

**2007 HSC Notes from  
the Marking Centre  
Japanese**

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Published by Board of Studies NSW  
GPO Box 5300  
Sydney 2001  
Australia

Tel: (02) 9367 8111

Fax: (02) 9367 8484

Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 978 174147 8105

2007699

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# 2007 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 contains comments on candidate responses to the 2007 Higher School Certificate examinations, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabuses, the 2007 Higher School Certificate examinations, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Japanese.

### Beginners

#### Speaking Skills Examination

##### Section I – Report and Conversation

Better responses used correct particles and tenses, and linked sentences with conjunctions such as *ga*, *demo* and *dakara*.

##### Section II – Role-play

Better speakers took the initiative in the role-play to demonstrate their knowledge of Japanese language structures and vocabulary, and conveyed all the relevant information required of the task.

They used expressions such as *soo desu ka*, *ii desu ne* and *hai, wakarimashita*, to keep the conversation flowing.

#### Written Examination

##### Paper 1: Processing Spoken Information

##### Part A: Extracting Information from Spoken Passages

##### Specific Comments

###### Passage 1

Many candidates did not identify the destination of the train that was cancelled. Many candidates were confused by *tokkyu* and translated it as 'bus'.

###### Passage 3

A number of candidates did not demonstrate any understanding of the comparative structure and therefore did not give a response about the new apartment being an improvement on the old one. Many did not know the vocabulary item *sagasu*.

#### **Passage 4**

In the better responses, candidates were able to demonstrate their knowledge of the comparative structure and understand the idea that Saeko could now fit into smaller jeans.

#### **Passage 6**

In the better responses, candidates referred to the question in their answer and justified their responses with relevant detail from the text.

### **Part B: Responding to Spoken Passages**

Candidates needed to include information from both spoken passages to demonstrate an overall understanding of the information. The majority of candidates demonstrated an awareness of the text type.

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.

Some candidates included a lot of relevant information, but had difficulty with accuracy of expression. Many candidates had difficulty with the use of the verbs *agemasu* and *moraimasu* as well as the *te* forms: *katte* and *kaite*.

In the weaker responses, candidates did not use the appropriate linguistic structures and did not include relevant information from the spoken passages.

Overall, there was improvement in the quality of *kanji*. However, common errors in the use of *katakana* for the words ‘chocolate’ and ‘present’ were evident.

## **Paper 2: Processing Written Information**

### **Part A: Extracting Information from Written Texts**

#### **Specific Comments**

##### **Text 1**

- The word *kaerimasu* was frequently misunderstood.

##### **Text 2**

- The kanji for *minami* was frequently misunderstood or left out of the school name.
- Most candidates identified the club activities in which the students participated.
- In the better responses, candidates selected and summarised the most relevant detail in relation to the impact Mr Smith had on his students.

##### **Text 3**

- Most candidates did not include all relevant information in relation to the way in which Mr Smith improved his Japanese.
- The word *tsuaa gaido* was frequently misunderstood.
- In the better responses, candidates referred to his impressions of both Australian and Japanese students.
- Many candidates relied on cultural stereotypes rather than referring to the text.

- Candidates frequently did not recognise *kurasu* and *kurabu* as different words.
- The structure *mita koto ga arimasen* was often misinterpreted.
- The word *ie* was frequently misunderstood.
- In the better responses, candidates identified the fact that there were several motivations for his career changes.

## Part B: Responding to Written Texts

### General Comments

Better responses were creative and demonstrated independence from the original texts. In these responses, candidates addressed the comments from Mari's blog and comments by Tomoko and Akiko as instructed in the question, and added their own comments.

In weaker responses, a number of candidates copied directly and exclusively from the text. These responses lacked organisation and did not address the requirements of the task.

### Specific Comments

- Many candidates did not form the negative of adjectives correctly.
- There were tense errors in both adjectives and verbs.
- There was inconsistency in the use of the polite and plain forms of verbs when ending sentences.
- Many errors in ending sentences with *masu* and then adding *desu*, eg *masudesu*.
- Many candidates were unable to use *okurigana* with kanji correctly. Examples included *takai* and *ikitai/ikimasu*.
- Many candidates had difficulty linking the negative of adjectives in the *nakute* form.

## Paper 3: Writing in Japanese

### General Comments

Better responses incorporated highly relevant and creative ideas and information which was sequenced coherently and naturally through effective use of connectives and paragraphing.

Most candidates used *genkooyoshi* effectively. Better responses were creative and did not include material used in the reading texts in Paper 2. Irrelevant information does not attract marks.

