

BOARD OF STUDIES
NEW SOUTH WALES

2008 HSC Specimen Examination Package

Japanese Beginners

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Japanese Beginners

Introduction

This package contains:

- a specimen examination paper for the 2008 Higher School Certificate written examination in Japanese Beginners (including a transcript of the Section I Listening texts);
- a mapping grid, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands;
- sample marking guidelines for questions in Sections I, II and III;
- the marking guidelines for the oral examination;
- the performance band descriptions for Japanese Beginners, which have been modified to reflect the changes in the revised syllabus.

The HSC examination in Japanese Beginners consists of a written paper worth 80 marks and an oral examination worth 20 marks. The oral examination is a general conversation between the candidate and an examiner, in which they discuss the candidate's personal world as it relates to the prescribed topics in the syllabus. The marking guidelines for the oral examination are also published on the Board's website at http://www.boardofstudies.nsw.edu.au/syllabus_hsc/.

This specimen paper has been produced in accordance with the Board's *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 1999), which is available on the Board's website at <http://www.boardofstudies.nsw.edu.au/bulletins/index.html>. Questions are closely related to the outcomes of the course, and the papers as a whole are structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The paper has been designed so that students have a clear understanding of what they are required to do in each question, and in working through the paper. Where key words such as 'discuss', 'analyse', and 'explain', appear in questions, they have been used consistently in accordance with the Board's Glossary of Key Words (available on the Board's website at http://www.boardofstudies.nsw.edu.au/syllabus_hsc/).

This specimen paper is one example of the type of examination that could be prepared within the examination specifications in the revised Japanese Beginners syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2008 and subsequent years may differ from those addressed in the specimen paper. In subsequent examinations, the style and structure of the questions may differ from those in this specimen paper. As a suite, the specimen papers for all the Beginners courses indicate a range of possible variations in terms of structure and question style.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows the full range students the opportunity to demonstrate their level of achievement.

Marking guidelines are developed at the same time as the examination questions, and show the criteria to be applied to the responses to questions, together with the marks to be awarded in line with the quality of the responses. Where appropriate, a sample answer is provided. The sample answer is one example of the type of response that would be sufficient to gain full marks, and is included as an indication of the scope and depth required. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks. Marking guidelines may require some refinement at the marking centre to take account of unanticipated responses that students may present. In many cases, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

There are a number of points to note in considering the Japanese Beginners specimen paper:

- The Japanese Beginners specimen paper is one of eight Beginners specimen papers. The syllabuses share a common structure, and the examination specifications are essentially the same for all eight syllabuses. The specimen examinations were developed together as a suite, so that some identical or similar items appear in a number of the specimen papers. This will not be the case for the HSC examinations. A number of the items in the papers have been sourced from recent Beginners HSC examinations, which reflects the similarities between the revised courses and the courses they replaced.
- The format of the specimen paper follows the new examination specifications. The examination specifications allow variation in a number of aspects of the examination, such as the number of listening texts in Section I and the word limits for the two writing tasks in Section III. The eight Beginners specimen papers, as a suite, reflect a range of possible examinations. These aspects of HSC examination papers in 2008 and subsequent years may differ from the specimen paper.
- Rubrics indicating general criteria for judging performance for extended response questions have been placed at the beginning of Parts A and B of Section III, to indicate the criteria that will be used to assess responses to the question(s). These criteria are in addition to criteria specific to each question.
- Sample marking guidelines are included for one short-answer question from each of Section I – Listening and Section II – Reading, as well as for the three writing tasks in Section III. An indication of the range of marking guidelines for short-answer questions can be gained by considering the sample Section I and Section II marking guidelines from across the suite of Beginners specimen papers.
- The *kanji* in the Japanese texts in the specimen paper are drawn from the list of prescribed characters (available on the Board of Studies website at the same location as the syllabus). In future HSC examination papers, *kanji* not appearing on the list will be glossed.

