses, candidates referred to the logical development of the argument (which they summarised), its presentation and the use of appropriate examples to support the development. Some candidates did refer to aspects of language use but this was not necessary to gain full marks.

Part B

Question 12

This task encouraged creative candidate responses to the stimulus material. Less able answers referred to only simple details from the text. Candidates are advised to read the English directions carefully and respond with as much information as possible. Transcribing large sections of the text and also overusing dictionaries which can result in confused Japanese should be avoided. It is also advisable to practise using squared paper to become familiar with setting out techniques. Common errors included use of *kuru* and *iku*, potential form *korareru*, particles, *te* forms, and starting sentences with *mo* or *to* instead of using an appropriate conjunction.

Section III – Writing in Japanese

Question 13

Questions targeting the full range of candidates including Band 6 performance, typically require candidates to 'summarise, interpret or evaluate information' and will require more than a literal translation of the text. In answering such questions, candidates may be required to address not just 'what' but also 'why' or 'how'. These questions may require candidates to demonstrate a knowledge of the techniques used by writers to present an argument, persuade, etc.

Generally, candidates were able to write relevant material on the topic, with the majority choosing question 13 (b). Candidates are advised to keep within the 200–300ji recommended length. It is recommended that, prior to the examination, candidates practise using the new style of *genkooyooshi* and ensure that full stops, commas and inverted commas are correctly used. Non-syllabus kanji should not be copied directly from the dictionary. Similarly, candidates should not use words looked up in a dictionary unless they are confident they can use them accurately and authentically. Such words cause confusion when they are used out of context.

Candidates should demonstrate a sound knowledge of advanced structures and pay special attention to tense. Spelling is an area in which many candidates need to take care, particularly with double consonants, long vowels and katakana words. Grammatical accuracy is also very important, the most common mistakes being incorrect usage of tenses (particularly with *i* adjectives).

Time should be allocated evenly amongst all parts of the paper, ensuring that the composition is well-rounded, not stopped mid-sentence due to lack of time. Candidates are reminded to write clearly and neatly so that responses are legible.

Question 14

- (a) In the better responses candidates not only described school life but also reflected on what had made it the best years of their lives. The texts were coherent and had a good introduction and conclusion. The correct use of conjunctions such as *mazu*, *sorekara*, *sono ue* contributed to the sense of a logical development of an argument.
- (b) Candidates are reminded that they must answer all parts of the question. In this task, policies about both uniform and rules needed to be referred to and furthermore, suggestions for improvement needed to be included.

Overall, this question was not as successfully answered as part (a). Many candidates had difficulty expressing clearly and accurately their suggestions for change. Some weaker responses consisted of a prepared response describing school rules.

Many candidates repeated their use of a particular structure such as *nakereba narimasen*. Candidates are advised that they should demonstrate use of a variety of structures.

Extension

Oral Examination

Question 1

Overall candidates were able to speak sufficiently about the use of the internet in education, including information such as chatting with Japanese penfriends online, using the internet to undertake research etc. Fewer candidates discussed the role of the internet on careers, although some discussed the benefits of being able to use the internet to work from home. Better responses argued how the internet affected education and careers rather than just discussing how the internet was used. Some candidates just focused on technology in general.

Question 2

Overall candidates were able to discuss the topic. Many argued that pocket money actually fostered independence as they needed to be responsible with it, rather than just relying on parents. Many used personal examples to support their argument.

Question 3

Many candidates argued against the statement, saying that bullying is not a problem thanks to such programs as peer support or being able to discuss bullying with teachers.

Written Examination

Section I – Prescribed Text

Part A Question 1

General Comments

This year, Extension candidates found the paper more challenging than in previous years. Problems mostly arose from candidates' not addressing all aspects of a question.