*Gairaigo* vocabulary was rendered quite poorly. Consistent use of the tense of verbs and adjectives remains a difficulty for many candidates, as does consistent use of plain and polite forms.

### Specific Comments

#### Question 1

This question had two components, and while most candidates were adept at describing a school, many did not address the opportunities it could offer a Japanese exchange student. Many candidates described their own school or simply listed the subjects they were studying at school. Candidates should not identify themselves or their school. Many candidates used the speech or letter text type instead of the article text type specified in the question.

### Question 2

The candidates who attempted this question mostly used the informal letter text type which led to some inappropriate expressions being used. Most candidates stated that they wanted a part-time job, but many did not refer to the January 2008 time frame. Most candidates used the potential form to express their skiing abilities, but found it difficult to incorporate a wider range of vocabulary and grammatical structures.

### Question 3

In this question, most candidates handled the diary text type very well. Most were adept at describing their new house. However, in the weaker responses, candidates simply listed rooms or listed items in their bedroom. The use of counters proved difficult, with many candidates placing quantities before verbs, eg *go heya wa arimasu*. A number of candidates confused *shinshitsu* with *shinsetsu*. Many candidates described their neighbourhood and what they could do there, but only in the best responses did candidates address how they felt about their new home.

## Continuers

### Oral Examination

#### General Comments

Most candidates spoke audibly and confidently. However, all candidates are reminded of the importance of speaking clearly and loudly and maintaining a good volume right to the end of a sentence. It is better not to speak too fast and keep a steady, even pace throughout the examination. Examiners cannot respond to candidates seeking the meaning of words.

Generally, candidates 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 depth of treatment of the material where possible. Candidates should be aware that the examination will assess their understanding of spoken Japanese in a variety of ways and they may not be asked questions in every topic area.

Candidates are reminded that the task requires them to respond to questions, and their responses should be natural rather than a rehearsed monologue. They are encouraged to listen carefully to each question in its entirety, and then select information to answer the question instead of giving a prepared response on the same topic that does not fully answer the question being asked.

Candidates should practise giving responses in a conversation or interview situation and should be prepared to use a range of language structures. Candidates should take care when using particles, numbers, quantities and expressions of time. They should also pay careful attention to question words to ensure that they have understood them correctly.

### Section I – Listening and Responding

#### Questions 1–8

#### General Comments

Candidates need to ensure they answer the questions fully and include all the relevant information. When filling in forms, with particular reference to dates, candidates should include the full date, including the day and the month. Information should be written in English, as stated in the instructions at the beginning of the paper, unless it is required by the question to answer in Japanese. Many candidates had difficulty identifying the vocabulary for family members.

Candidates should use the ‘Notes’ column wisely and write down all the relevant information. In the pauses between questions, candidates should transfer all the relevant information into their response. Marks are not awarded for information which is only in the ‘Notes’ column.



## Specific Comments

### Question 1

Some candidates had difficulty understanding some of the vocabulary, eg *jinja* means ‘shrine’, not ‘ginger’. The *anime* tour was often called a ‘convention’. Most candidates correctly matched items to the sections of the pie chart.

### Question 2

The majority of candidates performed well in this question.

### Question 3

In many weaker responses, candidates did not understand that the product was a mobile phone. In these responses, candidates often indicated that the price was expensive rather than inexpensive.

### Question 4

In the weaker responses, candidates thought that this was an e-card, or confused *denshi* and *densha* and made reference to a train.

### Question 5

A number of candidates experienced difficulty with dates. Candidates should ensure that the full date is mentioned, not just the day or the month. Many candidates translated the word *otooto* as ‘father’, rather than ‘younger brother’.

### Question 6

Many candidates translated *kirei* as ‘pretty’ rather than ‘clean’. Candidates should consider the context when translating vocabulary with more than one meaning.

### Question 7

In some weaker responses, candidates wrote that it was the grandparents who were disagreeing, rather than the grandchildren.

### Question 8

In some weaker responses, candidates translated parts of the text without focusing on the requirements of the question. Some candidates understood the details but could not demonstrate what this revealed about the boy’s attitude towards Kumi.