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Centre Number

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Student Number

2008
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

Japanese Beginners

General Instructions

- Reading time – 10 minutes
- Working time – 2 hours and 30 minutes
- Write using black or blue pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your Centre Number and Student Number at the top of this page and pages 9 and 21

Total marks – 80

Section I Pages 2–6

30 marks

- Attempt Questions 1–11
- This section should take approximately 40 minutes

Section II Pages 9–17

30 marks

- Attempt Questions 12–16
- Allow about 1 hour for this section

Section III Pages 21–24

20 marks

This section has two parts, Part A and Part B

- Allow about 50 minutes for this section

Part A – 10 marks

- Attempt Questions 17–18

Part B – 10 marks

- Attempt Question 19

Section I — Listening

30 marks

Attempt Questions 1–11

This section should take approximately 40 minutes

You will hear ELEVEN texts. Each text will be read twice. The question for each text will be read once before the first reading of the text. There will be a pause after the first reading in which you may make notes. However, you may make notes at any time. You will be given adequate time after the second reading to complete your answer. Answer the questions in ENGLISH in the spaces provided. In the case of multiple-choice questions, tick the box that corresponds to the correct response. You may proceed to Section II as soon as you have finished Question 11.

	Marks	Candidate's Notes
Question 1 (1 mark)		
Who are the speakers in this conversation?	1	
.....		
.....		
Question 2 (1 mark)		
Where would you hear this announcement?	1	
(A) At a fashion parade <input type="checkbox"/>		
(B) At a baseball match <input type="checkbox"/>		
(C) In a department store <input type="checkbox"/>		
(D) At a school sports carnival <input type="checkbox"/>		
Question 3 (2 marks)		
Describe this new hotel.	2	
.....		
.....		
.....		
.....		

	Marks	Candidate's Notes
<p>Question 4 (2 marks)</p> <p>Why does the girl encourage Tom to ring her aunt?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	2	
<p>Question 5 (2 marks)</p> <p>What advice does the teacher give his students?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	2	
<p>Question 6 (3 marks)</p> <p>What advice is given in this news item?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	3	

Question 7 (3 marks)

What does Yumi tell Mariko in her message?

3

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.....

Question 8 (3 marks)

How does Minako complete her sport choice form?

3

School Sport Choice	
Tick your sport choice. In the remaining boxes state why you have NOT chosen the other sports.	
Name	<i>Minako Yamamoto</i>
Sport	<i>Please complete ALL boxes</i>
Basketball	✓
Tennis	
Bowling	
Dance	

Question 9 (4 marks)

Marks | **Candidate's
Notes**

Why did the speakers eventually choose the Thai restaurant as the venue for Su's birthday celebration?

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Question 10 (4 marks)

Why are the two students finding it difficult deciding who should be school captain?

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Question 11 (5 marks)

Marks | **Candidate's
Notes**

What is Takashi's and Jane's dilemma? Support your answer with evidence from the text.

5

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You may now proceed to Section II

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Japanese Beginners

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Centre Number

Section II — Reading

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Student Number

30 marks

Attempt Questions 12–16

Allow about 1 hour for this section

Read the texts, then answer the questions in ENGLISH in the spaces provided.

Question 12 (4 marks)

Please turn over

Question 12 (4 marks)

Read the text, then answer the questions that follow.

セリナの十八才のたんじょう日パーティー

私は十月二十四日に十八才になります。
 パーティーに来ませんか。
 バーベキューパーティーです。
 ステーキやソーセージやさかなやサラダがあります。
 母がおいしい日本りょうりをつくります。
 *プレゼントを買わないでください。
 *じぶんののみ物をもって来てください。

いつ： 十月二十四日 土曜日

何時： 七時から十時まで

どこ： 私の家
 ひがしえきから、あるいて五分。
 にくやのとなりです。
 すぐ、分かります。
 十月十七日までにへんじをしてください。
 電話ばんごう： 3966-1014

- (a) What requests does Serina make? 2

.....

.....

.....

.....

- (b) How would you get to Serina's house? 2

.....

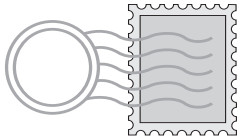
.....

.....

.....

Question 13 (5 marks)

Read the postcard, then answer the questions that follow.

<p>みさ子さんへ</p> <p>北海道は、うつくしい所です。ぼくのあねが、さっぽろではたらいているから、あねのアパートにとまっています。ホテルよりやすくていい！ ひろいアパートで、まどから山が見えます。</p> <p>きのう、ちかくのぼくじょうに行きました。そこで、ゆうめいなチーズや、アイスクリームを食べてみました。とてもおいしかったです。</p> <p>先週から、ゆきがふっています。すごくさむいです。来週あねといっしょにスキーに行くつもりです。あねはスキーがとてもじょうずですが、ぼくはスキーをしたことがないから、たのしみにしています。</p> <p>しゃしんをおくります。</p> <p>じゃ、今日はこれで。</p> <p style="text-align: right;">サムより</p>	 <hr/> <hr/> <hr/> <hr/>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

(a) Where is Sam staying in Japan? 1

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(b) Describe what Sam did the day before he wrote this postcard. 2

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(c) Why is Sam looking forward to next week's activities? 2

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Question 14 (5 marks)

Read the text, then answer the questions that follow.