Specific Comments

- a) Most candidates were able to identify Oto's attitude as one of gratitude and were able to support this with evidence from the text.
- b) Most candidates understood what the expression meant but in the weaker responses candidates did not relate the quote to the stereotypical views in Japanese society of educating children with disabilities and to Oto's view of this perspective.
- c) This question caused candidates some degree of difficulty because they did not successfully identify aspects of Oto's personality, which could be supported by language evidence in the extract. Most candidates outlined his point of view as expressed in this extract but did not successfully identify aspects of his personality. Candidates need to understand that language reference can encompass not only grammar structures but also vocabulary and punctuation such as parentheses and quotation marks. Candidates referred to Oto's humility, empathy, compassion, appreciation of the help received, his forthrightness and strength of character.
- d) The best responses addressed the main features of this question: Most candidates interpreted 'critique' in a negative sense but were not penalised for this. Candidates were expected not only to refer to the extract but also to give substantial examples from the whole text. Many candidates only referred to the extract or gave isolated examples from the four stories studied. Candidates needed to show an understanding of the whole text by referring to incidents other than those in the prescribed stories.

Part B Response to Prescribed Text

Most candidates demonstrated cultural sensitivity in their use of colloquial Japanese and appropriate conversational expressions to write for a specific context.

In order to meet the requirements of the task, candidates must demonstrate their understanding of the prescribed text by relating their response to the given extract. Many responses demonstrated flair and originality in their approach but failed to provide specific and detailed examples from the text. The better responses showed creativity through the manipulation of language with relevant content based on the text. They included evidence of knowledge of the story as a whole without reproducing large sections verbatim.

The majority of candidates demonstrated a good control of natural conversational Japanese and managed to incorporate a variety of appropriate expressions such as *hisashiburi* and *natsukashii* as

well as *aizuchi* to write in conversation format. Candidates are expected to present the conversation clearly on *genkooyooshi*.

Section II – Writing in Japanese

The overall standard was very good. Better responses had a number of points to discuss which supported the candidates' argument (breadth) with appropriate and detailed examples (depth). Furthermore, such candidates used relevant information that was continually linked back to the question.

Candidates are reminded that this section requires an argument supported by appropriate evidence presented logically. Irrelevant information or argument detracted from the general impression of the weaker responses.

Specific Comments

Question 3

Overall, this question was handled well with candidates talking about their own experiences. Some candidates, however, wrote about migrants, bullying and other topics without linking these examples to the question.

Question 4

Many candidates misinterpreted the question and wrote about why families' sizes are getting smaller rather than the impact it has on family life and society. Impact on both family life and society had to be addressed in order to maximise marks.

Background Speakers

Section I – Listening and Responding

General Comments

Most candidates demonstrated a good understanding of the texts. However, a number of responses did not meet the requirement due to lack of understanding of questions. Candidates should read questions thoroughly not only in Japanese but also in English before they attempt answers.

Specific Comments

Part A

- (a) This question was handled well.
- (b) The majority of the candidates indicated that they understood the difference between each speaker's opinion. However, weaker responses did not support their answers by providing detailed textual reference.
- (c) Many candidates referred to techniques but did not explain their effectiveness. Very few responses included an appropriate conclusion to the argument presented.

Part B

Section II – Reading and Responding

General Comments

Some candidates referred to the first text only and discussed 'Japan and international competition'. This task required candidates to compare and contrast. Overall, candidates demonstrated that they had understood the text well. Better responses demonstrated an insightful understanding of the text as a whole. Weaker responses had few appropriate references.

Specific Comments

Question 3

- (a) This was generally done well. However, some candidates only provided reasons why the Ostrich broke his silence, rather than why he kept silence until the end.
- (b) Many candidates explained the significance of the Ostrich's eyes with at least one textual reference.
- (c) Most responses did not refer to the fable's effectiveness.

Question 4

Many candidates demonstrated a good understanding of the two poems. However, less than half of the responses met all three requirements (the styles, the themes and the author's opinions).

Part B

Question 5

Many candidates did not see the link between ‘tattoos’, ‘body piercing’ and pressure on young people presented in the text and only gave their opinion about ‘tattoos’ and ‘body piercing’. Candidates are sharply reminded of the need to specifically address audience and/or purpose and/or context, if included in these questions. Before responding to the text in this question, candidates should be very clear about the issues referred to in the text. They may wish to underline sections of the text or list these.