## Section II – Reading and Responding

### Part A

#### Question 9

- (a) Candidates needed to explain that Yuuichi had initiated the chat room conversation to find out what was in the text. It was not sufficient to simply state that he wanted to know how the test was.
- (b) In the better responses, candidates explained that Yuuichi had stayed up late talking to his girlfriend and he was tired in the morning, and that he had misled his parents into believing that he was sick.
- (c) In the better responses, candidates described the cause of the conflict as well as the effect. They also explained the conflict from both Yuuichi's and the parents' perspectives and not just from the friend's point of view.
- (d) To gain the maximum mark, candidates were required to state what the most likely consequences would be in relation to his teacher, his parents and his friends. In the better responses, candidates used references from the text to substantiate their predictions. Candidates need to be more aware of the context when translating vocabulary, eg *yasumu* means 'to have a day off' as well as 'to have a holiday'. *Kiku* means 'to ask' as well as 'to listen'.

#### Question 10

- (a) Most candidates identified the trends observed in Tokyo. However, many candidates confused the word *don don* with *dan dan*.
- (b) Most candidates linked the benefits of futsal to the residents of Tokyo, examining all aspects of futsal and providing reasons for its attractiveness as an activity for the busy, stressed people of Tokyo.
- (c) In the best responses, candidates gave a concise and accurate summary of the changes that did not include extraneous detail.
- (d) Candidates are reminded to read the question carefully. Some candidates examined all four newspaper clippings instead of just clippings 3 and 4. While some candidates concluded that the clippings contradicted the survey findings, most simply indicated that the survey supported the clippings. Better responses linked the four dot points in the survey with clippings 3 and 4 and provided a comprehensive understanding of the relationship between the two. In the weaker responses, candidates stated that the clippings supported the survey and provided a weak link to the clippings.

### Part B

#### Question 11

Candidates were generally able to understand the stimulus text. However, many candidates did not demonstrate understanding of the requirements of the task.

While many candidates understood that the stimulus text was a letter from the host mother inquiring how Chris was managing back home in Australia, many responded to only some of the issues raised

by the host mother. Many candidates included information about future plans, school subjects and leisure activities which had little relevance to the stimulus. Some candidates misinterpreted the information and indicated that Chris was in Year 12 or that she/he went to Japan on a school trip.

In the better responses, candidates responded creatively as Chris, mentioning how they dealt with a busy life in Year 11 with regard to both studies and sports. These candidates also wrote about interesting incidents of counter-culture shock.

Candidates are strongly advised to demonstrate their ability to manipulate the language and not simply to paraphrase sentences from the stimulus material.

Common errors included: *Nihon wa sabishii desu* for ‘I miss Japan’, *narimasu* with *~i* adjectives such as *yasashii ni narimasu*, *tomodachi o mimasu* for ‘to see friends’.

### Section III – Writing in Japanese

#### Question 12

Candidates need to:

- read the requirements of each task very carefully
- plan their responses so that they write within the word limit of 200–300 *ji* and that their responses flow well and are logically sequenced
- have a thorough knowledge of the use of *genkooyoshi*
- record their question number accurately on their question booklet.

In the better responses, candidates demonstrated a thorough knowledge of Japanese script and used a variety of language structures. In general, candidates should be able to demonstrate an excellent knowledge of katakana and should be able to write common words such as *oosutoraria*, *opera hausu*, *haabaa burijji* correctly.

Common errors included mixing plain form and polite forms, and errors in tenses, using *to* to join words and sentences instead of *~kute*, *de* and *~te* and not using *ichiban* with adjectives.

#### Question 13

Many candidates did not clearly demonstrate an understanding of the concept of a ‘gap year’, other than the brief explanation given in the question itself. While both questions required candidates to evaluate the topic given, many simply described or explained the activity with little or no evaluation. In (a), many candidates wrote about the events of the Australia Japan Friendship Club in the future and present tense rather than the past. In (b), some candidates confused ‘gap year’ and ‘schoolies’.

In the better responses, candidates structured their responses well and used a variety of language structures. Some candidates demonstrated the ability to use relative clauses well.

Common errors included inconsistent use of tenses (verbs and adjectives), inconsistency of register (mixing plain and polite forms), incorrect use of *genkooyoshi*, use of *mirai* instead of *shoorai*. Many candidates had difficulty writing ‘Australia Japan Friendship Club’ and ‘gap year’ in *katakana*.

## Extension

### Oral Examination

Most candidates demonstrated knowledge of a range of vocabulary and sentence structures which were used to illustrate their points of view. Candidates who simply recited prepared monologues without addressing the question directly did poorly. Candidates should read the questions carefully, indicate their opinion and develop relevant and coherent arguments to support their opinion. Better responses demonstrated an in-depth knowledge of the issues and used examples from a variety of sources to support their argument. Candidates should also try to speak confidently while delivering their opinion.