ホテル ふじ九州		
名前	国／町	コメント
大木高	日本／大阪	ひろくて、きれいなへや。でも、 ちょっとタバコくさかった。
山下ゆみ子	日本／京都	しんせつで、やさしいスタッフ。 おいしい食べ物、すごくべんり な所。また九州で、ぜひこのホ テルにとまりたい。
中田友子	日本／北海道	すばらしいけしき！ あさごはんのみそしるがおいし かった。シャワーの水が詰めた かった。
川口りえ	日本／広島	ゆうめいなデパートやみせにち かくてよかった。 きんえんのへやがなかった。ざ んねん。
田中さとし	日本／東京	へやがちょっとせまくて、みちか らの車のおとがうるさかった。 でもスタッフのみなさんがとても しんせつ。

Question 14 continues on page 13

Question 14 (continued)

(a) Which guest had no complaints about this hotel? **1**

.....

(b) How did the guest from Tokyo feel about the hotel? **2**

.....

.....

.....

.....

(c) What complaint is shared by two of the guests? **2**

.....

.....

.....

End of Question 14

Question 15 (6 marks)

Read the text, then answer the questions that follow.

ケイト : あたらしい日本人のせいとについて、どう思う？

きみ子 : しょうじくん？ かれは、いつもばかなことをいったり、したりしている。

ケイト : しょうじくんは、ハンサムだと思うよ。せが高くて、かっこいいふくをきている。

きみ子 : そうね。かれは、日本のどこから来たの？

ケイト : おきなわから。

きみ子 : どうして知っているの？ もう、しょうじくんと話したの？

ケイト : きのう学校のあとでちょっと話をした。しゅみは、サーフィンやカラオケだといっていたよ。

きみ子 : ふーん、つまらない。

ケイト : しょうじくんは、高そうなスポーツカーにのっているよ。りょうしんは、お金もちだと思うよ。すてきなボーイフレンドになると思うよ。

きみ子 : そう？ 私は、あたまがよくて、しんせつな人のほうがいい。それは、ようふくや、車や、お金よりたいせつだと思う。

Question 15 continues on page 15

Question 15 (continued)

- (a) Why does Kate think Shoji would be a good boyfriend? 3

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- (b) Would Kimiko choose Shoji as a boyfriend? Justify your answer with reference to the text. 3

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End of Question 15

Question 16 (10 marks)

Read the text, then answer the questions that follow.

 New	 Reply	 Reply All	 Forward	 Send & Receive
あて先:	<input type="text" value="hotel.com"/>			
件名:	<input type="text"/>			
<p>ひろしくん、</p> <p>元気？ ぼくは、元気じゃない。さいきん、いつもりょうしんとけんかしている。べんきょうや、おんがくや、へやのきたないことや、よるでかけることや、そして大学のこと。</p> <p>ぼくはべんきょうが好きじゃないから、来年大学に行きたくない。六ヵ月アルバイトをするつもり。それから、アルバイトのお金で、りょうしりたいと思う。日本にも行ってみたい。</p> <p>十二才の時から日本語をべんきょうしているから、日本語をつかうしごとをしたい。ぼくのゆめは、しょうらい、じぶんのりょうがいしゃをつかって、日本人のかんこうきゃくにオーストラリアをしょうかいすることだ。</p> <p>ひろしくんは、しょうらい何をするつもり？</p> <p>ベン</p>				

 New	 Reply	 Reply All	 Forward	 Send & Receive
あて先:	<input type="text" value="ベン"/>			
件名:	<input type="text"/>			
<p>ベンくん、</p> <p>ぼくも、よく、りょうしんとけんかをするよ。</p> <p>さいきんの大きいもんだいは、ガールフレンドのことだ。りょうしんは、ぼくが、いつもガールフレンドとでかけて家にいないから、おこっている。りょうしんは、ぼくのガールフレンドが好きじゃない。</p> <p>そしてりょうしんは、「しゅくだいはおわった？」、「よる、おそく電話してはだめ」という。たいへんだよ。</p> <p>ぼくはしょうらいのゆめはないけど、来年大学に行くつもり。べんきょうは、好きじゃないけど、しごともしたくない。</p> <p>ベンくんのしょうらいのゆめは、とてもいいと思うよ。がんばって！</p> <p>日本に来たら、ぼくの家にとまってもいいよ。</p> <p>じゃまた。</p> <p>ひろし</p>				

Question 16 continues on page 17

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Japanese Beginners

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Centre Number

Section III — Writing in Japanese

20 marks

Allow about 50 minutes for this section

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Student Number

Part A – 10 marks

Attempt Questions 17–18

Answer the questions in the spaces provided.