Section III – Writing in Japanese

Question 6, 7 and 8

General Comments

The majority of the candidature chose question 8. Their experience in Australia that related to the topic in their answers should have been included in their answer for all questions.

Question 6

Most candidates misunderstood the topic: ‘Impact of the changing society on the individual’ and presented their experiences when they moved to Australia.

Question 7

The better responses showed an awareness of global issues of the environment.

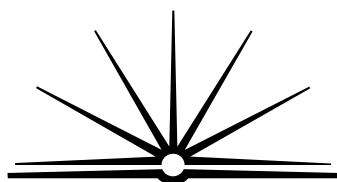
Question 8

Many candidates used ‘mobile phones’, ‘the internet’ and ‘computers’ as examples of technology but many arguments lacked depth.

Japanese Continuers

2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Written Examination			
Section I — Listening and Responding			
1	1	Leisure travelling in Australia — phone message	H3.1
2	2	Travelling in Japan — weather report in news	H3.1
3	2	Travelling in Japan — conversation	H3.1
4	1	Personal world — conversation	H3.1
5	3	Personal world — phone message	H3.1, H3.2
6	3	World of work — conversation	H3.1, H3.2
7	4	World of work — announcement	H3.1, H3.2
8	4	Leisure — conversation	H3.1, H3.2
9	5	Current issues — advertisement	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part A			
10 (a)	2	Personal world — letter	H3.1
10 (b)	4	Personal world — letter	H3.1, H3.2
10 (c)	5	Personal world — letter	H3.1, H3.2
11 (a)	3	Current issues — article	H3.1, H3.2
11 (b)	4	Current issues — article	H3.1, H3.2
11 (c)	1	Current issues — article	H3.1, H3.2
11 (d)	6	Current issues — article	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part B			
12	15	Future plans — speech/email	H1.2, H1.3, H2.1, H2.3, H3.1
Written Examination			
Section III — Writing in Japanese			
13 (a)	6	Current issues — note	H2.1, H2.2, H2.3
13 (b)	6	Personal world — letter	H2.1, H2.2, H2.3
14 (a)	9	Leisure — speech	H2.1, H2.2, H2.3
14 (b)	9	Cultural life — report	H2.1, H2.2, H2.3



B O A R D O F S T U D I E S
NEW SOUTH WALES

2004 HSC Japanese Continuers Marking Guidelines — Oral Examination

Conversation

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

MARKING GUIDELINES

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

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

Criteria	Marks
• (C)	1

Question 5*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of Hiroshi's suitability as a room-mate	3
• Demonstrates some understanding of Hiroshi's suitability as a room-mate	2
• identifies at least one aspects of why he would be a good room-mate	1

Question 6*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies a comprehensive understanding of the issues	3
• Identifies some of the issues	2
• Demonstrates limited understanding of the issues	1

Question 7*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the targeted audience	4
• Demonstrates some understanding of the targeted audience	2–3
• Demonstrates a limited understanding of the targeted audience	1

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

Criteria	Marks
• Demonstrates an extensive understanding of the opinions	4
• Demonstrates some understanding of the opinions	2–3
• Demonstrates limited understanding of the opinions	1

Question 9*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the way in which the advertisement appeals to its target audience	5
• Explains some techniques used in the advertisement to make it appealing to the target audience	3–4
• Shows limited understanding of the techniques and their effects	1–2

Section II — Reading and Responding

Part A

Question 10 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the reasons given	2
• Demonstrates a partial understanding of the reasons given	1

Question 10 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of her feelings	4
• Demonstrates some understanding of her feelings	2–3
• Identifies some relevant information	1

Question 10 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates perceptive understanding of the impact on her plans	5
• Demonstrates some understanding of the impact on her plans	3–4
• Demonstrates limited understanding of the impact on her plans	1–2

Question 11 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the purpose of the first paragraph	3
• Outlines some elements of the purpose of the first paragraph	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the references to shopping	4
• Shows partial understanding of the references to shopping	2–3
• Shows limited understanding of the references to shopping	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of the effectiveness or otherwise, of the way in which the point of view is presented	5–6
• Demonstrates some understanding of the effectiveness or otherwise, of the way in which the point of view is presented	3–4
• Identifies some relevant information	1–2

