

**2008 HSC Notes from
the Marking Centre
Japanese**

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2008 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 2008 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 2008 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

Oral examination

In general candidates were well prepared and spoke confidently and were able to converse on a wide range of topics. However, candidates are advised to speak clearly and to maintain a conversation for the length of the examination by engaging with the questions asked.

Candidates are reminded that this examination is not a monologue. However, candidates are encouraged to elaborate on their responses with relevant ideas and to demonstrate their knowledge of a wide variety of advanced language structures. In addition, candidates need to practise responding to a range of questions. Some candidates who relied on prepared material did not answer all the questions. It is essential that candidates are able to demonstrate their ability to manipulate language in response to the unfamiliar and not just regurgitate pre-learnt material.

In terms of accuracy of language, candidates are advised to revise various grammatical structures, vocabulary and particles so that they are able to respond to the questions and do not misunderstand the questions. Candidates need to be familiar with 'where', 'what', 'when' and 'who' type questions.

Candidates are permitted to ask for questions to be repeated or rephrased by the examiner if they are having difficulty understanding the question. However, they must ask the examiner in Japanese and not in English. Candidates should learn simple expressions such as 'Can you repeat the question?' and 'I do not understand' in Japanese in order to do this.

Written examination

Section I – Listening

General comments

Candidates are reminded to answer the questions fully and include all the relevant information. Responding to the questions by giving an exact translation of the spoken text does not necessarily meet the requirements of a particular question.

Candidates should use the ‘Candidate’s 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 ‘Candidate’s Notes’ column.

Specific comments

Question 1

In the better responses, candidates explained the woman’s disappointment about the food items not being available and understood that there was only Japanese food available at the restaurant.

Question 2

In the better responses, candidates connected the purpose of the outing not to its final location but to the actual meeting place. In weaker responses, candidates connected the purpose of the outing to its final location only.

Question 3

In the better responses, candidates grasped the concepts of the visit, the concert and the need for singers. They also demonstrated understanding of the various meanings of ‘*oshiete*’. In the weaker responses, candidates only identified the concert.

Question 4

In the better responses, candidates identified a number of reasons for the interview with Mr Tanaka. In the weaker responses, candidates only identified the concert.

Question 5

In the better responses, candidates commented on the reason for the preference and justified their response with examples from the spoken text. In the weaker responses, candidates only identified the word ‘*kaimono*’.

Question 6

In the better responses, candidates gave a number of reasons for the phone call. In the weaker responses, candidates only identified the tennis connection and confused ‘*chuugakkoo*’ with ‘*chuugoku*’.

Question 7

In the better responses, candidates identified two positive impacts and one negative impact of the new hot spring. In the weaker responses, candidates only identified the word ‘*benri*’.

Question 8

In the better responses, candidates referred to the many instructions given and listed them in sequence. In the weaker responses, candidates identified only a few instructions.

Question 9

In better responses, candidates used several adjectives to describe Mayumi's reaction and justified their response by giving details of the reasons. In the weaker responses, candidates gave details of only one reaction or did not mention any reaction and simply offered a limited translation of the spoken text.

Question 10

In better responses, candidates argued positively or negatively as to why the homestay would or would not be enjoyed and justified their response with a number of references from the spoken text. In weaker responses, candidates cited only one correct reference from the spoken text.

Section II – Reading

General comments

Candidates are advised to read the whole text in order to get an overall understanding before identifying the specific detail required for their responses. Candidates are reminded to read the texts carefully and include all relevant detail in their response to support their opinions.

Specific comments

Question 11

- (a) In better responses, candidates based their responses on details extracted from the whole text. In weaker responses, candidates used only the information contained in the title of the webpage.
- (b) In the better responses, candidates included many details of both excursions. In weaker responses, candidates did not demonstrate understanding of key grammatical items which hindered their understanding of the passage.

Question 12

- (a) In better responses, candidates demonstrated a comprehensive understanding of the directions to the venue. In weaker responses, candidates identified the number of the bus and how long it takes to get there.
- (b) In better responses, candidates clearly identified the target groups of the flyer and supported their response with specific detail from the text. In weaker responses, candidates focused on the day and time of the dance classes rather than other more relevant information.

Question 13

- (a) In better responses, candidates clearly identified that an exchange student had come to the school and identified that he shared the same hobbies as Tom. In weaker responses, candidates only named the exchange student and did not provide any other details.
- (b) In better responses, candidates made reference to Tom's character throughout their response and used information in the text to support their opinion. In weaker responses, candidates confused Tom and Kenji and provided details about Kenji in their response.

Question 14

- (a) In better responses, candidates demonstrated evidence of having read the whole text and clearly identified the trends, referring to both the beginning and end of the text. In weaker responses, candidates had difficulty identifying trends and did not understand the requirements of the question.
- (b) In better responses, candidates demonstrated their understanding of the whole text to draw conclusions about the reasons for including the quotations from different people. In weaker responses, candidates did not provide details to support their argument.

Question 15

- (a) In better responses, candidates reflected on the main topic of conversation. Candidates are reminded that they should read the questions carefully. In weaker responses, candidates interpreted the question as ‘Why did Hiroshi phone Akiko?’
- (b) In better responses, candidates identified both pieces of advice.
- (c) In better responses, candidates demonstrated an excellent understanding of the differences between the brother and sister, with insightful and well-supported arguments. In weaker responses, candidates did not substantiate their responses with evidence from the text and did not make comparisons.

Section III – Writing in Japanese

Question 16

In better responses, candidates used appropriate language to invite a friend to their home and suggested how they could spend time together. Many candidates gave suggestions using the ‘~tari ~tari’ form and included the reason for the invitation.

Candidates should read the question carefully. This question specified that the invitation was for ‘this evening’. However, many candidates wrote about activities for ‘tomorrow’ or ‘on the weekend’.

Candidates are reminded to observe the convention of text types. Many candidates wrote their name at the end of the message.

Candidates are advised to take care with the use of Japanese script and to try and use as many prescribed characters as possible. In the better responses, candidates included a variety of senior structures in their response and demonstrated their ability to manipulate language.

Candidates should use ‘*kimasen ka*’ or ‘*kona*’i instead of ‘*ikimasen ka*’ to invite a friend home.

Question 17

In the better responses, candidates wrote creatively using the text as a stimulus. Many responses were well sequenced with authentic and original ideas.

Candidates are advised to synthesise the information from the stimulus and incorporate their own ideas rather than copying vocabulary and language structures directly from the stimulus text.

Candidates are reminded to keep dictionary use to a minimum. Overuse of dictionaries can result in the misuse of words and expressions out of context.

Question 18

General comments

In the best responses, candidates demonstrated evidence of having read and understood both the Japanese and English directions for the task and had planned their response effectively. Their ideas were highly relevant and were structured and sequenced coherently. They demonstrated an excellent knowledge of the speech text type and writing conventions and incorporated a wide range of vocabulary and advanced structures. In these responses, candidates communicated their ideas effectively with only minor errors which did not detract from the communication.

In the weaker responses, it was apparent that many candidates had not read or understood the task requirements in Japanese as well as in English; hence their ideas were not highly relevant. Many of the weaker responses demonstrated a lack of depth of knowledge of vocabulary and advanced structures and many candidates simply listed ideas without developing them into a logical and effective sequence.