In your answers you will be assessed on how well you:

- demonstrate relevance of ideas, information or opinions
- write texts appropriate to context, purpose and audience
- sequence and structure information and ideas
- demonstrate control of a range of vocabulary and language structures, and of the conventions of the writing system

Marks

Question 17 (4 marks)

You are staying with a Japanese friend. Write a note to your friend’s parents telling them why you will be late home from school today. Write approximately 100 *ji* in JAPANESE.

4

105

Section III (continued)

Part B – 10 marks

Attempt Question 19

Answer the question in the space provided.

In your answer you will be assessed on how well you:

- demonstrate relevance of ideas, information or opinions
 - write texts appropriate to context, purpose and audience
 - sequence and structure information and ideas
 - demonstrate control of a range of vocabulary and language structures, and of the conventions of the writing system
-

Marks

Question 19 (10 marks)

Answer ONE of the following questions. Write approximately 250 *ji* in JAPANESE.

- (a) あなたは今、りょこうで日本にいます。あなたの日本りょこうについて、
オーストラリアの日本語のクラスに、てがみをかいてください。 10

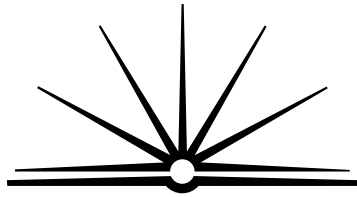
You are holidaying in Japan. Write a letter to your Japanese class in Australia telling them about your trip.

OR

- (b) 来年、日本人のせいとがオーストラリアに来て、あなたのうちに
ホームステイをします。このせいとに、あなたのかぞくと友だちと
住んでいるところについて、てがみをかいてください。 10

Write a letter to the exchange student who is coming to stay with you in Australia next year. Tell him/her about your family, friends and where you live.

Question 19 continues on page 24



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

2008

**HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION**

Japanese Beginners (Section I — Listening)

Transcript

Question 1

FEMALE: おはようございます。

MALE: あ、さいとうさん、おはよう。

FEMALE: あのう、すみません、かんじのしゅくだいできませんでした。

MALE: じゃ、ひるやすみにしてください。

FEMALE: はい、わかりました。

Question 2

FEMALE: 来週から、やきゅうのシーズンが、はじまります。今、やきゅうのユニフォームが、やすいです。いろいろな、いろとサイズがあります。子どものやきゅうのバットは、50パーセントオフです。三がいのスポーツようひんうりばに、ぜひどうぞ。

Question 3

FEMALE: ねえ、あきらくん、きのうテレビでおもしろいニュースを見たよ。いぬだけのホテルがオープンしたそうよ。

MALE: へえ、いぬだけのホテル？

FEMALE: ねだんは、高いけど、いぬのプールやレストランが、あるそうよ。

MALE: わあ！ すごいね。

Question 4

FEMALE: トムくん十二月にみんなといっしょにゴールドコーストに行かない？

MALE: 行きたいけど、お金がない。

FEMALE: じゃ、アルバイトはどう？ 私のおばは、日本レストランのオーナーで、今、ウェーターをさがしているの。

MALE: いいね、アルバイトのお金で、ゴールドコーストに行くことができるね。

FEMALE: じゃ、ぜひ、こんばん、おばに電話してね。

MALE: うん、電話ばんごうをおしえて。

Question 5

MALE: みなさん、よく聞いてください。しけんは、もうすぐですね。いっしょうけんめいべんきょうしていますか。毎日家にかえったあとで、ちょっと休んでください。ばんごはんを食べる前に、一時間か二時間ぐらいべんきょうをしてください。べんきょうをしながら、おんがくを聞いたりテレビを見たりしてはだめです。ではみなさん、がんばってください。