Candidates are reminded that the speaking time for each question is approximately two minutes. Responses that exceed this limit tend to include irrelevant information, repetition and are poorly structured. Candidates are advised to practise responding to questions within the prescribed time limit.

#### Question 1

Weaker responses did not address the word ‘entertainment’ or included information about the positive and negative impacts of technology not well integrated into a response to the question asked which required candidates to relate technology to entertainment and to discuss whether the use of technology is essential for entertainment. Candidates also need to be careful with the pronunciation of *gairaigo*, such as ‘technology’ and ‘entertainment’.

#### Question 2

In weaker responses, candidates spoke about ‘disabled people’ in general, without referring to the issue of ‘discrimination’ as required by the question. Candidates needed to present an argument to support whether disabled people are discriminated against. Some candidates linked the lack of special facilities (eg disabled car spaces and disabled toilets) with discrimination. However, in better responses, candidates demonstrated more depth to their understanding of the word ‘discrimination’.

#### Question 3

Candidates described a range of difficulties from shopping advice to more serious personal problems, such as bullying. In the better responses, candidates developed a cogent argument supported by relevant examples.

## Written Examination

### Section I – Response to Prescribed Text

#### Part A

#### Question 1

#### General Comments

Candidates demonstrated a good understanding of the questions and included examples drawn from four prescribed extracts and the story as a whole to support their responses.

#### Specific Comments

- (a) In the better responses, candidates clearly identified the setting *soko* as a junior high school and described it in detail.
- (b) Most candidates identified the double negative as the language used in the quotation. However, in the better responses, candidates explained the meaning of the language, ie it does not emphasise that Ototake is worried, but rather demonstrates doubt and uncertainty as to whether he is truly worried to the same extent as those around him. A few candidates outlined the writing of *boku* in katakana as the language feature and how this emphasised that it was Ototake's concern.
- (c) In the better responses, candidates wrote about the concept of a 'reserved seat' as giving Ototake comfort and a sense of belonging or freedom to choose his own place in society, and gave details of the reasons it was attractive. Many candidates interpreted the question as Yatchan's reserved seat and gave an explanation as to the reasons Ototake was attracted to it. Some candidates did not understand the word 'concept' and were unsure of the requirements of the question.
- (d) Most candidates were able to identify and provide relevant examples of language features used in the extract, eg onomatopoeia, short sentences, use of quotations, imagery and simile. In the better responses, candidates outlined the effect of the feature on the reader, eg that the feature made readers feel as though they were experiencing the moment, feeling Ototake's excitement and anxiety.
- (e) Candidates' responses to this question demonstrated a thorough understanding of the question and the depth of knowledge of the entire novel that was required. In the better responses, candidates presented a judgement about the effectiveness of the novel in exploring the issues and clearly outlined the personal difficulties that were faced by Ototake and the other characters in the novel and how they were overcome. These candidates provided many examples from the whole novel and not just from the four extracts.

In the weaker responses, candidates referred to examples of difficulties, but did not explain how they were overcome. In the better responses, candidates drew on the whole of the novel, rather than just the four extracts.

## Part B

Candidates needed to demonstrate an understanding of the significance of the metaphor used in the extract and to respond with relevant references to the text. Candidates are advised to focus on the issues presented in the extract and address the questions asked. In the weaker responses, candidates focused just on the two questions and did not reflect on the significance of the extract. In the better responses, candidates linked the metaphor in the extract to the importance of RENET and the Barrier Free Movement.

Candidates should structure their response within the approximately 400 *ji* word limit. Many candidates exceeded the limit which often led to unstructured repetition and even incoherent responses. Candidates are reminded that the purpose of the task is to ‘demonstrate an understanding of the text’ and to ‘write Japanese to a specific context’. It is not a creative writing task.

Common errors included inconsistency in the use of plain and polite forms, and incorrect use of the potential and passive forms. Many candidates did not know who Mr Kitani was.

## Section II – Writing in Japanese

### General Comments

Most candidates wrote the required length of 600 *ji* and demonstrated a good knowledge of the prescribed issues. However, it is important that candidates read the question carefully and respond with relevant ideas. In the better responses, candidates were creative and able to manipulate language authentically. Common errors included the incorrect use of *genkooyoshi*.

### Specific Comments

#### Question 3

In the better responses, candidates showed evidence of careful planning. Their arguments were well structured and developed, and they provided breadth and depth in their responses. The main points (both virtual lives on the internet and its effect on society) were included.