Candidates are reminded to read both the Japanese and English task requirements. They should identify the text type and use the conventions of that text type consistently. They should get to the point quickly and avoid lengthy introductions which waste time and space. Candidates should avoid using too many grammatical structures in one sentence as this adversely affects coherence. They should also avoid the overuse of the dictionary as communication is effected when lexical items are used out of context. Candidates should ensure that the spelling of common vocabulary items or phrases, for example *'konnichi wa'*, *'oosutoraria'*, *'minasan'*, *'arigatoo gozaimasu'*, *'toshokan'*, *'isshoni'* is correct.

Specific comments

- (a) In the better responses, candidates were able to explain why a particular person was their idol rather than just what their idol's occupation was. Many candidates used the article text type instead of the required speech text type.
- (b) In many responses candidates did not address the topic of their high school life. In some responses candidates wrote about their daily routine or listed their subjects or timetable. Their use of tense tended to be inconsistent.

Continuers

Oral examination

General comments

Most candidates spoke audibly. However, all candidates are reminded of the importance of speaking clearly throughout the entire examination, finishing sentences and maintaining the same volume at all times. Speaking at a very fast pace is not necessary. It is recommended that candidates maintain a steady, even pace throughout the examination.

Candidates should be aware that examiners are not allowed to assist them by explaining the meaning of vocabulary items they do not know.

Generally, candidates were well prepared for the examination and were able to converse on a wide range of topic areas 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.

It is preferable not to repeat the same phrases and ideas throughout the examination, but provide a range of interesting responses. Candidates should be aware that the examination will assess their understanding of spoken Japanese in a variety of ways and should assume that they may not be asked questions from every topic area during the ten-minute conversation.

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. Candidates should practise manipulating the language in a natural way and giving responses in a conversation or interview situation, rather than preparing rote-learned responses. They should also be prepared to elaborate on their responses using a range of language structures and sophisticated vocabulary to achieve marks in the higher mark ranges. However, in their own interests candidates will not be allowed to talk for an unnecessary length in response to a single question.

Candidates should take care when using particles, numbers, quantities, expressions of time and while giving responses that require them to converse in the past tense. It is also recommended that they practise conjugating and linking the different types of adjectives, nouns and verbs correctly. Candidates should pay careful attention to question words to ensure that they have understood them correctly. It is recommended that candidates use polite language throughout the examination.

Section I – Listening and responding

Questions 1–8

General comments

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.

Candidates should answer the questions succinctly, with responses that identify and summarise the main points with relevant references to the text. The lines provided for the responses are a good guide as to the required length of the response.

Candidates are encouraged to make efficient use of their dictionaries. Key words are frequently repeated in texts and should be noted and looked up later.

Many candidates had difficulty identifying numbers and directions.

Candidates should listen carefully to the whole text as relevant information will be found throughout the text.

Candidates should always attempt all questions, including multiple-choice questions.

Specific comments

Question 1

Some candidates did not understand certain vocabulary items. The word ‘robot’ was sometimes confused with ‘Robert’.

Question 2

In many weaker responses, candidates did not understand the directions and that the directions given were to the art gallery and not to the convenience store.

Question 3

In the better responses, candidates understood that the eggs were not needed although the mother initially requested them. In the weaker responses, candidates did not understand the location of the shop where Isabella had to purchase the meat.

Question 4

In the better responses, candidates included examples of the grandfather's disappointment.

Question 5

Candidates are reminded to consider all of the relevant information before selecting a response in a multiple-choice item.

Question 6

In the best responses, candidates identified reasons for Mrs Suzuki's interview in detail. In the weaker responses, candidates did not understand the word '*kankoku*'.

Question 7

Candidates needed to address the issue of the tone of the speakers as well as the quality of the arguments. In the best responses, candidates gave concise summaries of the arguments presented by both Yoshi and Emi and made a judgement on the basis of the quality of these arguments. In the weaker responses, candidates often confused the male and female speakers and answered the question as if Yoshi was the female speaker. When asked to justify a response with reference to the text candidates should ensure that the references are relevant and add weight to the opinion expressed. Simply quoting in Japanese is not in itself sufficient to answer such questions.

Question 8

In the best responses, candidates commented on Mr Tanaka's reflection on the benefits of his time at school and the lessons learnt rather than his attitude to his studies at that time. In the weaker responses, candidates confused 20 years with 2 or 12 years.

Section II – Reading and responding

Part A

Question 9

- (a) In better responses, candidates identified both elements of the weather, the continual rain and humidity. Most candidates understood that three months had passed. However, some misunderstood this to mean that the rainy season lasts three months.

- (b) In better responses, candidates explained the three ways Ella has adapted to the weather. Most candidates correctly understood the counter for three umbrellas ‘*sanbon*’. However, in weaker responses, candidates misunderstood this to mean ‘three books’.
- (c) To gain full marks, candidates needed to make a judgement of how likely Ella was to buy the umbrella and justify their response by giving examples found in the text. In better responses, candidates linked each of the features of the new umbrella with the information learnt about Ella throughout the whole text, proving that Ella would be unlikely to buy the umbrella.

Question 10

- (a) In better responses, candidates identified the coffee shop and the specific location within the coffee shop where the conversation took place. In weaker responses, the candidates wrote ‘in a set of drama/play’ which did not answer the question.
- (b) In better responses, candidates identified two reasons why Naoko had initiated the meeting with Kenji. Some provided Naoko’s ultimate motive which was to press for a more intimate relationship with Kenji as part of their response.
- (c) In better responses, candidates identified all or most of Naoko’s complaints about her work which led to her unhappiness. In the weaker responses, candidates confused Kenji’s ill feeling towards ‘banned workplace relationships’ as one of her complaints.
- (d) In better responses, candidates referred to all the information within the text that suggested that Kenji had a girlfriend. In the weaker responses, the candidates merely identified some examples of Kenji’s odd behaviour.
- (e) In better responses, candidates explained both statements. In these responses candidates listed appropriate reasons for Kenji not being able to tell Naoko before and why Kenji feels that he needs to tell her now. In the best responses, the candidates demonstrated a perceptive understanding of both of his comments, and explored Kenji’s prior hesitation and why he must reveal his relationship with Yuko to Naoko now.

Part B

Question 11

Candidates are reminded to read the stimulus text carefully and analyse the intentions behind the comments and questions made in the text.

The best response, identified Rie’s anxiety about her first overseas trip as well as her lack of confidence about her language skills and her ability to make new friends during her short stay in Australia. In these responses, candidates provided the relevant information which would not only ease her anxiety but also make her look forward to her trip.

In the best responses, candidates responded well to the inquiry about the clothes but some responses seemed confused about the season and responded to it by writing that August is summer in Australia.

Candidates are advised to pay attention to the stimulus text as a whole. In this question, there is an information section which also provides some facts about Rie. For Rie’s query about Australian food, more elaborate responses included information relating to fruit, which was Rie’s favourite food.

Candidates are reminded to pay greater attention to ways of responding to the questions in the text. In the weaker responses, candidates tended to provide information about themselves rather than providing the information which would help Rie prepare for her trip. To her question about the weekend plans, less informative responses included what the writer and/or their family do on the weekend but did not mention what they would do with her or for her during her stay on the weekend.

