

**2006 HSC Notes from
the Marking Centre
Japanese**

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2006 HSC NOTES FROM THE MARKING CENTRE

JAPANESE

Introduction

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 2006 Higher School Certificate Examinations, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It should be read along with the HSC examination papers, the HSC Standards Packages and the Marking Guidelines. Teachers and candidates are reminded of the importance of remaining conversant with the current syllabus, the *ACE Manual* and *Board Bulletin* notices. In particular, teachers and principals should note carefully the rules governing the conduct of oral examinations.

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. As in previous years, the best responses came from candidates who were well prepared.

When answering questions posed by the examiner, candidates should try to expand their responses and give as much information as possible. Candidates need to be careful to use correct particles and tenses, as this can affect the overall impression of the response. Candidates should try to link sentences with conjunctions such as *ga*, *demo* and *dakara*.

Candidates may find it useful to use an object, picture or photograph as a visual stimulus. However, this item must be free of any Japanese script.

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

Section II – Role-Play

Candidates are encouraged to take the initiative in the role-play to demonstrate their knowledge of Japanese language structures and vocabulary, and to convey all the relevant information required of the task.

It is important that the role-play flows and is natural. The use of expressions, such as, *soo desu ka*, *ii desu ne* and *hai*, *wakarimashita*, will keep the conversation flowing and give candidates time to think of the next response.

Written Examination

Paper 1: Processing Spoken Information

Part A: Extracting Information from Spoken Passages

General Comments

Candidates are advised to read instructions and questions carefully and respond with as much relevant detail as possible.

Specific Comments

Passage 1

In the best responses, candidates mentioned not only location, but also the class that the female speaker would be attending.

The most commonly missed vocabulary item was *hidarigawa*.

Passage 2

Most candidates understood this question. Candidates are reminded to only tick one box in a multiple-choice response.

Passage 3

Generally candidates' responses demonstrated a thorough understanding of the vocabulary of the elements of weather.

Passage 4

A number of candidates had difficulty with the vocabulary item, *hisa*, which was often not understood. However, the phrase, *hone o otta n desu*, was understood by the majority of candidates.

Passage 5

In the best responses, candidates justified their answers by giving relevant details from the text.

Passage 6

This question required candidates to draw conclusions and support their responses with information from the text. Candidates' responses indicated a thorough knowledge of vocabulary such as: *ichiban ii*, *yuumei*, *rekishi* and *keizai*.

Part B: Responding to Spoken Passages

Candidates should be aware of the type of written text required, to ensure that their response is appropriate. The majority of candidates addressed their email to Tomoko, as instructed, but missed the name Fumiko as the correspondent.

In the better responses, candidates wrote creatively, incorporating most of the relevant information with a high level of independence from the original texts. These responses also demonstrated an accurate and appropriate use of vocabulary and linguistic structures.

In the weaker responses, candidates did not use the appropriate linguistic structures required for writing an invitation. Many did not include relevant information supporting the invitation, such as the time of the meeting, the meeting place for the shopping trip, the nature of the sale or the type of shopping opportunities.

Candidates should ensure that they are able to write *katakana* accurately and use particles correctly. Many candidates wrote *gakkoo ni ikimasu* instead of *gakkoo de aimasu*.

Paper 2: Processing Written Information

Part A: Extracting Information from Written Texts

General Comments

Candidates need to provide detailed, relevant information to support their answers. Vocabulary items written in *katakana* were not always accurate. Candidates should ensure they have a thorough knowledge of both humble and polite forms of vocabulary for members of the family. In the weaker responses, candidates tried to predict possible answers based on the English questions, without reference to the text.

Specific Comments

Text 1

- The *kanji* for Kyoto and Tokyo was frequently confused.
- The *kanji* for *han* was frequently not understood.

Text 2

- Most candidates understood the multiple-choice question.
- Most candidates did not understand the name of the homestay family.
- In the better responses, candidates provided relevant detail in relation to what Keiko ‘enjoyed most’.
- The word *oji* was often misinterpreted as ‘grandfather’ and *pan* was translated as ‘pie’ rather than ‘bread’ by a number of candidates.

Text 3

- Vocabulary items such as: *ani*, *doraibu*, *okashi* proved challenging.
- Most candidates did not understand *mise no sooji*, *yametai* and *chotto taihen*.

Part B: Responding to Written Texts

General Comments

Candidates' responses were generally sound. The better responses were creative and demonstrated independence from the original texts. However, some candidates attempted to answer the question without referring to the texts at all. In the weaker responses, candidates copied the original text without attempting to understand the purpose of the task.

It is important that candidates include details of both texts in their response. As in previous years, many candidates did not use *genkooyoshi* correctly.

Specific Comments

- The words *shuppatsu* and *toochaku* were not understood by many candidates. Some candidates tried to make a verbal ending rather than using *suru*.
- There was a misspelling of basic words such as *konnichi wa* and *minasan*.
- Past tense of adjectives was poorly understood.
- *Kanji* was generally well written and understood.
- Many candidates wrote *tsumorimasu* instead of *tsumori desu*.

Paper 3: Writing in Japanese

General Comments

Candidates demonstrated a good ability to write on the chosen topic. Questions 2 and 3 were the most popular. Better responses were creative and did not borrow from material used in the reading texts in Paper 2. Sentence structure in the better responses was generally varied. However, conjunctions could be used more often to connect ideas and improve the overall sequencing and style of writing. Candidates need to ensure that *kanji* are used in the appropriate context.