In the weaker responses, candidates often wrote about the internet rather than virtual lives on the internet. Some candidates listed a variety of different internet functions or wrote about the good and bad points of the internet which did not answer the question properly.

#### Question 4

In the better responses, candidates identified the issues and supported their point of view using a variety of examples. Some candidates used examples from the prescribed text, while others wrote about volunteer work, playing sport or what needs to be done to create a better society. There were also a few candidates who disagreed with the statement and wrote accordingly.

## Background Speakers

### Section I – Listening and Responding

#### Part A

#### Question 1

- (a) Most responses explained why the conversation was taking place. In the weaker responses, candidates gave no explanation and recited from the text.
- (b) In many responses, candidates wrote about Mr Nakayama's final decision only and did not discuss his options.
- (c) In the better responses, candidates included the change of Mr Nakayama's emotions and made appropriate references to the text.

#### Part B

#### Question 2

This task required candidates to write the script of a speech. In the better responses, candidates referred to the two issues raised in the texts. In weaker responses, candidates did not make adequate reference to the texts.

### Section II – Reading and Responding

#### Part A

#### Question 3

#### General Comments

In the better responses, candidates included a variety of textual references to support their argument. Candidates are reminded to read the questions carefully in order to understand the requirements.

#### Specific Comments

- (a) The majority of responses explained the situation given in the quotation.
- (b) In the better responses, candidates explained the effect of quoting Mr Kayano's words at the beginning of *Minzoku to Bunka*.
- (c) Many responses outlined the author's intention. Candidates are advised to pay close attention to the expressions mentioned in the extract.
- (d) Most responses analysed and made a connection between race and language. Candidates are reminded to include appropriate references to the text in their responses.

#### **Question 4**

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 a good understanding of the ideas but did not demonstrate an ability to compare the way in which these ideas were presented in both texts.

#### **Part B**

#### **Question 5**

In the better responses, candidates responded to all issues mentioned in the article.

### **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 articles appropriate to audience and context. Better responses demonstrated the ability to organise and structure their ideas and opinions logically. In question 7, some candidates presented the current situation and did not present an argument in relation to the problems they face.



# Japanese Beginners (Accelerated)

## 2007 NAFLaSSL Examination Mapping Grid

### *City*

Question	Marks	Content	Syllabus outcomes
<b>Speaking Skills Examination</b>			
<b>Section I — Report and Conversation</b>			
1	15	Student's own choice	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.8, H4.3
<b>Speaking Skills Examination</b>			
<b>Section II — Role-Play</b>			
2	15	Travel	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 – celebration	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	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
<b>Speaking Skills Examination</b>			
<b>Section I — Report and Conversation</b>			
1	15	Student's own choice	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.8, H4.3
<b>Speaking Skills Examination</b>			
<b>Section II — Role-Play</b>			
2	15	Travel	H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7, H2.8
3	15	Homelife – celebrations	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 – sports	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
<b>Paper 1 — Processing Spoken Information</b>			
<b>Part A: Extracting Information from Spoken Passages</b>			
1	1	Travel	H3.1, H3.3
2	2	Homelife (neighbourhood)	H3.1, H3.2, H3.3
3	2	Family and friends	H3.1, H3.3
4	3	Around town	H3.1, H3.2, H3.3
5	3	Travel	H3.1, H3.2, H3.3
6	4	Family and friends	H3.1, H3.2, H3.3
<b>Paper 1 — Processing Spoken Information</b>			
<b>Part B: Responding to Spoken Passages</b>			
	15	Homelife/sickness	H2.1, H2.3, H2.5, H2.6, H2.7, H2.8
<b>Paper 2 — Processing Written Information</b>			
<b>Part A: Extracting Information from Written Texts</b>			
Text 1 (a)	2	Education – short message	H3.1
Text 2 (b)	2	Education – comments on card	H3.1
Text 2 (c)	2	Education – comments on card	H3.1
Text 2 (d)	3	Education – comments on card	H3.1
Text 3 (e)	3	Past and future plans – Interview in school newsletter	H3.1
Text 3 (f)	4	Past and future plans – Interview in school newsletter	H3.1, H3.2
Text 3 (g)	4	Past and future plans – Interview in school newsletter	H3.1, H3.2
<b>Paper 2 — Processing Written Information</b>			
<b>Part B: Responding to Written Texts</b>			
	10	Travel – web blog	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H2.5, H2.7, H2.8, H3.1, H3.3
<b>Paper 3 — Writing in Japanese</b>			
	10	Education – website entry	H1.1, H2.1, H2.2, H2.3, H2.5, H2.7, H2.8, H4.2, H4.3
	10	Future plans – letter	H1.1, H2.1, H2.2, H2.3, H2.5, H2.7, H2.8, H4.2, H4.3
	10	Around town / homelife – letter	H1.1, H2.1, H2.2, H2.3, H2.5, H2.7, H2.8, H4.2, H4.3