Specific comments

- ‘*Motte iku*’ was used instead of ‘*motte kuru*’.
- The use of ‘*~nakutemo*’ for ‘even if you don’t ~’ Many candidates used ‘*non*’ which is incorrect in this context.
- Negative comparison ‘*hodo~na*’i was rarely used correctly.
- Candidates should be aware of the functions of some structures. Many candidates used ‘*okaasan wa shinpai shite wa ikemasen*’ for ‘*shinakute mo ii desu*’. Another common misuse of a senior grammatical structure was ‘*tabetemo ii desu*’ where ‘*taberu koto ga dekimasu*’ or ‘*tabetara ii to omoimasu*’ should have been used.
- Candidates are advised to pay greater attention to some basic *kanji* such as ‘eat’, ‘various’ and ‘study’.
- Candidates are also reminded to pay closer attention to *hiragana* and *katakana* spelling throughout the response; pet ‘*petto*’ in *katakana* and *dakuon* (‘’) are typical errors.

Section III – Writing in Japanese

General comments

In better responses, candidates demonstrated a thorough knowledge of a variety of language structures and Japanese script. Candidates are advised to read the requirements of the task carefully and plan their responses so that they write within the word limit of 200–300 *ji*. Candidates are reminded that their responses should flow well with logical sequencing. Candidates should demonstrate a thorough knowledge of the use of ‘*genkooyoshi*’. Candidates should also record their question number accurately on their question booklet. Candidates should not use too much of their available word length to set the context of the writing task, but rather concentrate on the main purpose of the task.

Specific comments

Question12

- (a) In the best responses, candidates presented original ideas and information/examples as to why they admired their teacher. These examples included teaching methods in the classroom, personal qualities or how their favourite teacher helped them adapt to life in Japan. In weaker responses, candidates wrote a thank you note rather than a text for a yearbook.
- (b) In better responses, candidates wrote about one leisure activity and related it to their personal experience. In weaker responses, candidates wrote about many leisure activities or wrote about leisure activities in Australia.

Question 13

- (a) In better responses, candidates wrote positively about their school and explained why it would be a good school to visit on exchange. In weaker responses, candidates described their school and/or the neighbouring area around their school.

- (b) In better responses, candidates presented convincing arguments to persuade their host sister/brother to take time off work to travel around Japan. In weaker responses, candidates described sightseeing places in Japan and were not successful in persuading the host sister/brother to take time off work. Candidates are reminded to read the question carefully and respond to all aspects of the question.

Common errors included inconsistent use of '*kimasu/ikimasu*', incorrect use of '*genkooyoshi*' and use of '*okurigana*'. Many candidates had difficulty writing basic vocabulary items in *katakana*, eg '*oosutoraria*' and '*shidonii*'.

Extension

Oral examination

Most candidates demonstrated a good level of competence in Japanese and the ability to formulate a well-structured argument. Candidates are advised to use their preparation time wisely to plan their monologue, with an appropriate introduction and conclusion. In the better responses, candidates presented and developed a coherent, sophisticated argument, supported by a range of relevant examples. They communicated effectively and within the time limit, with a high level of fluency and grammatical accuracy and demonstrated sophistication in vocabulary and sentence structures. Candidates are reminded to relate their ideas and opinions directly to the question, rather than regurgitating monologues that they have prepared.

Question 1

In better responses, candidates focused on whether or not learning can take place without technology. Their responses went beyond just discussing the good and bad points of technology. Candidates should also be careful with the pronunciation of *gairaigo* such as '*tekunorojii*', and the pronunciation of *kanji* such as '*manabemasen*'.

Question 2

In better responses, candidates linked their argument to the beneficial impacts on society with reference to 'competition in teams' and 'individual competition'. Candidates are reminded to read the question carefully. Some candidates mistook '*shakai*' for '*kaish*' and therefore answered the question from the wrong perspective.

Question 3

In better responses, candidates discussed whether money is the best way to overcome difficulties. Some candidates acknowledged the other side of the argument which was also a good approach. In the weaker responses, candidates focused on the benefits of having money without relating it to solving problems.

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 the four prescribed extracts and the story as a whole to support their responses.

Specific comments

- (a) In better responses candidates clearly identified the meaning of *'shuu'i'* as the 'people around him', and they provided details.
- (b) Most candidates demonstrated an understanding of *'tobikondeikeba'* as 'if one jumps/dives in'. However, in the better responses, candidates showed the effect of using this phrase as a way of identifying the positive aspects of Ototake's personality and his courage, bravery and determination in facing mainstream society as a disabled person. In the weaker responses, candidates did not understand the use of the phrase within the extract and interpreted Ototake's 'jumping in' as a negative point.
- (c) Candidates needed to comment on the use of *'mitehoshii'* within the context of the sentence provided and the extract, not just on the phrase itself. In the better responses, candidates provided a clear understanding of the phrase as Ototake wanting the readers to 'try and remember your primary school days' so that they could reflect on their experiences and as a result see how disabled students can be easily integrated into, and accommodated for, in everyday life. Some candidates focused solely on the language within the phrase and did not relate it to the sentence provided or the content in the extract.
- (d) Most candidates identified Ototake's portrayal of Japanese society's treatment of the disabled in a negative way and supported their opinion with examples from the extract. In the better responses, candidates demonstrated a perceptive understanding by referring to vocabulary, eg *'shougaisha'*, *'meiwaku'*, *'ashidematoi'*, *'okosan no youna'*, *'hitokukuri'*, the use of rhetorical questions and provided a breadth of relevant examples from the extract to support their answer. In weaker responses, candidates referred to Ototake's beliefs and hopes or wishes for Japanese society as opposed to his portrayal of their view and did not provide language examples from the extract.
- (e) In better responses, candidates critically evaluated Ototake's suitability by providing examples of his personal experiences throughout the entire novel and clearly outlined why these examples made him the ideal person. A number of candidates referred to Ototake's character/personality to evaluate his suitability. In the weaker responses, candidates provided examples of activities Ototake had been involved in but were unable to link these to the question.

Candidates are reminded to read the question carefully to ensure that they have interpreted the requirements of the question correctly. In the best responses, candidates wrote succinctly and responded with relevant information and ideas in the spaces provided on the examination paper.

Part B

Candidates are advised to refer to the extract and the prescribed text, and are reminded that Part B is not a creative writing exercise.

Candidates needed to use Ototake's first name, Hirotada, instead of his last name, because a mother would not address her own child using the family name.

In better responses, candidates gave a perceptive interpretation of the task within the word limit given. Good responses referred to the mother's worries, eg Ototake's handicap, bullying, friendship, the fact that no one will look after Hiro, and then gave encouraging words.

In weaker responses candidates invented situations such as the mother telling Hiro that it is important to study hard, which was irrelevant to the task.

Common errors included inconsistency in the use of polite and plain forms, incorrect use of '*-te ageru*' and '*-te kureru*'.

The conventions of the letter format were often not correctly observed and although this was a letter, candidates were not required to use phrases like '*ogenki desu ka*' or seasonal comments because the letter was from Oto's mother who lived with him.

Candidates are advised to read the questions in Japanese as well as English with a great care. When planning responses to this question candidates are strongly recommended to identify the format, context, audience and character of the writer.

Section II – Writing in Japanese

General comments

Most candidates wrote the required length of 600 *ji* and demonstrated a good knowledge of grammar and a variety of vocabulary. However, it is important that candidates read the question carefully and respond with relevant ideas. In the better responses, candidates manipulated language authentically.