Specific Comments

In the better responses for Question 1, candidates were able to express that it was their first day in Japan. In Question 2, some candidates listed their daily routine rather than addressing the topic of school life in Australia. In the better responses for Question 3, candidates used present or past tense to express what 'they have been doing in Australia.'

Continuers

Oral Examination

General Comments

Candidates were well prepared for this examination. Most candidates spoke audibly and confidently. Candidates are reminded to try to maintain a good volume even if unsure of the language they are using.

Generally candidates performed well and gave appropriate responses to a wide range of questions, using a variety of vocabulary and language structures. Candidates are encouraged to answer questions thoughtfully in order to demonstrate a depth of treatment of the material where possible. Candidates should be aware that the examination is not predictable and they may not be asked questions in every topic area.

Specific Comments

Candidates are reminded that the task requires them to respond to questions, and their responses should be natural rather than a rehearsed monologue. Candidates should practise giving responses in an interview situation and should be prepared to use a range of language structures. Candidates should take care when using particles, numbers, amounts and expressions of time. They should also pay attention to correctly understanding question words.

Section I – Listening and Responding

Questions 1–8

General Comments

In the Listening and Responding section of the examination candidates are assessed in relation to the two relevant syllabus outcomes. While some questions will focus on an understanding of the content of the texts, others may require candidates to interpret or evaluate the information and its presentation. Where candidates are required to do this, they should support their answers with evidence from the text. When candidates refer to language techniques, reference should be made to the text and should be explained. Candidates are encouraged to practise listening to spoken texts for grammatical detail, such as tense.

Candidates should use the breaks between the questions to check that they have correctly transcribed information from the ‘Notes’ column to their written response. Candidates can sometimes omit relevant information, even though it would appear that the text was understood.

Specific Comments

- In Question 3, some candidates did not understand the word *seki* and translated this as ‘cough’ or ‘responsibility’. Candidates should consider the context of words within the spoken text.
- In Question 4, candidates were asked to draw a conclusion. However, many candidates simply gave a translation of what they had heard.
- In Question 5, some candidates misinterpreted *yakunitatsu* as ‘baseball’.

- In Question 7, many candidates confused the word for ‘volunteer’ with a fictitious country in Africa, Boranta or Borantia.
- Candidates should be aware of the importance of contextual information when deciphering meaning. *Jishin* can mean ‘earthquake’, as it did in this context, or it can mean ‘confidence’.
- A number of candidates translated the word *ryooshin* as ‘cooking’.

Section II – Reading and Responding

Part A

Question 9

- (a) It is important that candidates have a working knowledge of the geography of Japan, as this can otherwise cause confusion – eg many attempts were made to translate the place name of Nikkoo. Other common errors occurred with the understanding of numbers and place names.
- (b) In the better responses, candidates were able to explain Ken’s initial attraction. Candidates are advised to read the question carefully, as many candidates simply stated what was in the guidebook without drawing any conclusions. Some candidates also confused the word *seikatsu* with *katsudoo*.
- (c) This question was sometimes misunderstood. In the weaker responses, candidates simply listed all Ken’s disappointments, rather than explaining why he should or should not be disappointed.

Question 10

- (a) In many responses, candidates gave full descriptions of the diet and the environment but omitted the benefit of longevity.
- (b) Most candidates understood what the aged did for the young and what the young learnt from the aged. However, a number of candidates failed to mention that old people had a sense of purpose as a result of their relationship with the young. *Mokute ki ga aru* was not well understood.
- (c) A common error was the translation of *daininki* as ‘adult feeling’ rather than ‘very popular’. A number of candidates described the products, rather than discussing their appeal.
- (d) Many candidates summarised the healthy lifestyle in Article 1 and then gave a summary of the unhealthy products in Article 2, but did not always draw a conclusion about the intention of placing the articles on the same page.

Part B

Question 11

Candidates were generally able to understand the text. Many candidates were able to demonstrate understanding of the details in the passage, although relatively few clearly understood the problem of the bikes and cars parked outside or the inability to pass by the rubbish.

Candidates are reminded to address the issues raised in the text and attempt to deal with them in some depth. Candidates should note the text type required and write appropriately. While most candidates recognised the letter format, many candidates failed to address their letter correctly, omitting *san* or *sama*. In the better responses, candidates explained the party briefly, addressed the main issues in some detail and used accurate language. In some responses, tenses were widely confused and particles were also problematic. A number of candidates used senior structures inappropriately, in order to include as many as possible, which led to poor cohesion and coherence of text. Common errors included the misspelling of *gomen nasai*.

Section III – Writing in Japanese

Question 12

Question (a) was the more commonly answered question. Candidates need to read the requirements of each task very carefully. In some responses to Question (b) candidates wrote about their future plans and what they would be doing in twenty years' time, rather than 'A day in my life twenty years from now'.

Candidates should try to write within the word limit of 200–300 *ji* and plan their responses so that they flow well and are sequenced. A thorough knowledge of the use of *genkoo yooshi* is required.

Common errors included mixing plain form and polite form, and errors in tenses.

Question 13

Candidates made relatively equal attempts at Questions (a) and (b). In Question (a) a number of candidates needed to be more specific in setting the context. Some candidates thought they were to teach Japanese language and culture in Australia, while others interpreted the job as explaining to Japanese people how Japanese is taught in Australia. Still other candidates thought, as English speakers in Japan, that they were promoting the teaching of English in Japan. In Question (b) many candidates wrote about 'Schoolies Week' rather than evaluating the concept.

