



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

2009 HSC Japanese Background Speakers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the main points of the male speaker's speech	2
• Identifies some relevant information	1

Question 1 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the main points of the female speaker's speech	2
• Identifies some relevant information	1

Question 1 (c)*Outcomes assessed: H3.4, H3.7, H3.8, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the effectiveness of the argument raised in their conversation• Demonstrates a highly developed understanding of the logic of the argument and presentation• Composes an effective argument with reference to the text	5–6
<ul style="list-style-type: none">• Demonstrates a good understanding of the effectiveness of the argument raised in their conversation• Demonstrates an appropriate understanding of the logic of the argument and presentation• Writes coherently with some appropriate textual reference	3–4
<ul style="list-style-type: none">• Demonstrates some understanding of the effectiveness of the argument raised in their conversation• Demonstrates a limited understanding of the logic of the argument and presentation• Shows some evidence of the ability to understand the text	1–2

Section I — Listening and Responding

Part B

Question 2

Outcomes assessed: H3.1, H3.5, H3.8, H4.2

MARKING GUIDELINES

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

Section II — Reading and Responding

Part A

Question 3 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why Shunsuke’s father is writing a letter	2
• Provides some relevant information	1

Question 3 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the father’s actions and emotions related the word ‘zurusa – ずるさ’	4
• Demonstrates some understanding of the father’s actions and emotions related the ‘zurusa – ずるさ’	2–3
• Provide some relevant information	1

Question 3 (c)

Outcomes assessed: H3.3, H3.4

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the difference between ‘shinpai – 心配’ and ‘meiwaku – 迷惑’ in the context	4
• Demonstrates a good understanding of the difference between ‘shinpai – 心配’ and ‘meiwaku – 迷惑’ in the context	3
• Demonstrates a sound understanding of the difference between ‘shinpai – 心配’ and ‘meiwaku – 迷惑’ in the context	2
• Identifies some relevant context of these two words	1

Question 3 (d)

Outcomes assessed: H3.1, H3.2, H3.3, H3.8

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the relationship between Shunsuke and his parents, with comprehensive reference to the extract and whole story	5
• Demonstrates a sound understanding of the relationship between Shunsuke and his parents, with reference to the extract and whole story	4
• Demonstrates a satisfied understanding of the relationship between Shunsuke and his parents, with some reference to the extract and whole story	2–3
• Demonstrates a limited understanding of the relationship between Shunsuke and his parents, with limited reference to the extract and whole story	1

Section II — Reading and Responding

Part A (continued)

Question 4

Outcomes assessed: H3.1, H3.2, H3.3, H3.4, H3.7, H3.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the prescribed text• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	21–25
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the prescribed 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	16–20
<ul style="list-style-type: none">• Demonstrates an understanding of the prescribed text• Demonstrates a satisfactory control of vocabulary and sentence structure• Organises information and ideas to meet the requirements of the task	11–15
<ul style="list-style-type: none">• Demonstrates some understanding of the prescribed text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Writes within the parameters of the task	6–10
<ul style="list-style-type: none">• Demonstrates a limited understanding of the prescribed text• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures	1–5

Section II — Reading and Responding

Part B

Question 5

Outcomes assessed: H1.2, H2.1, H2.4, H3.8

MARKING GUIDELINES

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

Section III — Writing in Japanese

Questions 6–8

Outcomes assessed: H2.1, H2.2, H2.3, H2.4, (H4.2)

MARKING GUIDELINES

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

Japanese Background Speakers

2009 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Listening and Responding			
Part A			
1 (a)	2	The universality of human experience — interview	H3.1, H3.2
1 (b)	2	The universality of human experience — interview	H3.1, H3.2
1 (c)	6	The universality of human experience — interview	H3.4, H3.7, H3.8, H4.2
Section I — Listening and Responding			
Part B			
2	10	National identity / Japan and the international community — speech / speech	H3.1, H3.5, H3.8, H4.2
Section II — Reading and Responding			
Part A			
3 (a)	2	<i>Chiisaki mono e</i>	H3.1, H3.2
3 (b)	4	<i>Chiisaki mono e</i>	H3.1, H3.2, H3.3
3 (c)	4	<i>Chiisaki mono e</i>	H3.3, H3.4
3 (d)	5	<i>Chiisaki mono e</i>	H3.1, H3.2, H3.3, H3.8
4	25	<i>Naze kodomo wa Gakkou ni ikaneba naranai no ka</i>	H3.1, H3.2, H3.3, H3.4, H3.7, H3.8
Section II — Reading and Responding			
Part B			
5	15	Gender roles — article / letter to editor	H1.2, H2.1, H2.4, H3.8
Section III — Writing in Japanese			
6	25	Preserving the environment — report	H2.1, H2.2, H2.3, H2.4, (H4.2)
7	25	Preserving the environment — speech	H2.1, H2.2, H2.3, H2.4, (H4.2)
8	25	Preserving the environment — letter	H2.1, H2.2, H2.3, H2.4, (H4.2)