Specific comments

Question 3

In better responses, candidates presented and developed their arguments in a sophisticated manner. Their discourses were well structured and convincingly developed their opinions on how society should treat the elderly.

In weaker responses, candidates did not compare how elderly people were treated in the past and the present. Many candidates listed a variety of problems that face the elderly without treating the topic in depth. Some candidates did not refer to the way society treats the elderly and wrote about how their families treat their grandparents. Candidates are reminded to note the text type of the question and write appropriately for the context, purpose and audience.

Question 4

In better responses, candidates convincingly developed their arguments. Many candidates outlined the good and bad points of technology and identified its misuse but did not develop a sophisticated argument.

In weaker responses, candidates demonstrated a weak link between good and bad aspects of technology and wasting time. Some candidates listed how useful technology was but did not write about it as a ‘time waster’. In such responses, there was evidence of the inclusion of pre-learnt material which was not relevant to the question.

Background Speakers

Section I – Listening and responding

Question 1

General comments

Candidates are reminded that they must respond in English. All references to the text should be in English or an English translation should be included when quoting in Japanese. Candidates also need to ensure that they answer the questions fully, including all relevant information. It is also advisable to check English expression to ensure that it is clear and comprehensible.

Specific comments

- (a) In better responses, candidates explained why Ms Suzuki has been invited on to the program. Many candidates demonstrated their understanding of the text by including a reference to the title of the program and a summary of the relevant information in the text.
- (b) In better responses, candidates gave a detailed explanation of how Ms Suzuki’s life has changed. Candidates needed to refer to her situation 10 years ago and compare that with her present life.
- (c) Candidates are reminded to include references to the text when justifying their opinions. In the better responses, candidates demonstrated a perceptive understanding of the effectiveness of the interview and supported their opinions with references. In these responses, candidates analysed the language features used in the text and a number of appropriate references were included.

Question 2

Candidates needed to compare and contrast information in both texts to demonstrate overall understanding, and draw a conclusion as to whether ‘Japan’s skilled trainee program’ is fair. In the better responses, candidates added their own examples to support their opinions, demonstrating a thorough understanding of the issues. Candidates are reminded that they have to refer to both texts when attempting this question.

Candidates are not only assessed on how well they present an argument but also on their ability to convey their ideas effectively. Candidates are advised to be aware that inaccuracies in vocabulary and language structures will effect the overall impression of their writing.

Section II: Reading and responding

Part A

Candidates can respond either in Japanese or in English. In either case, candidates are advised to read both Japanese and English questions carefully to gain a comprehensive understanding of the requirements of the task.

Question 3

In general, there was a thorough understanding of the settings, events, main characters and their portrayal, and the issues revealed in the film.

- (a) In the better responses, candidates explained the purpose of the journey in detail including the destination and what that destination means to the Onda family.
- (b) In the better responses, candidates demonstrated a comprehensive understanding of the lyrics of the song and what the song means to the father.
- (c) In the better responses, candidates described Koji's character and included a number of examples throughout the film to support their point of view.
- (d) In the better responses, candidates identified the two metaphors (the clock and the freed bird) in this scene, and another metaphor from another scene. Candidates are advised to understand what language features such as metaphors are and acquire the skills to evaluate their effect. In the weaker responses, candidates did not demonstrate their understanding of the term 'metaphor' or could only cite one example from the film.

Question 4

In the better responses, candidates demonstrated a good understanding of the author's message of the poem *Watashi o tabanenaide*. Many responses demonstrated that the poem was studied thoroughly under the prescribed issue 'Gender roles in today's society'. However, to satisfy the requirements of this question, candidates needed to describe pressures on young people in Japanese society. In the best responses, candidates successfully described the pressures quoting lines and phrases from the poem and interpreting them from young person's viewpoint.

Part B

Question 5

Most candidates identified the main issues in the text and responded using the correct text type, and appropriate vocabulary and structures. However, in order to satisfy the requirements of the question candidates needed to discuss what the Japanese government should do about meat products from cloned animals. In the best responses, candidates revealed their comprehensive understanding of the prescribed issue 'The impact of technology', presenting their own opinions and also included various examples from other sources.

Section III: Writing in Japanese

General comments

The best responses presented and developed a coherent argument, treating relevant information and supporting evidence in depth while relating these to a specific audience, purpose and context as appropriate for each question. They were well structured with an introduction and a convincing conclusion. In order to present a coherent argument, candidates are reminded to use sophisticated vocabulary and *kyoiku kanji*.

Question 6

In the better responses, candidates demonstrated a comprehensive understanding of wireless technology, giving many examples, and its influence on society. In the weaker responses, candidates misinterpreted wireless technology simply as the computer.

Question 7

In the better responses, candidates demonstrated a thorough understanding of the prescribed issue ‘Reconciling traditional and contemporary Japanese culture’ and presented their own ideas to solve the problem raised in the question.

Question 8

In the better responses, candidates demonstrated a sound knowledge of the internship program and presented well-developed ideas.

Japanese Beginners

2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
	20	Conversation covering the candidate's personal world as it relates to the prescribed topics	H1.1, H1.2, H1.3
Written Examination			
Section I — Listening			
1	2	People, places and communities — conversation	H2.2
2	1	Family life, home and neighbourhood — phone message	H2.1, H2.2
3	2	Education and work — announcement	H2.1, H2.5
4	3	People, places and communities — interview	H2.1, H2.2, H2.4
5	3	Holidays, travel and tourism — speech	H2.1, H2.2, H2.3
6	3	Friends, recreation and pastimes — telephone conversation	H2.1, H2.2, H2.4
7	3	People, places and communities — news item	H2.1, H2.4, H2.5
8	4	Education and work — phone message	H2.3
9	4	Future plans and aspirations — conversation	H2.1, H2.2, H2.4
10	5	Family life, home and neighbourhood — conversation	H2.1, H2.2, H2.4
Section II — Reading			
11 (a)	1	Holidays travel and tourism — website	H2.5
11 (b)	2	Holidays travel and tourism — website	H2.1, H2.2
12 (a)	2	People, places and communities — advertisement	H2.2, H2.3
12 (b)	3	People, places and communities — advertisement	H2.1, H2.2, H2.4, H2.5
13 (a)	2	Friends, recreation and pastimes — diary	H2.2, H2.3
13 (b)	4	Friends, recreation and pastimes — diary	H2.1, H2.2, H2.4
14 (a)	2	Future plans and aspirations — article	H2.1, H2.2, H2.3
14 (b)	4	Future plans and aspirations — article	H2.1, H2.4, H2.5
15 (a)	2	Education and work — chat-room conversation	H2.2, H2.5
15 (b)	1	Education and work — chat-room conversation	H2.1, H2.5
15 (c)	2	Education and work — chat-room conversation	H2.2, H2.3
15 (d)	5	Education and work — chat-room conversation	H2.1, H2.2, H2.4
Section III — Writing in Japanese			
Part A			
16	4	Friends, recreation and pastimes — message	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3
17	6	Family life, home and neighbourhood — email	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3
Section III — Writing in Japanese			
Part B			
18 (a)	10	People, places and communities — speech	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3
18 (b)	10	Education and work — speech	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3

