SYDNEY TECHNICAL HIGH SCHOOL

2014 HSC TASK 2

Japanese Continuers

Skills: Listening and Responding

Writing

Reading time: ***10 minutes***
Working time: ***50 minutes***

General Instructions

- Attempt ALL questions
- Write using black or blue pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your name at the top of this page.

Total Marks – 30

Listening and Responding
25 marks

- Attempt Questions 1-8
- This section should take approximately 30 minutes

Writing
5 marks

- Attempt Question 9
- This section should take approximately 20 minutes

Name:_____

N.B. This document has been digitally edited; so that writing space has been removed, and so that questions fit on one page.

The audio is not available; please refer to the transcript in the marking guidelines

Listening and Responding

You will hear SEVEN texts. Each text will be read twice. The question number will be read out and time will be given to you to read the question. The question will NOT be read out. 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. These spaces provide guidance for the expected length of response~~.

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

- capacity to understand general and specific aspects of texts by identifying and analysing information
- capacity to convey the information accurately and appropriately

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	Marks	Candidate's Notes
Question 1 Why is Anna leaving this message?	2	
Question 2 What is Sally's main reason for going overseas? What will be the consequences?	3	
Question 3 How was Shyunya's problem resolved?	3	
Question 4 Compare the two speakers' attitudes towards their healthy lifestyle.	4	
Question 5 What issues would the teacher raise during a telephone call to Sam's parents? Include observations about Sam's attitude.	4	
Question 6 Compare Hiroki and Michiyo's attitudes towards living in Shizuoka. Justify your response.	4	
Question 7 Evaluate the advice given to the girl.	5	

Writing

Allow about 20 minutes for this task

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

- demonstrate the relevance of information, opinions and ideas
- write text appropriate to context, purpose and audience
- structure and sequence information, opinions and ideas
- demonstrate control of a range of language structures and vocabulary in Japanese

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Question 9 (5 marks)

Write a note to your mother/father explaining why you are unable to help out at home this afternoon. Write approximately 150*ji* in Japanese ~~in the space provided below~~.

Name:_____

SYDNEY TECHNICAL HIGH SCHOOL

2014 HSC Task 2

Japanese Continuers

Reading and Responding
Part A - Answer Booklet

Instructions

- Answer Questions 1-2 in this answer booklet
- Write your name at the top of this page

Reading and Responding

Part A – 25 Marks
Attempt Questions 1-2

Read the texts on pages 2-5 of the question paper, and then answer the corresponding questions in ENGLISH ~~in the spaces provided~~

Question 1 (12 marks) **Marks**

(a) What topic does Student A raise in the chat room? **1**

(b) Discuss the personality of Student B as revealed by his comments. **3**

(c) Why would Student C be happy to change places with Student A? **3**

(d) Evaluate the issues raised in the chat room. Justify your answer with reference to the text. **5**

Question 2 (12 marks)

(a) Explain why Kazuya didn't follow his parents' advice. **2**

(b) To what extent was Kazuya justified in choosing his career? **4**

(c) How has Yumi's attitude towards her work changed? **4**

(d) What do these 2 people have in common in relation to their current jobs? **3**

Name:_____

SYDNEY TECHNICAL HIGH SCHOOL

2014 HSC TASK 2

Japanese Continuers

Skills: Reading and Responding

Writing

Reading time: 10 minutes
Working time: 1 hour 50 minutes

General Instructions

- Attempt ALL questions
- Write using black or blue pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your name at the top of this page.

Total Marks – 50

Reading and Responding
40 marks
Allow about 1 hour and 20 minutes for this section
This section has TWO parts, Part A and Part B
Part A – 25 marks
- Attempt Questions 1-2

Part B – 15 marks
- Attempt Question 3

Writing
10 marks
Allow about 30 minutes for this section
- Attempt Questions 4

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Section: Reading and Responding

40 Marks

Allow about 1 hour and 20 minutes for this section

Part A – 25 marks

Attempt Questions 1-2

Read both texts and then answer the corresponding questions in English in the Section II Part A Answer Booklet.

