



**BOARD OF STUDIES**  
NEW SOUTH WALES

## **2010 HSC Japanese Background Speakers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding Part A**

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates understanding of how they know each other	1

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

<b>Criteria</b>	<b>Marks</b>
• Makes a judgement and supports answer with reference to the text	2
• Provides some relevant information	1

#### **Question 1 (c)**

<b>Criteria</b>	<b>Marks</b>
• (C)	1

**Question 1 (d)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the feelings the speakers have for each other</li><li>• Composes a coherent explanation with appropriate reference to the text</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of the feelings the speakers have for each other</li><li>• Composes an effective explanation with appropriate references</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the feelings the speakers have for each other</li><li>• Demonstrates some ability to structure and sequence ideas</li></ul>	1–2

**Section I — Listening and Responding  
Part B****Question 2**

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

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

Criteria	Marks
• Demonstrates a good understanding of the author's feelings	2
• Demonstrates some understanding of the author's feelings	1

#### Question 3 (b)

Criteria	Marks
• Provides a detailed and perceptive explanation of the author's thoughts	3
• Demonstrates some understanding of the author's thoughts	2
• Identifies some relevant information	1

#### Question 3 (c)

Criteria	Marks
• Demonstrates an insightful understanding of the meaning of 'progressive' and 'conservative' with explanation • Composes a coherent argument, demonstrating a comprehensive understanding of the text	5
• Demonstrates a thorough understanding of the meaning of 'progressive' and 'conservative' with explanation • Composes an effective argument with reference to the text	3–4
• Demonstrates some understanding of the meaning of 'progressive' and 'conservative' with explanation • Shows some evidence of ability to organise information	1–2

**Question 3 (d)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates a highly developed and perceptive ability to identify the audience</li> <li>• Composes a coherent argument, demonstrating a comprehensive understanding of the text by referring to language features</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates a good ability to identify the audience</li> <li>• Composes an effective argument with reference to the text by referring to language features</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Identifies some understanding of the audience</li> <li>• Shows some evidence of ability to organise information with some references to language features</li> </ul>	1–2

**Question 4**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates a highly developed perception of the texts</li> <li>• Demonstrates a perceptive and insightful understanding of the family in contemporary society</li> <li>• Composes a coherent and sophisticated argument, demonstrating a comprehensive understanding of text</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the texts</li> <li>• Demonstrates a comprehensive understanding of the family in contemporary society</li> <li>• Composes an effective argument with appropriate textual reference</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of key concepts of the texts</li> <li>• Demonstrates a good understanding of the family in contemporary society</li> <li>• Supports the discussion of the question with some appropriate textual reference</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Identifies, with some elaboration, examples of some ideas in the texts</li> <li>• Demonstrates some understanding of the family in contemporary society</li> <li>• Attempts to compose an argument with reference to the text</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Identifies some ideas and information relevant to the texts</li> <li>• Demonstrates some ability to structure and sequence ideas</li> </ul>	1–5

## Section II — Reading and Responding

### Part B

#### Question 5

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

## Section III — Writing in Japanese

### Questions 6 and 7

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

# Japanese Background Speakers

## 2010 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I – Listening and Responding</b>			
<b>Part A</b>			
1 (a)	1	Youth culture (pressure) – conversation	H3.1, H3.2, H3.6
1 (b)	2	Youth culture (pressure) – conversation	H3.1, H3.3
1 (c)	1	Youth culture (pressure) – conversation	H3.1
1 (d)	6	Youth culture (pressure) – conversation	H3.1, H3.2, H3.3
<b>Section I – Listening and Responding</b>			
<b>Part B</b>			
2	10	Global issue (environment) – discussion/ speech script	H3.2, H3.3, H3.4, H3.8, H4.1
<b>Section II – Reading and Responding</b>			
<b>Part A</b>			
3 (a)	2	Place of education in young people’s lives <i>Singapouru no gomuumari</i>	H3.3, H3.6
3 (b)	3	Place of education in young people’s lives <i>Singapouru no gomuumari</i>	H3.1, H3.2
3 (c)	5	Place of education in young people’s lives <i>Singapouru no gomuumari</i>	H3.4, H3.6
3 (d)	5	Place of education in young people’s lives <i>Singapouru no gomuumari</i>	H3.3, H3.5, H3.7, H3.8
4	25	Family in the contemporary society <i>Kogoku to wa nannanoka, Chiisaki mono e</i> Outcome: letter	H2.1, (H2.3), H3.1, H3.2, (H3.3), (H3.4), H3.7, H3.8, (H4.1)
<b>Section II – Reading and Responding</b>			
<b>Part B</b>			
5	15	National identity (Japan and international community) – article/article	H1.2, H2.1, H2.3, H2.4, H3.1, H3.2, H3.3, H3.8, H4.1
<b>Section III – Writing in Japanese</b>			
6	25	Impact of technology – article	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H4.1, H4.3
7	25	Youth culture (pressure) – article	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H4.1, H4.3