Question 6

MALE: 子どもニュースの時間です。さいきん、ふとっている子どもがおおくなっています。学校からかえってコンピューターゲームをしたりテレビを見たりして、あんまりうんどうをしないからだそうです。「子どもは、週に三かいぐらいうんどうしなければならぬ。そして、おかしや、ファーストフードを毎日食べてはだめだ。」と、おいしゃさんはいっています。

Question 7

FEMALE: まり子、ゆみです。りょこうのことですが、京都にすてきなりよかんをみつけました。まり子の好きなユースホテルより、高いですが、あさごはんとぼんごはんが、ついています。そしてゆうめいなおてらやじんじゃのちかくにあるから、とてもべんりです。ユースホテルは、あんまりべんりじゃないでしょう？ どう思いますか。電話してください。

Question 8

MALE: みな子さん、来年の学校のスポーツは何にする？

FEMALE: そうね、私は今、バスケットボールをしているから、新しいスポーツを試してみたい。テニスはおもしろそう。

MALE: テニスは、週に三かいれんしゅうしなければならないよ。

FEMALE: えーっ、週に三かい！ じゃ、テニスはだめ。ボーリングは？

MALE: ボーリング？ 高いよ。週に十ドルだよ。

FEMALE: うーん、高いね。じゃ、ダンス。

MALE: ダンスは、ときどきコンテストがあるよ。だから、よく六時までれんしゅうがあるよ。

FEMALE: 六時まで.....アルバイトがあるから、だめ。じゃあ、また、来年もバスケットボールにしよう。

Question 9

MALE: 来週の土よう日は、スーさんのたんじょう日ですね。

FEMALE: ええ、パーティーをしませんか。

MALE: あ、いいですね。スーさんは、今、日本に一人で住んでいます。家ぞくは、タイに住んでいるから、さびしいと思います。パーティーは、どこでしましょうか。

FEMALE: 私の家はせまいからだめです。

MALE: じゃ、レストランは、どうですか。 ぼくの家がちかくに、いいレストランがあります。

FEMALE: どんなレストランですか。

MALE: 日本りょうりがとてもおいしくてきれいなレストランです。

FEMALE: ほんとう？ バスカ、電車で行くことができますか。

MALE: いいえ、バスでもえきもちかくにありません。

FEMALE: じゃ、よくないですね。じゃ、大阪えきのちかくに、とてもいいタイりょうりのレストランがあります。

MALE: いいですね。スーさんは、タイの人だから、タイのレストランがいいでしょう。

FEMALE: りょうりがおいしくて、カラオケもあるから、たのしいと思います。

MALE: じゃ、そのレストランでパーティーをしましょう。

Question 10

FEMALE: ねえ、マイケルくん、スクールキャプテンは、だれがいいと思う？ ピーター？ ローラ？

MALE: うーん、むずかしいね。ピーターは、かっこよくて、スポーツがとくいだから、とても人気があるよ。

FEMALE: ローラは？

MALE: ローラは、あたまがよくて、しんせつだ。でも、ローラは、ちょっとつまらない人だと思う。

FEMALE: でも、ローラはスクールマガジンや、ディスコや、フォーマルなど、いろいろなかつどうをしているよ。そして、話すことが、とてもじょうずよ。

MALE: そうだね。

FEMALE: ピーターは、スポーツがとくいだけど、ほかのかつどうは、あんまりしないよ。

MALE: うん、スクールキャプテンは、みんなのためにいろいろなことをしなければならないね。

Question 11

MALE: ジェーンさんは、大学をそつぎょうしたら、日本でしゅうしょくするつもりですか。

FEMALE: うーん、今、ちょっとこまっています。私は日本に三年間住んでいます。だから、オーストラリアにかえって、りょうしんの家のちかくに住みたいんです。

MALE: ボーイフレンドのたかしくんは？

FEMALE: 私たちは来年けっこんするつもりです。たかしはサーフィンが大好きだから、オーストラリアに住むのをたのしみにしています。でも、ぎんこうのしごとをやめなければなりません。

MALE: そうですか。オーストラリアでいいしごとがありますか。

FEMALE: それは、ちょっとしんぱいです。

MALE: たかしくんのりょうしんは、どう思っていますか。

FEMALE: それももんだいです。たかしのりょうしんは、「いまのぎんこうのしごとはいいです。だから、もうちょっと日本にいてください。」とっています。

MALE: ああ、そうですか。むずかしいですね。

Japanese Beginners

2008 HSC Specimen Examination Mapping Grid

For each item in the examination, this mapping grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. If an item is shown as targeting Bands 3–5, it indicates that candidates who demonstrate overall performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks on the item. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown could usually be expected to answer the item correctly.