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

- capacity to understand general and/or specific aspects of texts, through, for example, summarising or evaluating
- capacity to convey the information accurately and appropriately

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Question 1 (12 marks)

Read the following interview article in the youth magazine and answer the following questions.

See next page

学生 A	ねえ、みんな。もしお父さんが自分の学校の校長先生だったら、どう思う？
学生 B	ぼくはいやだなあ。お父さんが学校にいたらわるいことができないし、もっと勉強しなければいけないよ。友達がぼくのことをとくべつだと思うのもいやだな。いつもお父さんが見ていたら、ぼくの自由(じゆう)がなくなるし、プレッシャーがありすぎるよ。でも、お父さんが校長先生だったら、しゅくだいをわすれたり、ちょっとわるいことをしたりしても、ほかの先生達はおこらないかな？
学生 C	私はお父さんととてもなかがいいの。友達みたいに色々なことを話せる。でも、父は単身赴任(たんしんふにん)でとおい町に住んでいるから、３ヶ月に一回(いっかい)しか会えないの。だから、父が校長先生だったら、いっしょに学校の話ができるからいいと思う。それに、学校は家からとおいから、父の車で行けると楽だしね。プレッシャーをかんじるひつようはないと思うよ。
学生 A	えっ、しんじられない。私はぜったいいや。C さんのお父さんはやさしそうだけど、私の父はとてもきびしくて、いつも勉強のことしか言わないの。C さんはまじめで、せいせきもいいからプレッシャーがないんだよ。私はせいせきがわるいし、学校にボーイフレンドがいるから、お父さんに知(し)られるのはいやよ。
学生 C	ねえ、A さん、どうしてこんなしつもんしたの？
学生 A	じつは、お父さんが　来年の四月から私の学校の校長先生になるの。私の兄もおなじ高校に行ってるけど、先生達が「お兄さんはあたまがいいのに」ってよく言うの。ひどいでしょう。お父さんが校長先生になったら、「お父さんは校長先生なのに」と言うわ。

Question 2 (13 marks) Read the following chat room conversation.

ぼくの父はべんごしで、両親は、ぼくにもおなじ仕事をしてほしいと言っていました。でもぼくは勉強がきらいだし人の前で話すこともにがてです。だから、そふとおなじ家具職人になりました。

そふは日本のでんとうてきな、たんすやテーブルを作る人です。ぼくは子どもの時そふの仕事を見るのが大好きでした。そふが作る家具はとてもうつくしくて、日本のでんとうをまもっていると思います。

さいしょは、いっしょうけんめい作っても家具があんまり売れないからがっかりしました。でも、ウェブサイトを作って、そふとぼくの作った家具をインターネットで売ることにしたんです。そのおかげで、若い人たちも日本の伝統家具がすてきだということを知って、買ってくれるようになったのでうれしいです。

(大田かずや：家具職人)

Vocab (家具：furniture, 職人:craftsman)

子どもの時、家のそばにある消防署によくあそびに行っていたんです。消防士のおじさん達の話しを聞きながら、大人になったらぜったい女の消防士になろうと思いました。どうして女の消防士がいないのかな？といつもかんがえていました。

両親が、反対したけど、消防士になることができてうれしかったです。でも、はじめはちょっとむずかしかったです。男の人にまけてはだめだと思って男みたいな話し方をしたり、がんばりすぎてストレスがたまりました。消防署のみんなは私に「男だからとか女だからとか、考えない方がいいよ。みんな、とくいなことと、にがてなことがあるから、きょうりょくして仕事をするのが一番いい」と言ってくれました。私は、一番大事なことをわすれていたんですね。はずかしかったです。

（山口ゆみ: 消防士）

Vocab (消防署: fire station　　消防士: fire fighter)

Vocabulary: 単身赴任（たんしんふにん） works in another city, leaving their families behind

Part B – 15 marks
Attempt Question 3

Answer the questions in the SEPARATE Japanese Writing Booklet.