Common errors included ~ *tai* as a verb: *taimasu*, using *to* to join adjectives, incorrect use of ~*nagara*, ~*ta koto ga arimashita* instead of ~*ta koto ga arimasu*, and incorrect use of *tame ni*.

Extension

Oral Examination

Most candidates were well prepared and demonstrated knowledge of a wide range of vocabulary and structures relating to the prescribed issues. Candidates should be reminded that the approximate speaking time for each question is 2 minutes, as prolonged responses can tend to include irrelevant information or ideas that hinder the coherent development of an argument.

Successful responses directly answered the question, clearly identified the argument, and were supported with relevant examples/reasons. A number of candidates mentioned a counter-opinion to their own opinion without refuting it, which left their argument incomplete.

Candidates are advised to read questions carefully and to plan, present and support their view in response to the question. In some responses candidates started with relevant prescribed issues as supporting examples but then deviated from the question as they continued.

Most candidates attempted Question 1. Question 2 and 3 was chosen by roughly equal numbers of candidates.

Question 1

The majority of the candidates attempted this question. Although it was the most popular question, many candidates spoke too much about mobile phones or technology in general and were unable to develop their view concisely and coherently. Excellent responses, agreeing or disagreeing, ensured that the focus remained on ‘mobile phones with cameras’ and their impact on the society.

Violation of privacy and breach of copyright were often cited by candidates who agreed on the ban of mobile phones with cameras, while convenience was the main factor for those who disagreed with the stimulus statement.

When disagreeing, many candidates had difficulty in changing the statement from *kinshi shita houga ii* to *kinshi shinai hoo ga ii*.

Some candidates talked about mobile phones and cameras separately.

Question 2

This question required the definition of individual freedom, as well as proving whether it is decreasing or not decreasing in Australia. Most candidates who attempted this question agreed with the stimulus statement. However, they interpreted ‘individual freedom’ as ‘freedom to be an individual’, therefore using peer pressure and bullying as supporting examples. In successful responses candidates linked increasing pressure from peers, parents and society to the cause of decreasing freedom for individuals.

The candidates who disagreed successfully used examples such as equal opportunities regardless of gender, and multiculturalism as proof of respect to individuality. However, many candidates struggled to link examples to individual freedom.

Kojin was misread by many candidates. Although *fujiyuu* appears in the prescribed text, *jiyuu* does not. Some candidates had difficulty in reading *yuu* as in *jiyuu*.

Question 3

Almost all candidates who attempted this question agreed with the stimulus statement. However, some focused on the idea that ‘you can overcome difficulties’, not ‘any difficulty’, and some chose to place an emphasis on the importance of ‘determination’. Many used the story of *Gotaifumanzoku* as examples, demonstrating a comprehensive understanding of vocabulary and expressions used in the stories. In successful responses, candidates mentioned the different types of difficulties Ototake faced and sufficiently explained how he overcame them through determination. In the weaker responses, candidates failed to mention a variety of difficulties and/or how he overcame them.

Some candidates chose to use their own experiences, such as the difficulties they faced as migrants or exchange candidates. Marks were awarded to those who sufficiently explained that they were determined and made an effort to overcome difficulty/difficulties.

Many candidates had difficulty in recognising the word *norikoeru*.

Written Examination

Section I – Response to Prescribed Text

Part A

Question 1

General Comments

Candidates demonstrated a good understanding of the questions and were able to include examples, beyond the four prescribed extracts, to support their responses.

Specific Comments

- a) Most candidates were able to demonstrate their understanding of the suggestion and then identify Oka Sensei's intention of giving Ototake a job to 'compensate' for the things he could not do. In the better responses, candidates identified the idea that this suggestion would give Ototake a 'sense of self worth' and not make him feel inadequate or inferior.
- b) Most candidates were able to identify some language features in lines 6–12 and comment on how these reflected Ototake's character. The majority of responses focused on the use of rhetorical questions *daroo ka* and Ototake's doubt or uncertainty, and the use of *yarimasu* linking with the expression *futatsu henji* in order to show his impulsive, confident nature. In perceptive responses, candidates were able to identify the use of the double negative and Ototake's curious nature, as well as the decision to use *tsukaikonasu* instead of *tsukau* to demonstrate his determination at being great at this new challenge.
- c) Most candidates understood the meaning of the quotation and were able to identify that the relationship between Oka Sensei was a friendly/close relationship, more than the typical teacher–student one. The majority of candidates focused on the choice of the word '*shachoo*' to show the respect/trust/belief between the two, as well as the use of the plain form to indicate the friendliness. In the better responses, candidates were able to identify the encouragement offered to Ototake through the use of *ganbatte* as well as the notion of Ototake helping the class by the use of *te kure*. In the weaker responses, candidates either did not analyse the relationship, with reference to the quotation given, or simply retold the story and the things that Oka Sensei did for Ototake.
- d) In many responses, candidates wrote a great deal explaining Oka's approach to Ototake and missed the focus of the question, which required them to focus on 'other responses'. In the weaker responses, candidates outlined the approach of Oka and Takagi but did not refer to the idea of 'difference' in Japanese society. In the better responses, candidates outlined a number of approaches that were evident throughout the novel as a whole. For example, from both Oka and Takagi, Ototake's parents, his classmates, parents and other candidates, as well as the teachers' approach to Yatchan. These candidates clearly linked the approach to a reflection of Japanese society and the way it views those who are 'different'. That is, that those who do not conform to the expectation of society are segregated and labelled unfairly, coming up against the 'barriers' that they are so strongly trying to remove.