Question	Marks	Content (Topic – Text Type)	Syllabus outcomes	Targeted performance bands
Oral Examination				
	20	Conversation covering the candidate's personal world as it relates to the prescribed topics	H1.1, H1.2, H1.3	2–6
Written Examination				
Section I – Listening				
1	1	Education and work – conversation	H2.1	2–3
2	1	People, places and communities – announcement	H2.1	2–3
3	2	People, places and communities – conversation	H2.1, H2.2	2–4
4	2	Friends, recreation and pastimes – conversation	H2.1, H2.2	2–4
5	2	Education and work – announcement	H2.1, H2.2, H2.3	2–4
6	3	People, places and communities – news item	H2.1, H2.2, H2.3	2–4
7	3	Holidays, travel and tourism – message	H2.1, H2.2, H2.3	2–4
8	3	Education and work – conversation	H2.1, H2.2, H2.3	2–4
9	4	Friends, recreation and pastimes – conversation	H2.1, H2.2, H2.3, H2.4	2–5
10	4	Friends, recreation and pastimes – conversation	H2.1, H2.2, H2.3, H2.4	2–6
11	5	Friends, recreation and pastimes – conversation	H2.1, H2.2, H2.3, H2.4	2–6
Section II – Reading				
12(a)	2	Friends, recreation and pastimes – invitation	H2.1, H2.2	2–3
12(b)	2	Friends, recreation and pastimes – invitation	H2.1, H2.2	2–3
13(a)	1	Holidays, travel and tourism – postcard	H2.1	2–3
13(b)	2	Holidays, travel and tourism – postcard	H2.1, H2.2	2–3
13(c)	2	Holidays, travel and tourism – postcard	H2.1, H2.2	2–4
14(a)	1	Holidays, travel and tourism – form	H2.1	2–3
14(b)	2	Holidays, travel and tourism – form	H2.1, H2.2	2–3
14(c)	2	Holidays, travel and tourism – form	H2.1, H2.2	2–4
15(a)	3	Friends, recreation and pastimes – internet conversation	H2.1, H2.2	2–4
15(b)	3	Friends, recreation and pastimes – internet conversation	H2.1, H2.2, H2.3, H2.4	2–6
16(a)	1	Future plans and aspirations – email	H2.1	2–4
16(b)	2	Future plans and aspirations – email	H2.1, H2.2, H2.3	2–4
16(c)	2	Future plans and aspirations – email	H2.1, H2.2, H2.3	2–4
16(d)	5	Future plans and aspirations – email	H2.1, H2.2, H2.3, H2.4	2–6
Section III – Writing in Japanese				
Part A				
17	4	Family life, home and neighbourhood – note	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	2–5
18	6	Friends, recreation and pastimes – email	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	2–6
Part B				
19(a)	10	Holidays, travel and tourism – letter	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	2–6
19(b)	10	Family life, home and neighbourhood – letter	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	2–6

2008 HSC Japanese Beginners Specimen Paper Marking Guidelines

Section I — Listening

Question 2

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 7

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the message	3
• Demonstrates some understanding of the message	2
• Identifies some relevant detail	1

Sample answer:

Yumiko has found a nice Japanese inn, in Kyoto, which is more expensive than the youth hostel, but includes breakfast and dinner. The inn is also located near famous temples. Yumiko wants to know what Mariko thinks about this.

Question 11

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of Takashi's and Jane's dilemma• Supports answer with evidence from the text	5
<ul style="list-style-type: none">• Demonstrates a good understanding of Takashi's and Jane's dilemma• Supports answer with evidence from the text	3–4
<ul style="list-style-type: none">• Provides some relevant information	1–2

Sample answer:

Jane has been studying in Japan and is going to marry Takashi. Jane wants to return to Australia and live near her parents. Takashi is happy about this – it means he can go surfing, which he loves. However, he would have to give up his job in the bank in Japan and doesn't know if he can get a bank job in Australia. His parents want him to stay in Japan a bit longer because of his job. This is their dilemma – they can't decide what to do.

Section II — Reading

Question 16 (a)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 16 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of what Ben and his parents have been discussing	2
• Provides some relevant information	1

Sample answer:

Ben's future plans and his current habits. Ben doesn't want to go to university, but wants to work part-time and save enough money to travel. His parents also have complaints about his dirty room, his music, and the amount he studies.

