



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

## **2011 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 a comprehensive understanding of the relationship between the male and female speaker through language usage	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the intention of the male speaker	2
• Identifies some relevant information	1

**Question 1 (c)**

<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></ul>	6
<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>• Writes coherently with some appropriate textual reference</li></ul>	4–5
<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>	2–3
<ul style="list-style-type: none"><li>• Identifies some relevant piece of information</li></ul>	1

## Section I — Listening and Responding

### Part B

#### Question 2

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

#### Question 3 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of the social relations between Shobei and Kisuke from a wider context	3
• Demonstrates some understanding of the contextual issues between Shobei and Kisuke	2
• Provides some relevant information	1

#### Question 3 (c)

Criteria	Marks
• Demonstrates an excellent understanding of the language features used in the text	5
• Demonstrates a sound understanding of the language features of the text	3–4
• Demonstrates some understanding of the language features of the text	1–2

#### Question 3 (d)

Criteria	Marks
• Demonstrates the ability to provide critical views and opinions • Demonstrates a good understanding of the rationale behind the authority’s judgement and how it could be differently dealt with in contemporary society	5
• Demonstrates a good understanding of the social background of the time • Demonstrates the ability to provide an opinion supported by the text	4
• Demonstrates some understanding of the social background of the time • Demonstrates some ability to provide an opinion supported by the text	2–3
• Provides some relevant information	1

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a highly developed ability to identify the E.O messages of the two texts</li> <li>• Demonstrates a perceptive and insightful ability to analyse the way in which language is used in the two texts</li> <li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates the ability to identify the E.O messages of the two texts</li> <li>• Analyses the way in which language is used in the two texts</li> <li>• Composes an effective argument with appropriate textual references</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates the ability to E.O and discuss the two texts</li> <li>• Discusses ways in which language is used to portray the two texts</li> <li>• Supports the discussion of the question with some appropriate textual references</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Identifies, with some elaboration, examples of the impact of either of the two texts</li> <li>• Identifies some examples of the way in which language is used in either of the two texts</li> <li>• Attempts to compose an argument with reference to the texts</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Identifies some ideas and information relevant to the impact of either of the two texts</li> <li>• Demonstrates some ability to structure and sequence ideas</li> </ul>	1–5

## Section II — Reading and Responding

### Part B

#### Question 5

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

## Section III — Writing in Japanese

### Questions 6–7

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

## 2011 HSC Examination Mapping Grid

### Section I — Listening and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Youth culture – conversation	H3.1, H3.2
1 (b)	2	Youth culture – conversation	H3.1, H3.2, H3.3
1 (c)	6	Youth culture – conversation	H3.1, H3.2, H3.4, H3.8, H4.1

### Section I — Listening and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
2	10	The individual community (global issue) – discussion/letter	H3.2, H3.4, H3.8, H4.1

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	2	<i>Takasebune</i> – the individual and the community	H3.1, H3.3
3 (b)	3	<i>Takasebune</i> – the individual and the community	H3.1, H3.3, H4.1
3 (c)	5	<i>Takasebune</i> – the individual and the community	H3.3, H3.6, H3.7
3 (d)	5	<i>Takasebune</i> – the individual and the community	H3.2, H3.3, H3.8, H4.1
4	25	<i>Shingapooruno Gomumari</i> and <i>Umashimenkana</i> (global issue) – universality of human experience	H2.1, H3.1, H3.2, H3.3, H3.4, H3.7, H4.1

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
5	15	National identity and global issue – article/letter to the editor	H1.2, H2.1, H2.4, H3.8

### Section III — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
6	25	Global issues (the universality of human experience) – essay	H1.1, H2.1, H2.3, H2.4, H4.1
7	25	Individual and community (gender role) – essay	H1.1, H2.1, H2.3, H2.4, H4.1