Part B

Candidates responded appropriately with relevant expressions in accordance with the text type. In order to meet the requirements of the task, candidates needed to demonstrate their understanding of the extract and respond with relevant references to the text. Candidates are advised to focus on the issues presented in the extract and not on the more general issues of the novel. In the better responses, candidates discussed the merits of attending a 'regular' school versus a 'special' school, with specific reference to Ototake's experiences.

Candidates are required to write approximately 400 *ji* and should therefore be succinct in their writing. Candidates should not regard this question as a creative writing task and should only include information relevant to the topic.

Common errors included the use of '*Hirohada*' as the family name instead of '*Ototake*', and incorrect use of the passive tense. Candidates often used the polite form when referring to themselves and family members.

Section II – Writing in Japanese

General Comments

Question 3 was more popular than Question 4. The overall quality of candidates' responses was good with many candidates writing with a high level of grammatical accuracy. Most candidates were able to write the required length of 600 *ji* and demonstrated a good knowledge of the prescribed issues. In the weaker responses, candidates relied on pre-prepared ideas which were not relevant to the question. In the better responses candidates were creative and able to manipulate language authentically. Common errors occurred in the use of conjunctions.

Specific Comments

Question 3

The majority of candidates aligned the use of technology with modern lifestyles and used relevant examples to support their answers. However, in the weaker responses, candidates simply listed a variety of different technologies and outlined their good and bad points, which did not adequately answer the question.

Question 4

Many candidates responded by using examples from their own experiences or someone else's experiences. The use of statistics to strengthen an argument can help to draw the reader's attention.

Background Speakers

Section I – Listening and Responding

Part A

Question 1

- (a) Most candidates identified the message of the speech but not many indicated in their response that the speaker had given a talk based on his experience.
- (b) Many candidates included explanations of the attitude of the female speaker. However, in the better responses candidates supported their ideas by adding the reasons why the female speaker demonstrated this kind of attitude.
- (c) In the better responses, candidates wrote about the tone of the male speaker before he changed and many candidates identified and included the reasons for the change in the way he spoke. However, not many candidates used the notion of ‘when he changed the way he spoke’ to support their response.

Part B

Question 2

This task required candidates to write a letter to a friend seeking a job. In the majority of responses, candidates referred to the first text and the female speaker’s opinion in the second text. However, only a few referred to the male speaker’s opinion on the second text. In weaker responses, candidates did not use adequate reference to the texts.

Section II – Reading and Responding

Part A

Question 3

- (a) The majority of candidates identified the issue in the text.
- (b) Candidates are advised not to simply copy the extract as a response. In the better responses, candidates were able to infer and analyse the reasons Tugumi telephoned Maria.
- (c) In the majority of responses, candidates identified the language Tugumi used and related this to her recovery.
- (d) Relatively few candidates mentioned Maria's emotional feeling towards Tugumi in their responses. Candidates are advised to pay close attention to the expressions mentioned in the extract.
- (e) The majority of candidates were able to explain and make a connection between Tugumi's language and her character. Tugumi's unique character was well studied and understood by the majority of candidates. Appropriate references to the text should be included in responses.
- (f) Many candidates did not understand the nature of Tugumi's letter. Candidates need to be more critical and demonstrate an ability to analyse the various features in the text. Simply relating the story is not enough to achieve good marks for this question.
- (g) The majority of candidates demonstrated an understanding of Tugumi's character, but needed to support their answer with reference to the text. There were good observations of Tugumi's and Maria's relationship, but references to the story as a whole were often missing.

Question 4

The themes, current issues and messages from both the prescribed texts were not always consistently conveyed. Many candidates used the issue of 'Environment' as the theme/message portrayed in the text. In the majority of responses, candidates compared the two texts but in the weaker responses, candidates were not effective in drawing conclusions. A number of candidates demonstrated their understanding of the relationship between the poverty that came from the war and the general poverty that they know about, but did not refer to the text. In order for candidates to answer the question effectively, it is important to be aware of the aspects of the human experience.

Part B

Question 5

The text clearly illustrates the writer's message. However, this was not always understood by candidates. In the weaker responses, candidates omitted to make textual references.

Section III – Writing in Japanese

Questions 6, 7 and 8

In the majority of responses, candidates demonstrated a good range of language structures and vocabulary and wrote the script of a speech appropriate to audience and context. The better responses demonstrated the ability to organise and structure their ideas and opinions logically.

Japanese Beginners (Accelerated)

2006 NAFLaSSL Examination Mapping Grid

City

Question	Marks	Content	Syllabus outcomes
Speaking Skills Examination			
Section I — Report and Conversation			
1	15	Student's own choice	H1.1, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.8
Speaking Skills Examination			
Section II — Role-Play			
2	15	Family and friends	H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7, H2.8
3	15	Education	H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7, H2.8
4	15	Around town (going out)	H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7, H2.8

Country

Question	Marks	Content	Syllabus outcomes
Speaking Skills Examination			
Section I — Report and Conversation			
1	15	Student's own choice	H1.1, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.8
Speaking Skills Examination			
Section II — Role-Play			
2	15	Around town (likes and dislikes going out)	H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7, H2.8
3	15	Education	H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7, H2.8
4	15	Around town (food)	H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7, H2.8