Japanese Continuers

2008 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	Leisure – conversation	H3.1
2	3	Travelling in Japan – conversation	H3.1
3	3	Daily life – conversation	H3.1
4	3	Cultural life – conversation	H3.1
5	1	Living in Japan – announcement	H3.1, H3.2
6	4	World of work – interview	H3.1, H3.2
7	4	Leisure – conversation	H3.1, H3.2
8	5	Future Plans – speech	H3.1, H3.2
Section II — Reading and Responding			
Part A			
9 (a)	2	Living in Japan – letter	H3.1
9 (b)	3	Living in Japan – letter	H3.1
9 (c)	4	Living in Japan – letter	H3.2
10 (a)	2	Personal world – script of a play	H3.1
10 (b)	2	Personal world – script of a play	H3.1
10 (c)	3	Personal world – script of a play	H3.1
10 (d)	4	Personal world – script of a play	H3.1, H3.2
10 (e)	5	Personal world – script of a play	H3.1, H3.2
Section II — Reading and Responding			
Part B			
11	15	Personal world – email	H1.2, H1.3, H2.1, H2.3
Section III — Writing in Japanese			
12 (a)	6	Daily life – description	H2.1, H2.2, H2.3
12 (b)	6	Leisure – description	H2.1, H2.2, H2.3
13 (a)	9	Travelling in Japan – letter	H2.1, H2.2, H2.3
13 (b)	9	Daily life – article	H2.1, H2.2, H2.3

Japanese Extension

2008 HSC Examination Mapping Grid

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

Japanese Background Speakers

2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Listening and Responding			
Part A			
1 (a)	2	The family in contemporary society — interview	H3.1, H3.2
1 (b)	3	The family in contemporary society — interview	H3.1, H3.2, H3.3
1 (c)	5	The family in contemporary society — interview	H3.1, H3.2, H3.3, H3.6, H3.7, H4.1
Section I — Listening and Responding			
Part B			
2	10	Japan and the international community— news report — article	H3.1, H3.2, H3.3, H3.7, H3.8
Section II — Reading and Responding			
Part A			
3 (a)	2	<i>Setouchi Moonlight Serenade</i>	H3.1
3 (b)	3	<i>Setouchi Moonlight Serenade</i>	H3.1, H3.2, H3.3
3 (c)	5	<i>Setouchi Moonlight Serenade</i>	H3.1, H3.2, H3.3
3 (d)	5	<i>Setouchi Moonlight Serenade</i>	H3.1, H3.2, H3.3, H3.7, H3.8
4	25	<i>Watashi o Tabanenaide</i>	H2.1, H3.1, H3.2, H3.7, H3.8
Section II — Reading and Responding			
Part B			
5	15	The universality of human experience — article letter	H1.2, H2.1, H2.3, H2.4, H3.8
Section III — Writing in Japanese			
6	25	The impact of technology — essay	H2.1, H2.2, H2.3, H2.4,
7	25	Reconciling traditional and contemporary Japanese culture — speech	H2.1, H2.2, H2.3, H2.4,
8	25	The place of education in young people's lives — article	H2.1, H2.2, H2.3, H2.4,



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Section I — Listening

Question 1

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why the woman is disappointed	2
• Provides some relevant information	1

Sample answer:

The woman couldn't order the food she wanted. The reason is that restaurant only has Japanese food and it has run out of tempura.

Question 2

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 3

Outcomes assessed: H2.1, H2.5

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the purpose of the announcement	2
• Provides some relevant information	1

Sample answer:

The teacher is informing the students that Japanese high school students will visit the school next month. There will be a concert and the teacher wants to know who can sing Australian songs.

Question 4

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

MARKING GUIDELINES

Criteria	Marks
• Explains why Mr Tanaka is being interviewed	3
• Demonstrates some understanding of why Mr Tanaka is being interviewed.	2
• Provides some relevant information	1

Sample answer:

Mr Tanaka is being interviewed because even though he is a famous soccer player he can also sing, and he just made a new CD. He will give all money from the sale of the CD to the children's hospital.

Question 5

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the reasons John preferred Kobe	3
• Demonstrates some understanding of the reasons John preferred Kobe	2
• Identifies some relevant detail	1

Sample answer:

Kobe is a very lively and modern city with many young people there. There are shops selling fashionable clothing. It is more appealing to young people than Kyoto with its temples and gardens.

Question 6

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

MARKING GUIDELINES

Criteria	Marks
• Explains in detail why Ken phoned Masako	3
• Demonstrates some understanding of why Ken phoned Masako	2
• Identifies some relevant detail	1

Sample answer:

Ken phoned Masako because his tennis skills have become bad, so he wants Masako to teach him again. When they attended the same junior high three years ago, Masako was a good tennis teacher.

Question 7

Outcomes assessed: H2.1, H2.4, H2.5

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of how the hot spring will impact on the people of Nakayama • Supports answer with some evidence from the text	3
• Demonstrates some understanding of how the hot spring will impact on the people of Nakayama	2
• Provides some relevant information	1

Sample answer:

The new hot spring will cause many people to come to Nakayama and the roads will become crowded. Previously, the people of Nakayama had to travel far to get to a Hot Spring, so now it will be more convenient for them. Also, the shopkeepers and restaurant owners are happy because they will now have more customers.

Question 8

Outcomes assessed: H2.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of what needs to be done	4
• Demonstrates a good understanding of what needs to be done	3
• Demonstrates some understanding of what needs to be done	2
• Provides some relevant information	1

Sample answer:

- Go to the coffee shop 30 minutes before 9 o'clock to prepare.
- Open the windows and clean the toilet.
- Phone the chef about the lunch menu.
- Write the lunch menu on the blackboard.
- Open the coffee shop at 9 o'clock.

Question 9

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

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed explanation of Mayumi's reaction to what Kenta tells her	4
• Provides a good explanation of Mayumi's reaction to what Kenta tells her	3
• Provides some explanation of Mayumi's reaction to what Kenta tells her	2
• Provides some relevant information about Mayumi or Kenta	1

Sample answer:

Mayumi is surprised to hear that Kenta is still going to parties and working part time on the weekends, instead of studying hard. She is also impressed that Kenta is not going to university straight away, but will go to Canada on a working holiday. She is also envious to hear that his parents let him do whatever he wants, but she has to study hard to become a lawyer because her parents say so! She seems a little jealous of Kenta's freedom to attend parties etc.

Question 10

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the text • Provides detailed references to the text to justify opinion	5
• Demonstrates a good understanding of the text • Provides references to the text to justify opinion	4
• Demonstrates some understanding of the text • Provides some references to the text to justify opinion	3
• Identifies some relevant details about the text	2
• Identifies some information from the text	1

Sample answer:

Yes, Tom will probably enjoy staying with this family because the mother is thinking about Tom's likes and interests. Mum has considered the fact that Tom is Australian and is making an effort to accommodate him, such as making meals that he likes and thinking about his sleeping arrangements.

Kenji is not as keen to put himself out for Tom. He reluctantly agrees to take Tom to a J-League soccer game but is concerned about their age difference. Also, he doesn't want to give up his bed.

Section II — Reading

Question 11 (a)

Outcomes assessed: H2.5

MARKING GUIDELINES

Criteria	Marks
Identifies the purpose of the website	1

Sample answer:

The purpose of the website is to provide information to Japanese students about study, home stay and excursions in Australia.