Question 16 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the problems Hiroshi has with his parents	2
• Provides some relevant information	1

Sample answer:

Hiroshi's parents complain that he is always out with his girlfriend and he thinks they don't like her. His parents are always telling him to get his homework finished and won't let him talk on the phone late at night.

Question 16 (d)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the differences and similarities between Hiroshi's and Ben's plans for the future	5
• Demonstrates a good understanding of the differences and similarities between Hiroshi's and Ben's plans for the future	3–4
• Demonstrates some understanding of the differences and similarities between Hiroshi's and Ben's plans for the future	2
• Identifies some relevant information	1

Sample answer:

Both Ben and Hiroshi dislike studying. However, Hiroshi is willing to go to university. On the other hand Ben is certain he does not want to go. Ben has definite plans for the future. He wants to find a job where he can use the Japanese he has been learning since he was twelve. His dream is to set up his own travel company and introduce Japanese tourists to Australia. By contrast, Hiroshi has no plans for the future. He is only willing to go to university so he can avoid getting a job.

Section III — Writing in Japanese

Part A

Question 17

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• Produces some comprehensible language related to the task	1

Question 18*Outcomes assessed: H1.1, H1.2, H1.3, H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• Produces some comprehensible language related to the task	1

Part B
Question 19

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Presents some information relevant to the task • Demonstrates elementary knowledge of vocabulary, language structures and features • Uses some <i>kanji</i> appropriately 	3–4
<ul style="list-style-type: none"> • Produces some comprehensible language related to the task 	1–2

Conversation
20 marks*Outcomes assessed: HI.1, HI.2, HI.3*

Criteria	Marks
<ul style="list-style-type: none">• Converses effectively by exchanging relevant information, opinions and comment• Uses acceptable intonation and pronunciation• Demonstrates an excellent control of a variety of vocabulary and language structures	17 – 20
<ul style="list-style-type: none">• Converses using relevant information and opinions• Uses acceptable intonation and pronunciation in most instances• Demonstrates a sound knowledge of vocabulary and language structures	13 – 16
<ul style="list-style-type: none">• Expresses relevant information and opinions in response to questions• Demonstrates some knowledge of vocabulary and language structures	9 – 12
<ul style="list-style-type: none">• Responds to simple questions, using single words and some formulaic expressions• Demonstrates a basic knowledge of vocabulary and language structures	5 – 8
<ul style="list-style-type: none">• Achieves minimal communication through the use of single words and formulaic expressions	1 – 4

JAPANESE BEGINNERS PERFORMANCE BANDS

The typical performance in this band:

<i>Band 6</i>	<ul style="list-style-type: none"> • Communicates effectively across a range of topics in spoken Japanese • Writes cohesive, well-structured texts appropriate to a range of audiences, purposes and contexts • Demonstrates an excellent control of vocabulary and language structures • Demonstrates an excellent understanding of a range of texts by identifying their audience, purpose and context; by interpreting and summarising information; and by drawing conclusions and justifying opinions about them
<i>Band 5</i>	<ul style="list-style-type: none"> • Communicates across a range of topics in spoken Japanese • Writes cohesive texts appropriate to audience, purpose and context • Demonstrates a good control of vocabulary and language structures • Demonstrates a good understanding of a range of texts by identifying their audience, purpose and context; by interpreting and summarising information; and by drawing some conclusions and justifying opinions about them
<i>Band 4</i>	<ul style="list-style-type: none"> • Communicates ideas and information in spoken Japanese • Writes texts with some regard to audience, purpose and context, linking ideas and information • Demonstrates some control of vocabulary and language structures • Demonstrates a general understanding of and identifies some specific information in a range of texts
<i>Band 3</i>	<ul style="list-style-type: none"> • Communicates some ideas and information in familiar contexts in spoken Japanese • Writes texts with some regard to purpose • Demonstrates a basic knowledge of Japanese vocabulary and applies Japanese grammar and syntax inconsistently • Demonstrates a general understanding of straightforward texts and identifies some specific information in more complex ones
<i>Band 2</i>	<ul style="list-style-type: none"> • Understands some simple questions and responds in comprehensible spoken Japanese • Writes some words, phrases and sentences in comprehensible Japanese • Identifies some information in texts
<i>Band 1</i>	