Question	Marks	Content	Syllabus outcomes
Paper 1 — Processing Spoken Information			
Part A: Extracting Information from Spoken Passages			
1	2	Education/directions	H3.1, H3.2, H3.3, H4.1, H4.2, H4.3
2	1	Education	H3.1, H3.2, H3.3, H4.1, H4.2, H4.3
3	2	Travel (seasons and weather)	H3.1, H3.2, H3.3, H4.1, H4.2, H4.3
4	3	Around town/home life	H3.1, H3.2, H3.3, H4.1, H4.2, H4.3
5	3	Travel	H3.1, H3.2, H3.3, H4.1, H4.2, H4.3
6	4	Future	H3.1, H3.2, H3.3, H4.1, H4.2, H4.3
Paper 1 — Processing Spoken Information			
Part B: Responding to Spoken Passages			
	15	Around town – announcement, conversation	H2.1, H2.3, H2.5, H2.6, H2.7, H2.8
Paper 2 — Processing Written Information			
Part A: Extracting Information from Written Texts			
		Around town/future – invitation, speech, letter	H1.3, H3.1, H3.3, H4.1
Text 1 (a)	2	Around town	H1.3, H3.1, H3.3, H4.1
Text 2 (a)	1	Around town/travel	H1.3, H3.1, H3.3, H4.1
Text 2 (b)	2	Family and friends	H1.3, H3.1, H3.3, H4.1
Text 2 (c)	2	Travel	H1.3, H3.1, H3.3, H4.1
Text 2 (d)	3	Future	H1.3, H3.1, H3.3, H4.1
Text 3 (a)	3	Home life	H1.3, H3.1, H3.3, H4.1
Text 3 (b)	3	Around town/future	H1.3, H3.1, H3.3, H4.1
Text 3 (c)	4	Future	H1.3, H3.1, H3.3, H4.1
Paper 2 — Processing Written Information			
Part B: Responding to Written Texts			
	10	Travel itinerary – receipts, tickets	H1.1, H1.2, H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
Paper 3 — Writing in Japanese			
	10	Travel – diary	H1.1, H2.1, H2.2, H2.3, H2.5, H2.7, H2.8, H4.2, H4.3
	10	Education – address (speech)	H1.1, H2.1, H2.2, H2.3, H2.5, H2.7, H2.8, H4.2, H4.3
	10	Travel/future - letter	H1.1, H2.1, H2.2, H2.3, H2.5, H2.7, H2.8, H4.2, H4.3

Japanese Continuers

2006 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	2	Travelling in Japan – advertisement	H3.1
2	1	Personal world – conversation	H3.1
3	3	Daily life – conversation	H3.1
4	3	Leisure – conversation	H3.1, H3.2
5	3	Leisure – report	H3.1
6	4	Living in Japan – conversation	H3.1, H3.2
7	4	Current issues – interview	H3.1, H3.2
8	5	World of work – conversation	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part A			
9 (a)	2	Leisure – article and diary	H3.1
9 (b)	3	Leisure – article and diary	H3.1, H3.2
9 (c)	4	Leisure – article and diary	H3.1, H3.2
10 (a)	2	Cultural life – article	H3.1
10 (b)	2	Cultural life – article	H3.1
10 (c)	3	Cultural life – article	H3.1
10 (d)	4	Cultural life – article	H3.1
10 (e)	5	Cultural life – article	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part B			
11	15	Living in Japan – informal letter	H1.2, H1.3, H2.1, H2.3, H3.1
Written Examination			
Section III — Writing in Japanese			
12 (a)	6	Personal world – email	H2.1, H2.2, H2.3
12 (b)	6	Future plans – narrative account	H2.1, H2.2, H2.3
13 (a)	9	Cultural life — speech	H2.1, H2.2, H2.3
13 (b)	9	Leisure – article	H2.1, H2.2, H2.3

Japanese Extension

2006 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 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 – Fushiginakikai</i>	H2.1
1 (b)	4	<i>Gotaifumanzoku – Fushiginakikai</i>	H2.1, H2.2
1 (c)	4	<i>Gotaifumanzoku – Fushiginakikai</i>	H2.1, H2.2, H2.3
1 (d)	5	<i>Gotaifumanzoku – Fushiginakikai</i>	H2.1, H2.2, H2.3
Written Examination			
Section I — Response to Prescribed Text			
Part B			
2	10	<i>Meiwaku? Ashi dematoi? – conversation</i>	H2.1
Written Examination			
Section II — Writing in Japanese			
3	15	Group versus individual – speech	H1.1, H1.2
4	15	Overcoming personal difficulties – article	H1.1, H1.2

Japanese Background Speakers

2006 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Listening and Responding			
Part A			
1 (a)	2	The place of education in young people's lives — radio broadcast	H3.1, H3.2
1 (b)	3	The place of education in young people's lives — radio broadcast	H3.3
1 (c)	5	The place of education in young people's lives — radio broadcast	H3.3, H3.7
Section I — Listening and Responding			
Part B			
2	10	Gender roles in today's society — lecture/conversation – letter	H2.1, H2.3, H2.4, H3.2, H3.4, H3.5
Section II — Reading and Responding			
Part A			
3 (a)	1	<i>Tugumi</i>	H3.2
3 (b)	2	<i>Tugumi</i>	H3.2
3 (c)	2	<i>Tugumi</i>	H3.1, H3.3
3 (d)	2	<i>Tugumi</i>	H3.1, H3.2, H3.3
3 (e)	4	<i>Tugumi</i>	H3.7
3 (f)	4	<i>Tugumi</i>	H3.2, H3.3
3 (g)	5	<i>Tugumi</i>	H3.1, H3.2, H3.3
4	20	Global issues — <i>Zoo</i> and <i>Dacho</i>	H3.2, H3.3, H3.4
Section II — Reading and Responding			
Part B			
5	15	Preserving the environment — article	H1.2, H2.1, H2.3, H2.4, H3.8
Section III — Writing in Japanese			
6	25	The impact of changing society on the individual — speech	H2.1, H2.2, H2.3, H2.4
7	25	The impact of changing society on the individual — speech	H2.1, H2.2, H2.3, H2.4
8	25	The impact of changing society on the individual — speech	H2.1, H2.2, H2.3, H2.4