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

- capacity to understand general and specific aspects of a text by identifying, analysing and responding to information
- relevance of ideas, information or opinions
- accuracy of vocabulary and sentence structures
- variety of vocabulary and sentence structures

Question 3 (15 marks)

Answer the following question by writing 300-400 *ji* in JAPANESE.

Read the following advertisement from a Japanese community paper in Australia. Imagine that you are interested in finding a new job and you decide to apply.

Write a letter including some description of yourself, the reason for applying for the job and any other relevant information.

See next page

ハウス・シッターのアルバイト募集(ぼしゅう)

１１月２５日（火曜日）から１２月１８日（火曜日）まで（３週間）

きゅうりょう：３週間で５００ドル

仕事：　家とプールとにわのそうじ、いぬのせわとさんぽ（一日２かい、１時間づつ）、

電話のメモ、ゆうびんをあつめること

他のじょうけん：

- 友達と住んでもいいです。うちはビーチの近くです。
- 家にあるものをぜんぶ使ってもいいです。（コンピューター、運動(うんどう)の機械(きかい)、プールなど）
- 冷蔵庫(れいぞうこ)とだなの食べ物を食べてもいいです。
- アルコールは飲んではいけません。
- 家でパーティーをしてはだめです。
- 夜は家にいなければなりません。

きょうみのある人は連絡(れんらく)してください。

田中はるこ

25 City Rd. Bondi Beach

Section: Writing

Allow about 30 minutes for this task

Attempt Question 4(a) OR 4(b)

Answer the questions in the SEPARATE Japanese Writing Booklet.

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

- demonstrate the relevance of information, opinions and ideas
- write text appropriate to context, purpose and audience
- structure and sequence information, opinions and ideas
- demonstrate control of a range of language structures and vocabulary in Japanese

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Question 4 (10 marks)

Answer ONE of the following questions. Write approximately 400*ji* in Japanese.

(a) Write a letter to persuade the school principal to implement a school wide program to promote student health and fitness.

OR

(b) Write a letter to persuade your Japanese friend who wants to come to visit you in Australia in August to come in January instead.

End of paper

Listening Section

QUESTION 1

Why is Anna leaving this message?

もしもし、えみ子さん、私、アナです。今日はえみ子さんと買い物に行くよていだったけど、けさからのどがいたくて、かぜをひいているみたい。だから、今日はかいものに行けないんですよ。ごめんね！また、電話します。バイバイ。

Outcomes to be assessed: H3.1.3.2,3.3

Criteria	Marks
• Demonstrates a good understanding of why Anna has left this message	2
• Demonstrates some understanding of why Anna has left this message	1

Sample answer:

To let Emiko know that she seems to be getting sick with the onset of a sore throat in the morning and will have to cancel her plans of going shopping today.

① Purpose

② Reason.

QUESTION 2

What is Sally's main reason for going overseas? What will be the consequences?

Script:

男： サリーさん、高校の後で、大学に行く？

女： ええ。でも、２１才になったら、１年間、中国に行くつもりなの。

男： どうして、中国に行くの。

女： 中国のいなかに行って、子どもたちに、英語を教えてあげたいの。

男： どうして、いなかに行きたいの。いなかより、町の方が、英語学校がたくさんあるよ。

女： そうね。でも、いなかの子どもたちは、英語を話す外人に会うチャンスがあまりないと思う。だから、子どもたちにとって、私と会う事は、いいけいけんになると思うの。ボランティアで、たくさんの子どもたちに教えたいの。

男： そう。えらいな。

女： いいえ、そんなことないわ。私にも、いい事があるから。中国の文化やことばやしゅうかんを、その国の中で、ならう事ができるでしょう。

Outcomes assessed: H3.1, 3.2

Marking Criteria	Marks
Demonstrates a comprehensive understanding of Sally's reason for going overseas and the consequences	3
Demonstrates some understanding of Sally's reason for going overseas and the consequences	2
Provides some relevant detail	1

Sally wishes to go to China after she turns 21 years old. The main reason is that she wishes to teach English to children in the countryside as a volunteer. She thinks that they have less opportunity to meet native English speakers, so meeting her will be good experience for them. Consequently she will also benefit as she will be able to learn their culture, language and customs in China.

