



**BOARD OF STUDIES**  
NEW SOUTH WALES

## 2012 HSC Japanese Background Speakers Marking Guidelines

### Section I — Listening and Responding Part A

#### Question 1 (a)

Criteria	Marks
• Identifies the relationship of the two speakers	1

#### Question 1 (b)

Criteria	Marks
• Demonstrates an insightful understanding of the change of attitude of the female speaker • Supports the answer with appropriate reference to the text	4
• Demonstrates a good understanding of the change of attitude of the female speaker • Supports the answer with some reference to the text	3
• Demonstrates a superficial understanding of the change of attitude of the female speaker	2
• Provides some relevant information about the attitude of the female speaker	1

**Question 1 (c)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the cause of the success of the speaker	5
• Demonstrates a good understanding of the cause of the success of the speaker	4
• Demonstrates some understanding of the cause of the success of the speaker	2–3
• Provides some relevant information	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 Japanese 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 Japanese 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 Japanese 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 in Japanese</li></ul>	1–2

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

Criteria	Marks
• Demonstrates a good understanding of the context	2
• Demonstrates some understanding of the context	1

#### Question 3 (b)

Criteria	Marks
• Demonstrates a good understanding of the context	2
• Demonstrates some understanding of the context	1

#### Question 3 (c)

Criteria	Marks
• Demonstrates a good understanding of the context	2
• Demonstrates some understanding of the context	1

#### Question 3 (d)

Criteria	Marks
• Demonstrates a deep and perceptive understanding of the use of language features and devices to convey the message	4
• Demonstrates a good understanding of the use of language features and devices to convey the message	3
• Demonstrates some understanding of the use of language features and devices to convey the message	2
• Provides some relevant information	1

**Question 3 (e)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates an insightful understanding of the messages and emotions conveyed in the expression</li><li>• Demonstrates a deep understanding of the historical context of the poem</li><li>• Composes a well-structured argument supported by relevant textual references</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates sound understanding of the messages and emotions conveyed in the expression</li><li>• Expresses opinions and attempts to present an argument with textual references</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates elementary understanding of the messages and emotions with some reference to the poem</li></ul>	1–2

## 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 show the influence of the writer’s opinion on <i>jiritsu</i> and <i>koritsu</i></li><li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the text</li></ul>	21–25
<ul style="list-style-type: none"><li>• Demonstrates the ability to show the influence of the writer’s opinion on <i>jiritsu</i> and <i>koritsu</i></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 identify the influence of the writer’s opinion on <i>jiritsu</i> and <i>koritsu</i></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 influence of the writer’s opinion on <i>jiritsu</i> and <i>koritsu</i></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 on the writer’s opinion on <i>jiritsu</i> and <i>koritsu</i></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 Japanese 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 Japanese 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 Japanese 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 in Japanese</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 in Japanese</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 Japanese 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 in Japanese with little attempt to organise and sequence material</li></ul>	1–5



# Japanese Background Speakers

## 2012 HSC Examination Mapping Grid

### Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	1	Gender roles in today's society – Interview	H3.1
1 (b)	4	Gender roles in today's society – Interview	H3.1, H3.3, H3.6, H3.7, H4.2
1 (c)	5	Gender roles in today's society – Interview	H3.1, H3.2, H3.3,

### Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	Japan and international community – Lecture/Dialogue	H2.1, H2.3, H3.2, H3.8, H4.1

### Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	2	<i>The universality of human experience – Umashimenkana</i>	H3.1
3 (b)	2	<i>The universality of human experience – Umashimenkana</i>	H3.1, H3.2
3 (c)	2	<i>The universality of human experience – Umashimenkana</i>	H3.1, H3.2, H3.3
3 (d)	4	<i>The universality of human experience – Umashimenkana</i>	H3.2, H3.3, H3.7
3 (e)	5	<i>The universality of human experience – Umashimenkana</i>	H3.3, H3.6, H3.8, H4.1
4	25	<i>The family in contemporary society – Chichioya no chikara, hahaoya no chikara</i>	H2.1, H3.1, H3.2, H3.7, H3.8

### Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	The role of leisure in the young person's world – article/letter to editor	H1.2, H2.1, H2.3, H2.4, H3.8

### Section III — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
6	25	Impact of technology – Speech	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	The impact of a changing society on the individual – Speech	H2.1, H2.2, H2.3, H2.4, H4.2