Question 11 (b)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

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

Sample answer:

When you click on link 3 you can find out about two excursions – a camping trip for one week to Uluru and a weekend tour to a zoo.

Question 12 (a)

Outcomes assessed: H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
Identifies the comprehensive direction to the venue	2
Identifies the direction to the venue	1

Sample answer:

Catch the No. 45 bus from Central station. Get off the bus at the bus stop in front of a big hotel. The dancing studio is next to the hotel. (It takes 15 minutes.)

Question 12 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the advertisement • Supports answer with evidence from the text	3
• Demonstrates a good understanding of the advertisement • Supports answer with evidence from the text	2
• Identifies some relevant information	1

Sample answer:

Japanese people in Australia who want to get fit by learning hip hop dance and want to make new friends with other Japanese people. This studio uses teachers who speak Japanese so Japanese people with poor English will be able to join too.

Question 13 (a)

Outcomes assessed: H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of what prompted the diary entry	2
• Provides some relevant information	1

Sample answer:

A Japanese exchange student came to the school today. Because they have the same hobbies, Tom wants to make friends with him.

Question 13 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of Tom's character, • Provides evidence from the text	4
• Demonstrates some understanding of Tom's character • Provides evidence from the text	3
• Identifies some information about Tom	2
• Identifies some relevant information	1

Sample answer:

Tom is a very friendly and helpful person because he intends to introduce Kenji to his friends and invite him to parties and take him to the beach. He understands that because of Kenji's poor English he will find it difficult to make friends. He is interested in Japanese and wants to speak with Kenji in Japanese. Tom seems to be an outgoing and energetic person, as he likes doing things such as playing sport and spending time with friends.

Question 14 (a)

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

MARKING GUIDELINES

Criteria	Marks
• Provides a description of the trends	2
• Identifies some relevant information	1

Sample answer:

Recently high school students do not always go straight on to university after the HSC, but take a year off and work or travel first. So these days there is more opportunity for choice when it comes to future plans.

Question 14 (b)

Outcomes assessed: H2.1, H2.4, H2.5

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the reasons for including the quotations	4
• Demonstrates a good understanding of the reason for including the quotations	3
• Demonstrates some understanding of the reason for including the quotations	2
• Identifies some relevant information.	1

Sample answer:

Firstly the author wants to show the various attitudes of people who are connected with the future plans of high school leavers. The author also demonstrates the differences in students' attitudes and shows that there is not just one clear pathway. Furthermore the choices that students make affect other people such as teachers, university lecturers, employers etc. Students should listen to the views of many people before making their decisions, and be open to new opportunities.

Question 15 (a)

Outcomes assessed: H2.2, H2.5

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why Akiko and Hiroshi are chatting	2
• Provides some relevant information	1

Sample answer:

Akiko doesn't like study. She wants to quit school and go to Australia.

Question 15 (b)

Outcomes assessed: H2.1, H2.5

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 15 (c)

Outcomes assessed: H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of Hiroshi's advice to Akiko	2
• Provides some relevant information	1

Sample answer:

Hiroshi advises Akiko to study English before going to Australia. He also advises her to talk to their mum.

Question 15 (d)

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

MARKING GUIDELINES

Criteria	Marks
• Comprehensively compares the attitudes of both people	5
• Demonstrates a good understanding of the comparison in attitude between Hiroshi and Akiko, and makes a comparison	4
• Demonstrates a good understanding of the comparison in attitude between Hiroshi and Akiko	2–3
• Identifies some relevant information	1

Sample answer:

Hiroshi is more serious than Akiko who is rather laidback and fun loving. Hiroshi is studious, and worked hard to graduate, whereas Akiko is a bit lazy and just wants to give up school because study is too hard. She is also a bit naïve as she has given no thought to how she will earn money or where she will live. In contrast, Hiroshi is sensible and mature about the importance of making the right choices.

Section III — Writing in Japanese

Part A

Question 16

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

MARKING GUIDELINES

Criteria	Marks
- Communicates ideas and information appropriate to audience, purpose and context - Applies knowledge of vocabulary, language structures and features to the task - Demonstrates good control of the conventions of the Japanese writing system	4
- Communicates with some awareness of audience, purpose and context - Demonstrates some knowledge of vocabulary, language structures and features - Demonstrates some control of the conventions of the Japanese writing system	2–3
Produces some comprehensible language related to the task	1

Question 17

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

MARKING GUIDELINES

Criteria	Marks
- Communicates relevant ideas and information appropriate to audience, purpose and context - Organises information and ideas coherently - Applies knowledge of a variety of vocabulary, language structures and features to the task - Demonstrates excellent control of the conventions of the Japanese writing system	6
- Communicates with some awareness of audience, purpose and context - Organises ideas and information - Demonstrates knowledge of vocabulary, language structures and features - Demonstrates good control of the conventions of the Japanese writing system	4–5
- Demonstrates some understanding of the requirements of the task - Demonstrates limited evidence of the ability to organise ideas - Demonstrates some knowledge of vocabulary, language structures and features - Demonstrates some control of the conventions of the Japanese writing system	2–3
Produces some comprehensible language related to the task	1

Section III — Writing in Japanese

Part B

Question 18

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

MARKING GUIDELINES

Criteria	Marks
• Presents and develops original ideas, information, and/or opinions relevant to context, purpose and audience • Organises information and ideas coherently • Demonstrates knowledge of a variety of vocabulary, language structures and features • Demonstrates excellent control of the conventions of the Japanese writing system	9–10
• Presents and develops original ideas, information, and/or opinions mostly relevant to context, purpose and audience • Organises information and ideas • Demonstrates some knowledge of a variety of vocabulary, language structures and features • Demonstrates good control of the conventions of the Japanese writing system	7–8
• Presents and develops some ideas, information, and/or opinions relevant to context, purpose and audience • Organises information and ideas with some coherence • Demonstrates some knowledge of vocabulary, language structures and features • Demonstrates some control of the conventions of the Japanese writing system	5–6
• Presents some information relevant to the task • Demonstrates elementary knowledge of vocabulary, language structures and features • Uses some <i>kanji</i> appropriately	3–4
• Produces some comprehensible language related to the task	1–2



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Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of what Taka and Kyoko are talking about	2
• Identifies some relevant information	1

Sample answer:

They are planning to go see the robot at the department store.

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

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

Sample answer:

Tickets couldn't be bought at the gallery – only from the convenience store. To get there you get bus 17. After crossing the bridge he got off and turned left.

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Writes an appropriate note for Isabella with the relevant information	3
• Writes a note for Isabella with some relevant information	2
• Identifies some relevant information	1

Sample answer:

Isabella, Mum's coming home late tonight, so please buy tofu and meat. Get the meat from the butcher next to the school. It shuts at 6:00. Jiro
--

Question 4

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the grandfather's disappointment	3
• Demonstrates some understanding of the grandfather's disappointment	2
• Provides some relevant information	1

Sample answer:

Mariko does not care about her grandfather. She doesn't even say hello and is unconcerned about his disappointment when she tells him she will not be going to his house for New Year, preferring to go away with her friends, who she sees as more important than family.