1st. place. - China when 21

Reason. - Teach English in countryside → give opport. for interaction for students.

consequence - learn about Chinese culture.

QUESTION 3

How was Shyunya's problem resolved?

M: お母さん、ぼくの自転車知らない？きのう、ガレージに入れたのにみつからない。

F: あ、さっき、お父さんが自転車をかりて、どこかに行ったよ。

M: え～！ほんと？ぼく今日みさこさんとデートするんだ。自転車がないと行けないからこまるよ！

F: じゃあ、私が車でおくってあげる。

M: でも、お母さんにおくってもらったら、かっこわるいんだよ。はずかしいよ。

F: じゃあみさこさんに会う場所に着く前に車をおりたらいいでしょ。

M: うん、じゃあそうするよ。ありがとう。

Outcomes to be assessed: H3.1,3.2,3.3, 3.4

Criteria	Marks
• Demonstrates a thorough understanding of mother's solutions and Shunya's reactions	3
• Demonstrates some understanding of mother's solutions and Shunya's reactions	2
• Provides some information related to the text	1

Sample answer:

His father took Shyunya's bike from the garage so Shyunya cannot use it for his date. His mother will give him a lift but he will be embarrassed if his girlfriend sees this, so his mother will drop him off before the meeting place.

Identify problem.
step 1 problem solution
step 2 problem solution.

QUESTION 4

Compare the two speakers' attitudes towards their healthy lifestyle.

F： あきらくん、けんこうのために何かしてる？

M： もちろんだよ。ぼくは、朝おきて、朝ご飯は食べないけど、すぐにジムに行ってトレーニングするんだよ。

F： えー、学校の前に？

M： そうだよ。それに週に３回、家の近くのプールで１キロぐらい泳いでるんだ。

F： へえ～。じゃあ、食べ物にも気をつけているの？

M： ん～、ぜんぜん。食べ物は何でも好きな物を食べたり飲んだりしているよ。

F： あっそう。どんな物を食べてるの？

M： 一番好きな食べ物はハンバーガーとチップス！そして、飲み物はやっぱりコーラかなあ。なおみちゃんはどうなの？

F： 私？うんどうは、学校まで歩くだけ。でも、けんこうてきな食べ物を食べるようにしているの。

M： それだけ？

F： でも、一番大せつなことは、はやくねて、はやくおきることだと思うから、夜おそくまでフェースブックをしたり、インターネットを使ったりしないで早くねる。そして毎朝６時におきて、ちゃんと朝ご飯を食べるわ。

Syllabus outcomes: H3.1,3.2, 3.4, 3.5

Marking Criteria	Marks
• Demonstrates an excellent understanding of the two speakers' attitudes towards their healthy lifestyle	4
• Demonstrates a good understanding of the two speakers' attitudes towards their healthy lifestyle	3
• Demonstrates some understanding of the two speakers' attitudes towards their healthy lifestyle	1-2

Sample Answer:

The male is more focused on the physical exercise than the female speaker. He goes to the gym after he gets up without breakfast. He goes to a swimming pool near his home three times a week. However, he does not care what he eats and drinks.

On the other hand, the female speaker just walks to school every day for exercise but she tries to eat healthy food every day. She believes that the most important thing is not staying up until late and waking up early. She wakes up early and does not skip breakfast. Both speakers are conscious about their healthy lifestyle, however, their attitudes are completely different.