# Japanese Continuers

## 2007 HSC Examination Mapping Grid

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

# Japanese Extension

## 2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
1	5	Impact of technology — monologue	H1.1, H1.2
2	5	Group vs individual — monologue	H1.1, H1.2
3	5	Overcoming personal difficulties — monologue	H1.1, H1.2
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part A</b>			
1 (a)	2	<i>No one's perfect</i>	H3.1
1 (b)	2	<i>No one's perfect</i>	H3.1
1 (c)	3	<i>No one's perfect</i>	H3.1, H3.2
1 (d)	3	<i>No one's perfect</i>	H3.1
1 (e)	5	<i>No one's perfect</i>	H3.1, H3.2
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part B</b>			
2	10	<i>No one's perfect</i> — letter	H2.1
<b>Written Examination</b>			
<b>Section II — Writing in Japanese</b>			
3	15	Impact of technology— essay	H1.1, H1.2
4	15	Group vs individual – script of a talk	H1.1, H1.2

# Japanese Background Speakers

## 2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I — Listening and Responding</b>			
<b>Part A</b>			
1 (a)	2	Pressures on young people today – conversation	H3.1
1 (b)	3	Pressures on young people today – conversation	H3.1, H3.2
1 (c)	5	Pressures on young people today – conversation	H3.1, H3.2, H3.3, H3.7
<b>Section I — Listening and Responding</b>			
<b>Part B</b>			
2	10	Preserving the environment – speech/discussion script of speech	H2.1, H2.2, H2.3, H3.1, H3.2, H3.8
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
3 (a)	1	<i>Minzoku to Bunka</i>	H3.1, H3.2
3 (b)	2	<i>Minzoku to Bunka</i>	H3.1, H3.2
3 (c)	3	<i>Minzoku to Bunka</i>	H3.1, H3.2, H3.7
3 (d)	4	<i>Minzoku to Bunka</i>	H3.1, H3.2, H3.3
3 (e)	5	<i>Minzoku to Bunka</i>	H3.1, H3.2, H3.3, H3.7
4	25	<i>Betonamu no Yakan Shoogakoo</i> and <i>Kaze</i>	H2.1, H3.1, H3.2, H3.4, H3.7, H3.8
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
5	15	The family in contemporary society – article/letter	H1.2, H2.1, H2.3, H2.4, H3.8
<b>Section III — Writing in Japanese</b>			
6	25	Gender roles in today's society – article	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Gender roles in today's society – article	H2.1, H2.2, H2.3, H2.4, H4.2
8	25	Gender roles in today's society – article	H2.1, H2.2, H2.3, H2.4, H4.2

## 2007 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, H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies target audience	1

#### Question 2

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the phone message	2
• Demonstrates some understanding of the phone message	1

#### Question 3

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of how she feels and why	2
• Identifies some information	1

**Question 4***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of why Saeko is pleased	3
• Demonstrates some understanding of why Saeko is pleased	2
• Identifies some relevant information	1

**Question 5***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of what influences Keiko's decision	3
• Demonstrates some understanding of what influences Keiko's decision	2
• Identifies some relevant information	1

**Question 6***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

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



## Paper 2 — Processing Written Information

### Part A — Extracting Information from Written Texts

#### Question 1 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies fully the purpose of the request	2
• Identifies some relevant information	1

#### Question 2 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies detailed information	2
• Identifies one correct detail about writers	1

#### Question 2 (c)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the club activities	2
• Identifies some relevant information about the club activities	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides relevant examples from text understanding Mr Smith's impact	3
• Provides some relevant examples from text understanding Mr Smith's impact	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the manner in which he improved his Japanese	3
• Demonstrates some understanding of the manner in which he improved his Japanese	2
• Identifies some relevant details	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of his impressions	4
• Demonstrates a good understanding of his impressions	2-3
• Demonstrates some understanding of his impressions	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of his motivations	4
• Demonstrates a good understanding of his motivations	2-3
• Demonstrates some understanding of his motivations	1