2006 NAFLaSSL Japanese Beginners (Accelerated) Marking Guidelines — Papers 1–3

Paper 1 — Processing Spoken Information Part A — Extracting Information from Spoken Passages

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the destination and its location	2
• Identifies either the destination or the location	1

Question 2

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (D)	1



Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the changes of weather throughout the day	2
• Identifies the weather at some point during the day	1

Question 4

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies all the reasons	3
• Identifies most of the reasons	2
• Identifies one of the reasons	1

Question 5

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of her holiday expectations	3
• Demonstrates some understanding of the holiday expectations	2
• Identifies some relevant information	1



Question 6

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of his feelings for the future	4
• Demonstrates an understanding of most/some of his feelings for the future	2–3
• Identifies some relevant information	1

Paper 1 — Processing Spoken Information

Part B — Responding to Spoken Passages

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Selects important relevant information from the spoken text to make an appropriate response• Expresses ideas and information using linguistic structures and prescribed vocabulary accurately• Applies knowledge of Japanese script incorporating the accurate use of hiragana, katakana and prescribed kanji• Organises information and ideas coherently to meet the requirements of the task with a high level of independence from the wording of the original information	13–15
<ul style="list-style-type: none">• Selects most relevant information from the spoken text to make an appropriate response• Expresses ideas and information using linguistic structures and prescribed vocabulary with some minor errors that do not significantly affect understanding• Applies knowledge of Japanese script incorporating the use of hiragana, katakana and prescribed kanji with some minor errors that do not significantly affect understanding• Organises information and ideas with some coherence to meet the requirements of the task, demonstrating some independence from the wording of the original information	10–12
<ul style="list-style-type: none">• Selects some relevant information from the spoken text to make an appropriate response• Expresses ideas and information using linguistic structures and prescribed vocabulary with a number of errors that may affect understanding• Applies knowledge of Japanese script incorporating the use of hiragana, katakana and prescribed kanji with a number of errors that may affect understanding• Uses information and ideas to meet the requirements of the task with limited independence from the wording of the original information	7–9
<ul style="list-style-type: none">• Selects some information from the spoken text• Expresses ideas and information using basic linguistic structures and some prescribed vocabulary with many inaccuracies and evidence of the influence of English syntax• Uses Japanese script: hiragana, katakana and some kanji with frequent inaccuracies• May use set formulae to express information	4–6
<ul style="list-style-type: none">• Demonstrates a very limited understanding of the spoken text• Demonstrates minimal knowledge of vocabulary and language structure• Uses hiragana and some katakana with many inaccuracies• Uses single words, set phrases in isolation and anglicisms	1–3



Paper 2 — Processing Written Information

Part A — Extracting Information from Written Texts

Text 1

Question (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies all relevant information	2
• Identifies some relevant information	1

Text 2

Question (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Text 2

Question (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the type of accommodation/family and location of the house	2
• Identifies either the type of accommodation/family or the location of the house	1

Text 2

Question (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies her trip to Western Australia, includes some details of the journey	2
• Identifies some relevant information	1



Text 2
Question (d)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of her plans	3
• Demonstrates some understanding of her plans	2
• Identifies some relevant information	1

Text 3
Question (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the changes	3
• Demonstrates some understanding of the changes	2
• Identifies some relevant information	1

Text 3
Question (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the text	3
• Demonstrates some understanding of the text	2
• Identifies some relevant information	1



Text 3
Question (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of Keiko's feeling about her work	4
• Demonstrates most/some understanding of Keiko's feelings about her work	2–3
• Identifies some relevant information	1



Paper 2 — Processing Written Information

Part B — Responding to Written Texts

MARKING GUIDELINES

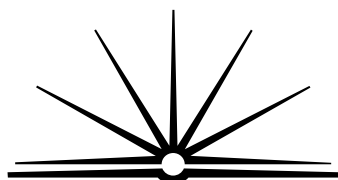
Criteria	Marks
<ul style="list-style-type: none">• Selects important relevant information from the written text to make an appropriate response• Expresses ideas and information using linguistic structures and prescribed vocabulary accurately• Applies knowledge of Japanese script incorporating the accurate use of hiragana, katakana and prescribed kanji• Organises information and ideas coherently to meet the requirements of the task with a high level of independence from the wording of the original information	9–10
<ul style="list-style-type: none">• Selects most relevant information from the written text to make an appropriate response• Expresses ideas and information using linguistic structures and prescribed vocabulary with some minor errors that do not significantly affect understanding• Applies knowledge of Japanese script incorporating the use of hiragana, katakana and prescribed kanji with some minor errors that do not significantly affect understanding• Organises information and ideas with some coherence to meet the requirements of the task, demonstrating some independence from the wording of the original information	7–8
<ul style="list-style-type: none">• Selects some relevant information from the written text to make an appropriate response• Expresses ideas and information using linguistic structures and prescribed vocabulary with a number of errors that may affect understanding• Applies knowledge of Japanese script incorporating the use of hiragana, katakana and prescribed kanji with a number of errors that may affect understanding• Uses information and ideas to meet the requirements of the task with limited independence from the wording of the original information	5–6
<ul style="list-style-type: none">• Selects some information from the written text• Expresses ideas and information using basic linguistic structures and some prescribed vocabulary with many inaccuracies and evidence of the influence of English syntax• Uses Japanese script: hiragana, katakana and some kanji with frequent inaccuracies• May use set formulae to express information	3–4
<ul style="list-style-type: none">• Demonstrates a very limited understanding of the written text• Demonstrates minimal knowledge of vocabulary and language structure• Uses hiragana and some katakana with many inaccuracies• Uses single words, set phrases in isolation and anglicisms	1–2