QUESTION 5

What issues would the teacher raise during a telephone call to Sam's parents? Include observations about Sam's attitude.

Sam: あー、おそくなってすみませーん。

Teacher: サムさん、またですか！これで今週３回目ですよ。

Sam: すみませーん。えっと・・・、昨日の夜おそくまで勉強をしていました。ぼくは勉強が大好きですから。

Teacher: おそくまで？

Sam: はい、えっーと、朝の 2 時までです。それからおふろに入って寝ました。

Teacher: 日本語の勉強ですか。

Sam: はーい、もちろんですよ。

Teacher: そうですか。じゃ、今日の漢字テストは、もちろん大丈夫ですね。

Sam: はーい・・・、え！漢字のテスト？ 今日はテストですか？

Teacher: そうですよ、水曜日に言ったでしょう。

Sam: えー。

Teacher: それからワークブックの宿題を見せてください。

Sam: えっと・・、はい・・、あれ、おかしいな。朝かばんに入れたと思ったけど・・。ワークブック、どこかな・・。あー、たぶん、うちに忘れたみたいです。

Teacher: そうですか、じゃ、テストの事もおぼえていなくて、宿題も持って来なかったんですね。はいはい、じゃ、今日はおうちに電話してご両親とちょっと話しますね。

Sam: え！うちに電話するんですか。うーん、先生、うーん、それはちょっと・・・。

* lateness.
* organisation
* attitude to study/subject.

Marks → Issues + evidence supporting.

H3.1,3.2, 3.4, 3.5, 3.6

Criteria	Marks
• Demonstrates a perceptive understanding of how the teacher felt about Sam's attitude towards his studies • Support the answer with appropriate references to the text	4
• Demonstrates a comprehensive understanding of how the teacher felt about Sam's attitude towards his studies • Support the answer with references to the text	3
• Demonstrates some understanding of how the teacher felt about Sam's attitude towards his studies • Attempts to provides some references to the text to support the answer	2
• Provides some relevant information	1

Sample Answer: 3rd time this week - late to class.

Concern for Sam's study pattern - late @ night.

Lack of organization: Forgetting Kanji Test which was mentioned previously by teacher (x).

* No workbk in class so can't check h/w.
Forgetting to pack in bag

Excuses for short comings.

Lateness

Attitude - Lying.

Organization ← Time management.
← H/w + Tests.

late to class 3rd time this wk

Forgetting kanji test

Forgetting h/w + excuses

QUESTION 6

Compare Hiroki and Michiyo's attitudes towards living in Shizuoka. Justify your response.

Script:

F: ひろきくん、しずおかに住んで楽しい？

M: そうだなー しずおかはいなかだからいいよ。自然にかこまれているし、山も海もちかいし、ゆっくりした生活ができるから最高だ。

F: まあー、みどりがおおくて、自然環境はいいのね。でも、もっとにぎやかなところに住みたいわ。。。

M: なんでだよ？ 東京はそんな遠くない。特急で２時間半しかかからないぞ。行きたかったら、すぐ行けるだろう。こっちの生活はずっと健康にいいよ。

F: そうだけど、田舎だと友達とあそぶところが少ないのよ。映画館がひとつしかないし、デパートや店があまりないし。東京の若い子の生活とくらべて、つまらないよ。

Outcomes assessed: H3.1, 3.2,3.3,3.4, 3.6

Marking Criteria	Marks
• Demonstrates a very good understanding of Hiroki & Michiyo's attitudes and justifies with appropriate references to the text	4
• Demonstrates a good understanding of Hiroki & Michiyo's attitudes and justifies with appropriate references to the text	3
• Demonstrates some understanding of Hiroki & Michiyo's attitudes	2
• Provides some relevant detail	1

Sample Answer:

Hiroki likes living in Shizuoka and values the country lifestyle it provides. In Shizuoka they are surrounded by nature, & are close to the mountains and sea.