Section II — Reading and Responding

Part B

Question 12

Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1

MARKING GUIDELINES

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

Section III — Writing in Japanese

Question 13

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

MARKING GUIDELINES

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

Section III (continued)

Question 14

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

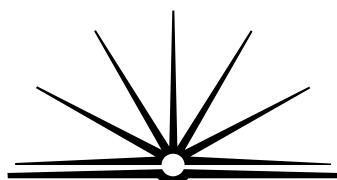
MARKING GUIDELINES

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

Japanese Extension

2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
1	5	Impact of technology — monologue	H1.1, H1.2
2	5	Group versus the individual — monologue	H1.1, H1.2
3	5	Overcoming personal difficulties — monologue	H1.1, H1.2
Written Examination			
Section I — Response to Prescribed Text			
Part A			
1 (a)	2	<i>Gotaifumanzoku</i>	H2.1
1 (b)	4	<i>Gotaifumanzoku</i>	H2.1, H2.2, H2.3
1 (c)	4	<i>Gotaifumanzoku</i>	H2.1, H2.2, H2.3
1 (d)	5	<i>Gotaifumanzoku</i>	H2.1, H2.2, H2.3
Written Examination			
Section I — Response to Prescribed Text			
Part B			
2	10	<i>Gotaifumanzoku</i> — conversation	H2.1
Written Examination			
Section II — Writing in Japanese			
3	15	Overcoming personal difficulties — speech	H1.1, H1.2
4	15	Group versus the individual — formal letter	H1.1, H1.2



B O A R D O F S T U D I E S
NEW SOUTH WALES

2004 HSC Japanese Extension Marking Guidelines — Oral Examination

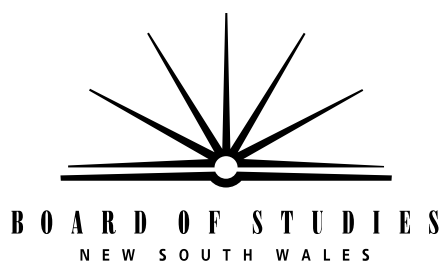
Monologue

Questions 1–3

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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



2004 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 a comprehensive description of his attitude	2
• Provides a limited description of his attitude	1

Question 1 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Provides a perceptive and detailed comment on the expression	4
• Provides a detailed comment on the expression	2–3
• Demonstrates some understanding of the expression	1

Question 1 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sophisticated and extensive knowledge of vocabulary and language to show perceptive understanding of Ototake's personality	4
• Demonstrates substantial knowledge of vocabulary and language used in the extract showing good understanding of Ototake's personality	2–3
• Demonstrates a limited understanding of the vocabulary and language used in the extract showing limited understanding of Ototake's personality or point of view	1

Question 1 (d)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of and a detailed analysis of how successfully <i>Gotaifumanzoku</i> serves as a critique of Japanese society with reference to this extract and the extract as a whole	5
• Demonstrates some understanding of the relevance of <i>Gotaifumanzoku</i> as critique of Japanese society	3–4
• Demonstrates some understanding of <i>Gotaifumanzoku</i> as critique of Japanese society	1–2

Section I — Response to Prescribed Text

Part B

Question 2

Outcomes assessed: H2.1

MARKING GUIDELINES

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

Section II — Writing in Japanese

Questions 3 and 4

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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