## Paper 2 — Processing Written Information

### Part B — Responding to Written Texts

#### MARKING GUIDELINES

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

## Paper 3 — Writing in Japanese

### MARKING GUIDELINES

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

## 2007 HSC Japanese Continuers Marking Guidelines — Written Examination

### Section I — Listening and Responding

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>All activities labelled on matching numbers (slight variations in the translation of some vocabulary acceptable)</li> </ul>	2
<ul style="list-style-type: none"> <li>All activities correct but incorrectly matched to numbers</li> </ul> OR <ul style="list-style-type: none"> <li>At least TWO activities labeled and correctly matched to numbers</li> </ul>	1

#### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a good understanding of the reasons given</li> </ul>	2
<ul style="list-style-type: none"> <li>Demonstrates a partial understanding of the reasons given</li> </ul>	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the appeal of the product	2
• Demonstrates some understanding of the appeal of the product	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates comprehensive understanding of the reason	3
• Demonstrates a good understanding of the reason	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates comprehensive understanding of special request and booking details	3
• Demonstrates good understanding of special request and booking details	2
• Provides some details	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the text	4
• Demonstrates a comprehensive understanding of the text	3
• Demonstrates a good understanding of the text	2
• Demonstrates limited understanding of the text	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of how the opinions differ</li><li>• Supports answer with detailed information from the text</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates good understanding of how the opinions differ</li></ul>	2–3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of how the opinions differ</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of his attitude toward Kumi</li><li>• Supports answer with detailed information from the text</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates some understanding of his attitude</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of his attitude</li></ul>	1–2

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies why he initiated the conversation	2
• Identifies some relevant information	1

#### Question 9 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of Yuuichi's reasons for not going to school	2
• Demonstrates some understanding of Yuuichi's reasons for not going to school	1

#### Question 9 (c)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Explains both sides of the conflict • Provides details of the effect on the relationship between Yuichi and his friends	3
• Identifies the cause of conflict • Provides relevant information about the effect on his friends	2
• Identifies some relevant information	1

#### Question 9 (d)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the consequences	4
• Demonstrates a good understanding of the consequence	2–3
• Demonstrates a limited understanding of the consequence	1



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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the trends	2
• Demonstrates some understanding of the trends	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the popularity	3
• Demonstrates a good understanding of the popularity	2
• Demonstrates some understanding of Futsal	1

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

<b>Criteria</b>	<b>Marks</b>
• Writes a concise and accurate summary of the changes	4
• Provides a summary with some literal translation	3
• Provides a literal translation of the text	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the relationship between the FOUR dot points and the TWO Clippings	5
• Demonstrates a good understanding of the relationship between the FOUR dot points and the TWO clippings	4
• Demonstrates some understanding of the relationship between the dot points and the clippings	2–3
• 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"> <li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text (includes points)</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>	1–3

## Section III — Writing in Japanese

### Question 12

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

#### MARKING GUIDELINES

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

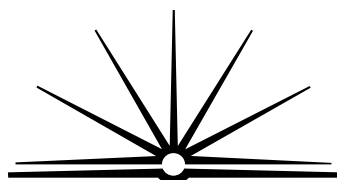
## Section III (continued)

### Question 13

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

#### MARKING GUIDELINES

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



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

## **2007 HSC Japanese Extension Marking Guidelines — Written Examination**

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

#### **Question 1 (a)**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates an excellent knowledge of the reference	2
• Demonstrates some knowledge of the reference	1

#### **Question 1 (b)**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough knowledge of the effect of the language used on the meaning of the sentence	2
• Demonstrates some knowledge of the effect of the language used on the meaning of the sentence	1

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

Criteria	Marks
• Demonstrates a sophisticated understanding of the attractions of していせきし	3
• Demonstrates a good understanding of the attractions of していせきし	2
• Demonstrates some understanding of the attractions of していせきし	1