Paper 3 — Writing in Japanese

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops relevant information, ideas and/or opinions appropriate to the task• Demonstrates a wide range of prescribed vocabulary/kanji and language structures• Demonstrates a high degree of accuracy with only minor errors• Sequences and structures ideas and information coherently	9–10
<ul style="list-style-type: none">• Presents and develops relevant information, ideas and/or opinions appropriate to the task• Demonstrates some variety of prescribed vocabulary/kanji and language structures• Demonstrates a degree of accuracy with occasional (sometimes even significant) errors• Sequences and structures ideas and information with some coherence	7–8
<ul style="list-style-type: none">• Presents some relevant information, ideas and/or opinions appropriate to the task• Uses only basic vocabulary/kanji and simple language structures• Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication• Organises and sequences some information	5–6
<ul style="list-style-type: none">• Demonstrates an elementary knowledge and understanding of vocabulary/kanji and sentence structures with evidence of the influence of English syntax• Achieves limited communication, using single words, set formulae and anglicisms to express information• Demonstrates little evidence of organisation and sequencing	3–4
<ul style="list-style-type: none">• Uses single words, set phrases in isolation and anglicisms• Barely addresses topic• Demonstrates minimal knowledge of vocabulary and language structures	1–2



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

2006 HSC Japanese Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the appeal and provides relevant detail	2
• Identifies some relevant detail	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 3*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of Tom's frustration and provides relevant detail	3
• Demonstrates a good understanding of Tom's frustration and provides some detail	2
• Identifies some relevant detail	1

Question 4*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Completes feedback form with all relevant information • Provides a relevant suggestion for improvement	3
• Completes feedback form with some relevant information	2
• Identifies some relevant information	1

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

Criteria	Marks
• Effectively summarises the key findings of the survey	3
• Identifies some of the findings of the survey	2
• Identifies some details from the text	1

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

Criteria	Marks
• Identifies and explains the techniques he uses to persuade her with relevant detail	4
• Attempts to identify and explain the techniques with some examples	2–3
• Identifies one strategy he uses to persuade her	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of why Ms. Suzuki is inspiring and provides specific details to support answer	4
• Demonstrates some understanding of why Ms. Suzuki is inspiring and provides detail to support answer	2–3
• Demonstrates a basic understanding of why Ms. Suzuki is inspiring	1

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

Criteria	Marks
• Makes a judgement about the changes in Mariko's life and supports answer with specific detail	5
• Demonstrates a good understanding of the changes in Mariko's life and supports answer with some detail	3–4
• Demonstrates a basic understanding of the text and provides isolated detail	1–2



Section II — Reading and Responding

Part A

Question 9 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a full understanding of how to get there• Provides relevant detail	2
<ul style="list-style-type: none">• Demonstrates some understanding how to get there	1

Question 9 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Identifies the type of experience Ken wanted• Provides relevant examples of the attraction	3
<ul style="list-style-type: none">• Identifies the type of experience Ken wanted• Provides some relevant details	2
<ul style="list-style-type: none">• Identifies some relevant detail	1

Question 9 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Evaluates the accuracy of the guidebook• Critically compares both texts, providing relevant examples	4
<ul style="list-style-type: none">• Compares both texts, providing relevant examples	2–3
<ul style="list-style-type: none">• Identifies some relevant information	1

Question 10 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a full understanding of Akiko Kida's circumstances	2
<ul style="list-style-type: none">• Demonstrates some understanding of Akiko Kida's circumstances	1

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

Criteria	Marks
• Demonstrates a good understanding of the benefit of living in Amami	2
• Provides some information about Amami	1

Question 10 (c)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an excellent understanding of the relationship	3
• Demonstrates good understanding of the relationship	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the appeal	4
• Demonstrates a good understanding of the appeal	3
• Demonstrates some understanding of the appeal	2
• Identifies some relevant information	1

Question 10 (e)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the intention	5
• Demonstrates a good understanding of the intention	3–4
• Demonstrates some understanding of the intention	2
• Identifies some relevant information	1

Section II — Reading and Responding

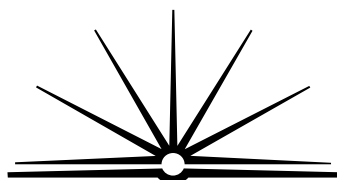
Part B

Question 11

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• 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• 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• 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• 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



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

2006 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
• Demonstrates a comprehensive understanding of the intention	2
• Demonstrates some understanding of the intention	1