Japanese Background Speakers

2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Listening and Responding			
Part A			
1 (a)	1	The role of leisure in the young person's world — discussion	H3.1
1 (b)	3	The role of leisure in the young person's world — discussion	H3.1, H3.2, H3.4
1 (c)	6	The role of leisure in the young person's world — discussion	H3.1, H3.2, H3.3, H3.6, H3.7, H4.1
Section I — Listening and Responding			
Part B			
2	10	Japan and the international community — speech/discussion — essay	H2.1, H2.3, H3.2, H3.4, H3.5
Section II — Reading and Responding			
Part A			
3 (a)	3	<i>Dacho</i>	H2.1, H3.1, H3.2
3 (b)	5	<i>Dacho</i>	H2.1, H3.2, H3.3, H3.7, H3.8
3 (c)	7	<i>Dacho</i>	H2.1, H3.2, H3.7, H3.8
4	25	<i>Kaze and zoo o shiranai Africa no kodomotachi</i>	H2.1, H3.1, H3.2, H3.7, H3.8
Section II — Reading and Responding			
Part B			
5	15	Pressures on young people today — article/journal entry	H1.2, H2.1, H2.3, H3.8
Section III — Writing in Japanese			
6	25	The impact of a changing society on the individual — speech	H2.1, H2.2, H2.3, H2.4,
7	25	Preserving the environment — speech	H2.1, H2.2, H2.3, H2.4,
8	25	The impact of technology — speech	H2.1, H2.2, H2.3, H2.4,



2004 HSC Japanese Background Speakers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Clearly identifies the speakers	1

Question 1 (b)

Outcomes assessed: H3.1, H3.2, H3.4

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the views expressed by the two speakers about the licence fee	3
• Demonstrates some understanding of the views expressed by the two speakers about the licence fee	2
• Demonstrates a limited understanding of the views expressed by the two speakers about the licence fee	1

Question 1 (c)*Outcomes assessed: H3.1, H3.2, H3.3, H3.6, H3.7, H4.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the way the speakers use the techniques to persuade the audience	5–6
• Demonstrates a sound understanding of the way the speakers use the techniques to persuade the audience	3–4
• Displays a limited knowledge and understanding of the text	1–2

Section I — Listening and Responding

Part B

Question 2

Outcomes assessed: H2.1, H2.3, H3.2, H3.4, H3.5

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 texts• 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 texts 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: H2.1, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed and perceptive explanation of the reason for the ostrich's silence and breaking of the silence	3
<ul style="list-style-type: none">Demonstrates some understanding of the ostrich's silence and breaking of the silence	2
<ul style="list-style-type: none">Identifies some relevant information	1

Question 3 (b)

Outcomes assessed: H2.1, H3.2, H3.3, H3.7, H3.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Demonstrates an insightful understanding of the significance of the ostrich's eyes	5
<ul style="list-style-type: none">Demonstrates a thorough understanding through the significance of the ostrich's eyes	3–4
<ul style="list-style-type: none">Demonstrates some understanding through the significance of the ostrich's eyes	1–2

Question 3 (c)

Outcomes assessed: H2.1, H3.2, H3.7, H3.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a highly developed and perceptive ability to interpret the storyPresents a thoughtful case outlining the effectiveness or non-effectiveness of the story as a fable	7
<ul style="list-style-type: none">Demonstrates a good ability to interpret the storyOutlines a case for the effectiveness or non-effectiveness of the story as a fable	5–6
<ul style="list-style-type: none">Demonstrates some understanding of the meaning of the textComments on the effectiveness of the story	3–4
<ul style="list-style-type: none">Identifies some understanding of the story as a fable	1–2

Section II — Reading and Responding

Part A (continued)

Question 4

Outcomes assessed: H2.1, H3.1, H3.2, H3.7, H3.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a highly developed ability to analyse the two poems• Demonstrates a perceptive and insightful ability to analyse the way in which language is used in the two poems• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts	20–25
<ul style="list-style-type: none">• Demonstrates the ability to analyse the two poems• Analyses the way in which language is used in the two poems• Composes an effective argument with appropriate textual reference	15–19
<ul style="list-style-type: none">• Demonstrates the ability to identify and discuss the two poems• Discusses ways in which language is used to portray the two poems• Supports the discussion of the question with some appropriate textual reference	10–14
<ul style="list-style-type: none">• Identifies, with some elaboration, examples of the influence of either of the two poems• Identifies some examples of the way in which language is used in either of the two poems• Attempts to compose an argument with reference to the text	5–9
<ul style="list-style-type: none">• Identifies some ideas and information relevant to the influence of either of the two poems• Demonstrates some ability to structure and sequence ideas	1–4

Section II — Reading and Responding

Part B

Question 5

Outcomes assessed: H1.2, H2.1, H2.3, H3.8

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

Questions 6–8

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

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