Michiyo is unhappy about living in Shizuoka as she thinks it is boring compared to Tokyo. She complains there is only one movie theatre, not many shops or department stores. She thinks there are not many places for young people to go to in the country.

Hiroki, however, values the fact that country living is good for you even if it is not as lively as the city. He notes that you can easily get to Tokyo by express train if you want to go to a big city.

QUESTION 7

Evaluate the advice given to the girl.

Female: さいきん、アルバイトがいやになった。

Male: どうして？車を買うためにアルバイトしてるんでしょ？

Female: そうだけど、マネージャーがきびしすぎるから、、、。

Male: 仕事で、まちがえたの？

Female: ちがうの。しけんの前に 仕事を休みたいけど、休めないの。

Male: マネージャーに、おねがいしたの？

Female: ➔ そんなことをおねがいしたら、次の週から、仕事をくれないと思う。毎週、マネージャーが、つぎの週に働く人をきめるから。それに、マネージャーは私よりわかい人のほうがいいの。わかい人の方が、きゅうりょうが安いから。

Conditional with likely outcomes (pages

Male: ひどいね、ちがう仕事をさがしたら、どう？

Outcomes assessed: H3.1, 3.2, 3.3, 3.4, 3.5, 3.6

Marking Criteria	Marks
• Demonstrates a comprehensive understanding of the girl's situation and comprehensively evaluates the advice	5
• Demonstrates a good understanding of the girl's situation and and evaluates the advice	3-4
• Demonstrates some understanding of the girl's situation and attempts to evaluate the advice	2
• Provides some relevant information	1

Sample Answer:

The advice is that she should get another job. This is good advice because the girl:

- needs to have some time off before exams and she will not get it from this manager
- will be punished by the manager (by not giving her shifts next week) if she asks for time off
- knows that the manager likes younger workers because their wages are cheaper so she can't ask for time off as he will employ someone younger
- wants to buy a car so needs the job so as to save money

All of these are reasons why THIS manager will prevent her from achieving her aim, while still being able to study. So she needs to find a job where the manager is more understanding of her situation

Reading Section

Question 9 (12 marks)

(a) **What topic does Student A raise in the chat room?**

Outcomes assessed: H3.1,3.2

Criteria	Marks
Identifies the topic raised in the chat room.	1

Sample answer: Student A raises the topic,'How would you feel if your father became principal of your school?'.

not just a teacher.

(b) **Discuss the personality of student B as revealed by their comments?**

Outcomes assessed: H3.1, 3.2, 3.4,3.5

Criteria	Marks
Demonstrates a good understanding of student B's personality supported with evidence from the text.	3
Demonstrates some understanding of student B's personality supported with evidence from the text.	2
Provides some relevant detail	1

Sample answer: The comments made by Student B reveal he is not a very good student. He is worried that if his dad was the principal of his school, he wouldn't be able to do bad things and would have to study more. He is worried that he would lose his personal freedom at school and would be under more pressure to succeed academically. He is also revealed to be a cheeky student as he hopes that if he forgot his homework or did something a little bad, his teachers would forgive him if his dad was the principal.

(c) **Why would student C be happy to change places with Student A?**

Outcomes assessed: H3.1, 3.5

Criteria	Marks
Demonstrates a good analysis of her situation, supported by evidence from the text.	2-3
Provides some relevant detail	1

Sample answer:
Student C would be happy to change places with Student A and have her father be the principal at her school. She is close to her dad and can talk to him like a friend. As she only sees her dad about once every 3 months due to his job, she would love to be able to spend more time with him at school. She also thinks it would be good to be able to go to school by car with her dad as her school is far from her house.

convenient transport → school is far.

- Close relationship w/ father but work commitment means limited face time.
- transport convenience

look at all sts. provide an analysis, based on evidence.

Issue vs topic.