Question 5

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 6

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the reasons for the interview	4
• Demonstrates a thorough understanding of the reasons for the interview	3
• Demonstrates a good understanding of the reasons for the interview	2
• Provides some relevant information of the reasons for the interview	1

Sample answer:

The purpose of the interview is to highlight the recent popularity of Korean culture in Japan (Korean TV shows, music, food); to identify the growth in tourism between the two countries and the associated job prospects and to encourage the study of Korean, particularly at Mrs Suzuki's Korean school.

Question 7

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of whether or not Yoshi's argument is effective	4
• Demonstrates a good understanding of whether or not Yoshi's argument is effective	3
• Demonstrates some understanding of whether or not Yoshi's argument is effective	2
• Provides some relevant information	1

Sample answer:

His argument is not effective because he doesn't provide a response to any of the issues raised by Emi. He justifies the waste of food by saying that it doesn't matter, it is just TV. He thinks that because it's a way of bringing people from nations together without words it's a good thing, without acknowledging Emi's reply that many people in the world do not have food everyday. He finally tells her if she does not want to watch, switch off the TV, but he does not continue to argue his case.

Question 8

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the extent to which the speaker was a good choice	5
• Demonstrates a good understanding of the extent to which the speaker was a good choice	4
• Demonstrates some understanding extent to which the was a good choice	3
• Provides some relevant details	1

Sample answer:

Mr Tanaka is a good choice because although he found school boring and useless, he now is a success as a business owner because of the importance of human relationships which he learnt at school through great teachers and friends. He admits to not making the most of the schooling and encourages the students to do their best as he admits that if he had tried harder at school and learnt sooner the importance of rules, his working life would have been easier.

Section II — Reading and Responding

Part A

Question 9 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the weather	2
• Identifies some relevant information	1

Sample answer:

Rain continues, humid.

Question 9 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of how Ella has adapted	3
• Demonstrates some understanding of how Ella has adapted	2
• Identifies some relevant information	1

Sample answer:

Watches the weather forecast. She has had to buy 3 umbrellas, goes home straight after school.

Question 9 (c)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the likelihood of her buying the umbrella	4
• Demonstrates a good understanding of the likelihood of her buying the umbrella	3
• Demonstrates some understanding of the likelihood of her buying the umbrella	2
• Identifies some relevant detail	1

Sample answer:

Even though she thinks it's interesting, she wouldn't need the light because she doesn't read, nor would she want to text message while walking because it is dangerous in the crowded streets. She doesn't have much money and it's expensive, plus she wouldn't use it back in Australia, so she is not likely to buy it.

Question 10 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates good understanding of the location	2
• Identifies some relevant detail	1

Sample answer:

In a coffee shop, by the window.

Question 10 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the reason	2
• Identifies some relevant detail	1

Sample answer:

She wanted to talk to him because it's his birthday and she hasn't seen him for a while.

Question 10 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of her complaints	3
• Demonstrates a good understanding of her complaints	2
• Identifies some relevant information	1

Sample answer:

The Boss is strict. He wouldn't give her holidays. You have to work until 9 pm everyday and the pay is not that good.

Question 10 (d)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the clues	4
• Demonstrates a good understanding of the clues	3
• Demonstrates some understanding of the clues	2
• Provides some relevant details	1

Sample answer:

Avoiding intimacy with Naoko (won't go upstairs and doesn't want to have dinner alone with her). He has been neglecting his friends (missed movies and drive). He wants to go on a holiday with a friend and is unhappy about office relationships being banned. Naoko says he's always on the email. Kenji rejects Yuko call and won't enter into a conversation about Yuko.

Question 10 (e)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of his comment	5
• Demonstrates an excellent understanding of his comment	4
• Demonstrates a good understanding of his comment	3
• Demonstrates some understanding of his comment	2
• Provides some relevant details	1

Sample answer:

He couldn't tell her before. He was afraid of losing his job because the company doesn't allow relationships between office staff. He knew that she didn't like Yuko and was worried he would lose his friendship with Naoko, which he values. He tells her now because she wants to be more than friends. He only wants her as a friend and he wants to be honest and he can't bear to hear Naoko say such things about his girlfriend anymore.

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
• 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
• 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
• 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
• 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
• Demonstrates a limited understanding of the text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information	1–3

Section III — Writing in Japanese

Question 12

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

MARKING GUIDELINES

Criteria	Marks
- Writes descriptively with well-selected information relevant to the demands of the task - Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax and <i>kanji</i> - Manipulates language authentically and creatively to describe - Sequences and structures information coherently and effectively	5–6
- Writes descriptively to meet the general requirements of the task - Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntax and <i>kanji</i> - Sequences and structures information effectively	3–4
- Demonstrates a limited understanding of the requirements of the task - Demonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabulary and <i>kanji</i> - Demonstrates limited evidence of the ability to organise information	1–2

Section III (continued)

Question 13

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions • Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax and <i>kanji</i> • Manipulates language authentically and creatively to persuade, reflect and evaluate • Sequences and structures ideas and information coherently and effectively	8–9
• Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task • Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax and <i>kanji</i> • Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate • Sequences and structures ideas and information effectively	6–7
• Presents information and a range of ideas and/or opinions in order to persuade, reflect and evaluate • Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax and <i>kanji</i> • Organises information and ideas to meet the requirements of the task	4–5
• Presents some information, opinions or ideas relevant to the task • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures and <i>kanji</i> • Demonstrates limited evidence of the ability to organise information and ideas	2–3
• Demonstrates a limited understanding of the requirements of the task • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words, set formulae and anglicisms to express information	1



2008 HSC Japanese Extension Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Japanese Extension, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.

Section I — Response to Prescribed Text

Part A

Question 1 (a)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the reference	1

Sample answer:

The people around him (students, teachers, parents).

Question 1 (b)

Outcomes assessed: H2.1, 2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates excellent understanding of effect	2
• Demonstrates some understanding of effect	1

Sample answer:

Ototake is brave, determined and committed to ‘dive in’ despite others’ thoughts that it might be impossible for him. He does not back off from the challenge to immerse himself in the ‘huge sea of normal society’.

Question 1 (c)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates excellent understanding of use	3
• Demonstrates good understanding of use	2
• Demonstrates some understanding of use	1

Sample answer:

Ototake uses this phrase to make the readers reflect on their own schooling as they continue to read, their recollection will match his, thus he is encouraging the reader to agree with his next statement that disabled students can be easily accommodated.

Question 1 (d)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates perceptive understanding of portrayal	4
• Demonstrates excellent understanding of portrayal	3
• Demonstrates good understanding of portrayal	2
• Demonstrates some relevant information	1

Sample answer:

There is segregation as shown by the use of vocabulary such as –‘*okosan no youna*’, ‘*shougaiisha*’. There is a fear of parents blaming disabled children for affecting the education of normal students and a stereotype that it is impossible for disabled children to get a normal education. All disabled students are bundled together ‘*hitokukuri*’ and not considered case by case. Parents of disabled children hope that their children can go to a normal school, it’s not a right. Disabled people are a nuisance/burden.