Question 1 (b)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the relationship between the language features and Ototake's personality	4
• Demonstrates a good understanding of the relationship between the language features and Ototake's personality	2–3
• Demonstrates some understanding of the relationship between the language features and Ototake's personality	1

Question 1 (c)*Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the how the quotation reflects the relationship between Oka and Ototake	4
• Demonstrates a good understanding of the quotation reflects the relationship between Oka and Ototake	2–3
• Demonstrates some understanding of the quotation	1

Question 1 (d)*Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the approaches and the treatment of difference	5
• Demonstrates an good understanding of the approaches and the treatment of difference	4
• Demonstrates a some understanding of the approaches and the treatment of difference	2–3
• Identifies some relevant information	1

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 <i>kanji</i>• 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 some flair in the approach taken• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task, including <i>kanji</i>• 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 <i>kanji</i>• 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 <i>kanji</i>• 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 <i>kanji</i>	1–2

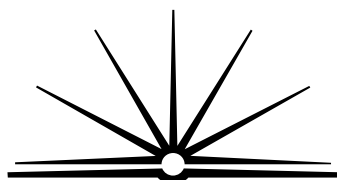
Section II — Writing in Japanese

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 <i>kanji</i>	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 <i>kanji</i>	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 <i>kanji</i>	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 <i>kanji</i>	4–6
<ul style="list-style-type: none">• Presents some relevant information, opinions or ideas• Communicates primarily in simple sentences or set formulae and <i>kanji</i>	1–3



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

2006 HSC Japanese Background Speakers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the purpose of the male speaker's speech	2
• Identifies some relevant information	1

Question 1 (b)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates an excellent understanding of the female speaker's attitude towards the male speaker's speech	3
• Demonstrates a good understanding of the female speaker's attitude towards the male speaker's speech	2
• Identifies some relevant information	1



Question 1 (c)

Outcomes assessed: H3.3, H3.7

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the reasons for the speaker's change of attitude through analysis of his emotions and the language features of the text	5
• Demonstrates a sound understanding of the reasons for the speaker's change of attitude through analysis of his emotions and the language features of the text	3–4
• Demonstrates a limited understanding of the speaker's change of attitude through analysis of his emotions and the language features of the text	1–2

Section I — Listening and Responding

Part B

Question 2

Outcomes assessed: H2.1, H2.3, H2.4, 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 text• Demonstrates a highly-developed understanding of context and audience• Demonstrates an excellent control of vocabulary and language structures	9–10
<ul style="list-style-type: none">• Identifies the main issues in the texts and compares and contrasts them in a lucid way• Composes an effective argument with close reference to the text• Writes effectively for the context and audience• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary	7–8
<ul style="list-style-type: none">• Coherently compares and contrasts information in the texts• Writes coherently and with some appropriate textual reference• Relates information to context and audience• Writes using a range of language structures and vocabulary	5–6
<ul style="list-style-type: none">• Compares and contrasts some opinions, ideas and information in the texts• Demonstrates a limited ability to structure and sequence information and ideas• Demonstrates an awareness of context and audience	3–4
<ul style="list-style-type: none">• Demonstrates some understanding of the text and the ability to compare and contrast information• Shows some evidence of the ability to organise information	1–2



Section II — Reading and Responding

Part A

Question 3 (a)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 3 (b)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why Tugumi telephoned Maria	2
• Provides some relevant information	1

Question 3 (c)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of how Tugumi's language shows she has recovered	2
• Provides some relevant information	1
OR • Demonstrate some understanding of how Tugumi's language shows she has recovered	

**Question 3 (d)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of Maria's feelings and Maria and Tugumi's relationship	2
• Demonstrates some understanding of Maria's feelings and Maria and Tugumi's relationship	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of Tugumi's style of speech with direct reference to how this is used by the author to portray Tugumi's character	4
• Demonstrates some understanding of Tugumi's style of speech with direct reference to how this is used by the author to portray Tugumi's character	2–3
• Provides some relevant information	1

Question 3 (f)*Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an insightful understanding of the possible content of Tugumi's letter	4
• Demonstrates a sound understanding of the possible content of Tugumi's letter	2–3
• Identifies some relevant content of what extract means in relation to her letter	1



Question 3 (g)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of Tugumi's and Maria's characters and their relationship	5
• Demonstrates a sound understanding of Tugumi's and Maria's characters and their relationship	3–4
• Demonstrates a limited understanding of Tugumi's and Maria's characters and their relationship	1–2

Section II — Reading and Responding

Part A (continued)

Question 4

Outcomes assessed: H3.2, H3.3, H3.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a highly developed ability to analyse the two texts• Demonstrates a perceptive and insightful ability to analyse the way animals are used in the two texts discussing human experience• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts	17–20
<ul style="list-style-type: none">• Demonstrates the ability to analyse the two texts• Analyses the way in animals is used the two texts discussing human experience• Composes an effective argument with appropriate textual reference	13–16
<ul style="list-style-type: none">• Demonstrates the ability to identify and discuss the two texts• Discusses ways in which animals are used to portray the two texts discussing human experience• Supports the discussion of the question with some appropriate textual reference	9–12
<ul style="list-style-type: none">• Identifies with some elaboration examples of the influence of either of the two texts• Identifies some examples of the way animals are used in either of the two texts discussing human experience• Attempts to compose an argument with reference to the text	5–8
<ul style="list-style-type: none">• Identifies some ideas and information relevant to the influence of either of the two texts discussing human experience• 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, H2.4, 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