(d) **Evaluate the issues raised in the chat room. Justify your answer with reference to the text.**

Outcomes assessed: H3.1, 3.2, 3.4, 3.5, 3.6

Criteria	Marks
Demonstrates a perceptive understanding of the issues alluded to in the chat, supported with evidence from the text.	5
Demonstrates a very good understanding of the issues alluded to in the chat, supported with evidence from the text.	3-4
Demonstrates some understanding of the issues alluded to in the chat, supported with some evidence from the text.	2
Provides some relevant detail	1

Sample answer :
The chat room raises issues about parent/child relationships and academic pressure. Students A & B would prefer to avoid having to deal with their fathers at school. B is concerned about losing his freedom and feeling increased pressure if his dad was the principal. Student A also feels she would experience even more academic pressure from her dad and would hate her dad to find out that she has a boyfriend at school. Neither student A or B has a close relationship with their fathers and value personal freedom over time with their dads. Student C is close to her father but only sees him once every three months due to his work.
Student A later raises the issue of sibling rivalry in families. She explains how she is compared by teachers to her smarter older brother and that she would feel even more of a disappointment if her father was the principal.
These issues relating to school and family are common to many teenagers.

Comprehensive Translation = 4

parent/child relationship : A & B - not good - not close
C - good relationship.

Academic pressure : loss of freedom at school (B)
pressure on focus to study, bad grades & bf. (A)

Sibling & rivalry: Next April, attend same school as o.bro
pressure & comparison.

Question 10 (13 marks)

a) Explain why Kazuya didn't follow his parents' advice.

Outcomes to be assessed: H3.1, 3.2

Criteria	Mark
• Demonstrates a good understanding of why Kazuya isn't suited to being a lawyer	2
• Demonstrates some understanding of why Kazuya didn't follow parents' advice	1

Sample answer:

Kazuya didn't want to be a lawyer as Kazuya doesn't like to study and is bad at speaking in front of people.

b) To what extent was Kazuya justified in choosing his career?

Outcomes to be assessed: H3.1, 3.2, 3.4,3.5

comprehensive understanding. 4.

Criteria	Mark
• Demonstrates a good understanding of how Kazuya is justified in choosing his career	3
• Demonstrates some understanding of how Kazuya is justified in choosing his career	2
• Provides some relevant information	1

Sample answer:

He thinks that the furniture that he and his grandfather make is preserving Japanese tradition. Since he started selling their furniture on the internet young people discovered the beauty of traditional Japanese furniture and started to buy it. He loves making things with his hands as well as contributing to preserving Japanese tradition.

via internet

- More practical kind of person.
- Interested in furniture making since young.
- Preserve tradition (passion)
- Website ↓
  Young ppl appreciate beauty of the furniture + are buying ← makes him happy.

c) How has Yumi's attitude towards her work changed?

Outcomes to be assessed: H3.1, 3.2, 3.5, 3.6

Criteria	Mark
• Demonstrates a perceptive understanding of how Yumi's attitude has changed with appropriate references to the text	4
• Demonstrates a comprehensive understanding of how Yumi's attitude has changed with appropriate references to the text	3
• Demonstrates some understanding of how Yumi's attitude has changed with references to the text	2
• Provides some information related to the text	1

Sample answer:

Yumi was conscious about the gender issue. When she was young she wondered why there were no female fire fighters and she wanted to become one. After she became a fire fighter she felt pressured to be the same as her male counterparts, she spoke like a man and tried too hard and became stressed. However, her colleagues told her that she shouldn't focus on the gender difference but contribute according to her strengths. She felt embarrassed when she realised that she has forgotten the most important thing.

d) What do these 2 people have in common in relation to the their current jobs?

Outcomes to be assessed: H3.1, 3.2, 3.5,

Criteria	Mark
• Demonstrates a good understanding of what these 2 people have in common	3
• Demonstrates an understanding of what these 2 people have in common	2
• Provides some relevant information	1

Sample answer:

- They are content with their jobs.
- They were both influenced by their childhood experiences.
- They didn't followed parents' wishes.