Question 1 (e)

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

MARKING GUIDELINES

Criteria	Marks
• Critically evaluates the statement • Demonstrates an excellent understanding of Ototake’s suitability to campaign for a barrier free society	5
• Demonstrates excellent understanding of the links between the issue and the novel • Evaluates Ototake’s suitability as a campaigner	4
• Demonstrates a good understanding of Ototake’s suitability	3
• Demonstrates some understanding of Ototake’s suitability	2
• Identifies some relevant information	1

Sample answer:

Ototake is the ideal person to campaign for a barrier free society because there are many occasions when Ototake has overcome personal difficulties throughout his life (such as mountain climbing, producing a novel etc). Someone with a positive outlook is a perfect role model to set out on this campaign. He has the ability to portray events in such a way that those without disabilities can see and understand his point of view (such as the way he describes primary school where all children naturally help those that can’t do something).

He has many endearing personal qualities which make him well respected as a person.

Ototake is however such a positive person regarding his difficulties that it is hard to believe his enthusiasm, and that might make it difficult for some readers to relate to him.

Section I — Response to Prescribed Text

Part B

Question 2

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• 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
• 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
• 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
• 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
• 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
• 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
• 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
• 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
• 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
• Presents some relevant information, opinions or ideas • Communicates primarily in simple sentences or set formulae and <i>kanji</i>	1–3



2008 HSC Japanese Background Speakers Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Japanese Background Speakers, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

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Section I — Listening and Responding

Part A

Question 1 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why Mrs Suzuki has been invited on the program	2
• Demonstrates some understanding of why Mrs Suzuki has been invited on the program	1

Sample answer:

This program ‘*You can’t do that?*’ invites people who can do amazing things. Mrs Suzuki overcame certain stereotypes about what one can and cannot do.

Question 1 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of how Mrs Suzuki’s life changed	3
• Demonstrates some understanding of how Mrs Suzuki’s life changed	2
• Provides some relevant details	1

Sample answer:

10 years ago she retired and her family left home and she has taken up surfing. Since she started surfing she has become mentally, physically better than ever and her family has been brought closer together.

Question 1 (c)

Outcomes assessed: H3.1, H3.2, H3.3, H3.6, H3.7, H4.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the effectiveness of the interview	5
• Demonstrates a good understanding of the effectiveness of the interview	4
• Demonstrates some understanding of the effectiveness of the interview	2–3
• Provides some relevant information	1

Question 1 (c) (continued)***Sample answer:***

She was initially rather reluctant to speak about her experiences and thought that she had nothing to offer.

By praising her achievements and encouraging her by saying that she has something valuable to offer, she opens up and starts to talk freely about her experiences. The program is broadcast in the afternoon and is listened to mainly by housewives, the elderly and the young.

Both interviewer and interviewee target directly these groups and encourage them all they can do things.

Both interviewer and interviewee directly address the audience. For example, the interviewer talks to the listeners – students, housewives and older listeners at the beginning of the program.

The interviewee asks listeners the question, ‘Are you all doing something that you like?’

Section I — Listening and Responding

Part B

Question 2

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

MARKING GUIDELINES

Criteria	Marks
• 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
• 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
• 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
• 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
• Demonstrates some understanding of the texts and the ability to compare and contrast information • Shows some evidence of the ability to organise information	1–2

Section II — Reading and Responding

Part A

Question 3 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the journey's purpose	2
• Demonstrates some understanding of the journey's purpose	1

Sample answer:

To take ashes of the eldest son Tadao to the family grave in Kyushu to honour his memory.

Question 3 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why the father was angry	3
• Demonstrates some understanding of why the father was angry	2
• Provides some relevant details	1

Sample answer:

The father is disgusted because he identifies the words of the song, 'A spineless octopus dying on the battlefield', with bringing the ashes of his dead son home from war. Furthermore, he feels insulted that the song dishonours all those soldiers, including his eldest son, who has died at sea.

Question 3 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a deep and perceptive understanding of Koji's character's growth	5
• Demonstrates a good understanding of Koji's character's growth	4
• Demonstrates some understanding of Koji's character's growth	2–3
• Provides some relevant information	1

Sample answer:

This scene shows that Koji's father doesn't trust him enough to give him the ashes of his eldest brother. Koji's desire to escape at this point in the film because Koji says, 'Okay Keita our family is relying on you now. It's all up to you'. Koji's frustration continues building to the point where he plans his freedom and independence after he arrives in Kyushu . However, Koji's warmth as a human being is also discovered as he expresses his desire to make sure Yukiko makes it back safely to her relatives, just as Koji develops a close relationship to Yukiko. Koji's growth as an adult can be seen as his need to be part of his family (hence mending his bridges with his father) is expressed as he battles to catch the train to Miyazaki with his parents. The passion in which he struggles against the barriers put in his way, further demonstrates Koji's need to be accepted by his father and became a trustworthy family member.

Question 3 (d)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the effect of metaphors on the audience • Refers TWO examples	5
• Demonstrates a good understanding of the effect of metaphors on the audience • Refers to TWO examples	4
• Demonstrates some understanding of the effect of metaphors on the audience	2–3
• Explains ONE metaphor	1

Sample answer:

The first powerful metaphor used in the early stages of the film is the family's caged pet bird. The cage represents the power Koji's father has over him, and is visually introducing the idea of suppression to the audience at the beginning of the film. The suppression is further highlighted when Koji releases the bird, without any guidance from his father. This adds to the power of the image of the cage and hence allows the audience to understand the way in which Koji's character has been caged by his father.

The Masahiro Shinoda's use of ships and their passengers in *Setouchi Moonlight Serenade* represents the journey of life and the obstacles that are faced throughout its journey. It makes the audience realise what life is like. The world is made up of idiosyncratic personalities that are thrown together by fate and have to work together in order to have a satisfying journey.

In conclusion, the director's use of both metaphors provides both strong visual and narrative devices which should make clearer two important themes of the film.

Section II — Reading and Responding

Part A (continued)

Question 4

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a highly developed perception of the poem • Demonstrates a perceptive and insightful understanding of the pressures on young people in Japanese society • Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the poem	21–25
• Demonstrates a comprehensive understanding of the poem • Demonstrates a comprehensive understanding of the pressures on young people in Japanese society • Composes an effective argument with appropriate textual references	16–20
• Demonstrates a good understanding of key concepts of the poem • Demonstrates a good understanding of the pressures on young people in Japanese society • Supports the discussion of the question with some appropriate textual references	11–15
• Identifies with some elaboration, examples from the poem • Demonstrates some understanding of the pressures on young people in Japanese society • Attempts to compose an argument with reference to the text	6–10
• Identifies some ideas and information relevant to the poem • Demonstrates some ability to structure and sequence ideas	1–5

Answers could include:

In the poem *Watashi o Tabanenaide*, there are various examples of the pressures on young people in Japanese society.

- Don't bundle up like a bunch of stocks or green onions, show the poet's opposition to society's claims for everyone to disregard individual existence and to sweepingly take on the values of a social group. Students are expected to behave the same way at school.
- 'Insect cabinet', 'A picture post card from the Alps' shows the disregard of unlimited possibilities of human life and the representation of Japanese society trying young people to be pushed into pre-determined shapes.
- It is the poet's complaint that Japanese shouldn't want to be called by labels such as 'daughter', 'wife' or 'solemn mother', is understood as society tends to push these roles away.
- The poem shows that Japanese society that through various roles and restrictions, it is understood like the 'farewells, many paragraphs, commas and periods of the letter' mentioned in the poem.

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
• 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
• 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
• 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
• 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
• 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
- 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
- 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
- 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
- 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
Communicates a limited range of ideas with little attempt to organise and sequence material	1–5