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

Criteria	Marks
• Demonstrates an excellent understanding of the effect of the language features on the reader	3
• Demonstrates a good understanding of the effect of the language features on the reader	2
• Demonstrates some understanding of the effect of the language features on the reader	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of the links between the issue and the book • Makes a judgement as to how effectively the book explores the issue	5
• Demonstrates an excellent understanding of the links between the issue and the book	3–4
• Demonstrates good understanding of the links between the issue and the book	2
• Demonstrates some understanding of the links between the issue and the book	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"><li>• Demonstrates a perceptive and sensitive understanding of the prescribed text</li><li>• Demonstrates flair and originality in the approach taken</li><li>• Manipulates language authentically and creatively to meet the requirements of the task, including <i>kanji</i></li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the prescribed text</li><li>• Demonstrates some flair in the approach taken</li><li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task, including <i>kanji</i></li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates an understanding of the prescribed text</li><li>• Demonstrates a satisfactory control of vocabulary and sentence structures and <i>kanji</i></li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the prescribed text</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures and <i>kanji</i></li><li>• Writes within the parameters of the task</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the prescribed text</li><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures and <i>kanji</i></li></ul>	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"> <li>• Presents and develops a sophisticated, coherent argument, discussion or explanation</li> <li>• Writes effectively and perceptively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and depth in the treatment of relevant ideas</li> <li>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure and <i>kanji</i></li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Presents and develops a coherent argument, discussion or explanation</li> <li>• Writes effectively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</li> <li>• Writes accurately using a range of vocabulary and sentence structures and <i>kanji</i></li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Attempts to present and develop a coherent argument, discussion or explanation</li> <li>• Writes with some understanding of audience, purpose and context</li> <li>• Supports points with relevant material and examples</li> <li>• Writes using a range of vocabulary and sentence structures and <i>kanji</i></li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Demonstrates the use of appropriate supporting materials</li> <li>• Demonstrates evidence of the use of complex sentences and <i>kanji</i></li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Communicates primarily in simple sentences or set formulae and <i>kanji</i></li> </ul>	1–3



## 2007 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
• Demonstrates a comprehensive understanding of the purposes of this conversation	2
• Demonstrates some understanding of the purposes of this conversation	1

#### Question 1 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of how the male speaker views the options discussed	3
• Demonstrates sound understanding of how the male speaker views the options discussed	2
• Demonstrates some understanding of how the male speaker views the options discussed	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of how the male speaker's change of feelings is reflected in language use and speech style</li></ul> AND <ul style="list-style-type: none"><li>• Supports answers with appropriate examples from the text</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of how the male speaker's change of feelings is reflected in language use and speech style</li></ul> AND <ul style="list-style-type: none"><li>• Supports answers with examples from the text</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of how the male speaker's feeling and this is reflected in language use and speech style</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies some related information</li></ul>	1

## Section I — Listening and Responding

### Part B

#### Question 2

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

#### MARKING GUIDELINES

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

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Provides a detailed explanation of the statement	1

#### Question 3 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Gives a detailed explanation for the various names	2
• Recognises the reason for the various names	1

#### Question 3 (c)

*Outcomes assessed: H3.1, H3.2, H3.7*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates an insightful understanding of the effect of the quotation	3
• Demonstrates a good understanding of the effect of the quotation	2
• Demonstrates some understanding of the effect of the quotation	1

#### Question 3 (d)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates an insightful understanding of the authors intention	4
• Demonstrates a sound understanding of the authors intention	2–3
• Displays a limited understanding of the authors intention	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates an insightful understanding of the relationship between race and language</li><li>• Analyses author's intention with relevant examples</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates sound understanding of the relationship between race and language</li><li>• Analyses author's intention with some examples</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates limited understanding of the relationship between race and language</li><li>• Identifies part of author's intention with minimal textual references</li></ul>	1–2

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

*Outcomes assessed: H2.1, H3.1, H3.2, H3.4, H3.7, H3.8*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive and insightful understanding of the author's message in the two texts</li><li>• Demonstrates a highly developed ability to analyse the way in which language is used in the two text</li><li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts</li></ul>	21–25
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the author's message in the two texts</li><li>• Demonstrates a developed ability to analyse the way in which language is used in the two text</li><li>• Compose an effective argument with appropriate textual reference</li></ul>	16–20
<ul style="list-style-type: none"><li>• Demonstrates sound understanding of the author's message in the two texts</li><li>• Demonstrates the ability to identify and discuss the way in which language is used in the two texts</li><li>• Supports the discussion with some appropriate textual reference</li></ul>	11–15
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the author's message in either of the two texts</li><li>• Identifies some examples of the way in which language is used in either of the two texts</li><li>• Attempts to compose an argument with reference to the text</li></ul>	6–10
<ul style="list-style-type: none"><li>• Identifies some ideas and information relevant to the influence of either of the two texts</li><li>• Demonstrates some ability to structure and sequence ideas</li></ul>	1–5

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

## Section III — Writing in Japanese

### Questions 6–8

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

#### MARKING GUIDELINES

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