Struggle but overcame struggle w/ pos. thinking.

Reading and Responding
Question 11

•

Outcomes assessed: H1.3 1.4 2.1 2.2 2.3 3.1 3.3

Criteria	Marks
• Demonstrates an excellent understanding of the whole text • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task	15 14 13
• Demonstrates a good understanding of the text • 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	12 11 10
• Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Attempts to structure relevant information and ideas	9 8 7
• Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited ability to link information and ideas or structure text	6 5 4
• Responds to isolated elements in the text • Uses single words or set formulae to express information	1–3

Writing in Japanese

Write a note to your mother/father explaining why you are unable to help out at home this afternoon. Write approximately 150*ji* in Japanese in the space provided below.

Outcomes assessed: H 2.1 2.2 2.3

Criteria	Marks
• Writes effectively and appropriately in relation to the audience, purpose and context of the task • Manipulates vocabulary, language structures and features authentically and creatively relevant to the task	5
• Writes with a good understanding of the audience, purpose and context of the task • Demonstrates a good understanding of vocabulary, language structures and features relevant to the task	4
• Writes with some awareness of the audience, purpose and context of the task • Demonstrates some understanding of vocabulary, language structures and features relevant to the task	2–3
• Produces some comprehensible language relevant to the task	1

Ideas need to well organised, clear in expression.

Intro → State uncide to help out

Body → Provide reason.

Conclude → Apologise & provide alternative time.

Question 13

(a) Write a letter to persuade the school principal to implement a school wide program to promote student health and fitness.

(b) Write a letter to persuade your Japanese friend who wants to come to visit you in Australia in August to come in January instead.

~ school commitments
\ season
\ activities.

Outcomes assessed: H 2.1,2.2, 2.3

Criteria	Marks
• Writes effectively and appropriately for the audience, purpose and context of the task • Manipulates language structures authentically and creatively relevant to the task • Sequences and structures ideas and information coherently and effectively	10
• Writes with a good understanding of the audience, purpose and context of the task • Demonstrates an excellent understanding of language structures relevant to the task • Sequences and structures ideas and information effectively	8–9
• Writes with an understanding of the audience, purpose and context of the task • Demonstrates a good understanding of language structures relevant to the task • Organises some information and ideas	6–7
• Presents some information, opinions or ideas relevant to the task • Demonstrates a rudimentary understanding of vocabulary and sentence structures • Attempts to organise information and ideas	4–5
• Attempts to address the requirements of the task • Uses single words, set formulae and unrelated sentences to express information	2–3
• Produces some comprehensible language relevant to the task	1

Persuasive vs. reason only.

- より
- たほうがいい
- と思う
- たら/なら
- どうお思う
- そうよう
- もしろん
- 分なうず
- ぜったい
- すごく
- ぜひ
- ましょう
- ませんが
- てくださいう

Speaking

Conversation

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

MARKING GUIDELINES

Criteria	Marks
• Engages effectively and fluently in a conversation by responding in some depth to a range of questions • Uses consistently good intonation and pronunciation • Manipulates language with a high level of grammatical accuracy in a range of contexts • Demonstrates an excellent knowledge of vocabulary and language structures	20 19 18 17
• Responds fluently with relevant information in some depth to a range of questions • Uses good intonation and pronunciation • Manipulates language in a range of contexts • Demonstrates knowledge of a range of vocabulary and language structures	16 15 14 13
• Maintains satisfactory communication with some degree of fluency but with possible repetition and inaccuracies in grammar and vocabulary • Responds to questions with relevant information and opinions • Demonstrates some ability to manipulate language	12 11 10 9
• Maintains a basic level of communication using simple structures and vocabulary with pauses and errors • Presents some relevant information, opinions or ideas	8 7 6 5
• Responds to some questions using single words and formulaic expressions	4 3 2 1