

**2003 HSC Notes from
the Marking Centre
Japanese**

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NOTES FROM THE MARKING CENTRE JAPANESE

Beginners

Speaking Skills Examination

Section I – Report and Conversation

Candidates are advised to keep to the time limit of 1-2 minutes for the report. Most candidates were very well prepared.

When answering questions posed by the examiner, candidates should give as much information as possible. Questions using *donna*, *nan no*, *dochira* and *dore* were an area of difficulty for some candidates. Particles and tenses also affected the quality of responses.

Section II – Role Play

Candidates are encouraged to take the initiative in the role play and show the extent of their knowledge of Japanese and to convey all the relevant information required ie who, what, when, where, why, how.

Written Examination

Paper 1: Processing Spoken Information

Part A: Extracting Information from Spoken Passages

Candidates need to read instructions and questions carefully and respond with detail. Vocabulary items that were often not understood by candidates were *hooseki*, *okurimasu* and *sakubun*.

Part B: Responding to Spoken Passages

Candidates are reminded that copying sections of the reading passage for use in this section cannot be rewarded. The majority of candidates used a correct postcard format; however, a small number wrote that they would be arriving in Takamatsu next week instead of correctly writing that they were already there. The difference between *ikimasu/kimasu* in the context of referring to locations needs to be better understood ie *ikimasu* is used when indicating direction towards a place where the speaker is not while *kimasu* indicates direction towards a place where the speaker is.

Better responses were creative and showed an excellent understanding of the spoken passage.

Paper 2: Processing Written Information

Part A: Extracting Information from Written Texts

General Comments

The multiple choice questions were well handled by the majority of candidates in Text 1. General understanding was good in Text 2 but specific details were often missing.

Specific Comments

Many candidates confused *jitensha* and *densha*, while *aruite iku koto mo dekiru* was recognised by only some.

The following phrases proved challenging: *ki o tsukete, hitotsu no te de geemu o suru koto ga dekimasen* and *san gakki*.

Again, candidates should include all relevant details in their answers.

Part B: Responding to Written Texts

General Comments

The majority of candidates responded well and made good use of the stimulus text.

Specific Comments

Candidates need to be selective and creative to complete the task successfully. It is not necessary to include all information. Candidates who copy or use sections of the reading passage in the text will be penalised. The listing of items should be limited. Opening and closing remarks should be included.

Good examples of grammar use were: *tara, kara* and comparisons. Common errors were joining forms of verbs and adjectives and the use of the particle *wo* with *arimasu*.

Paper 3: Writing in Japanese

General Comments

Both topics in this section (daily routine and best friend) allowed for a range of answers in both linguistic elements and genre.

Specific Comments

It was very pleasing to see fewer candidates copying large sections from the passages in ‘Extracting Information from Written Texts’ in their writing. Candidates are reminded to read the question carefully and address all points indicated for treatment. They are encouraged to include only information relevant to the chosen topic.

Question 1: Letter to your host family about your daily routine

This question was chosen by the majority of candidates and was handled quite well. It was pleasing to see so many candidates demonstrate a knowledge of the letter text-type conventions.

Unfortunately, many candidates did not address the daily routine aspect of the question and instead wrote about hobbies, leisure and weekend activities. Many started their letter with a self-introduction which was inappropriate as the question stipulated that they had corresponded with the prospective host family several times already. The rendering of ‘host family’ in script was often poorly done.

Question 2: Speech at your best friend’s eighteenth birthday party

In general, candidates found this question quite challenging. Many candidates were unfamiliar with speech script text type conventions and gave inappropriate information such as a physical description of their friend. This showed that they did not really understand the situation, ie that their friend would be standing there at the party in front of everyone. In better responses, candidates referred to how they met their best friend. The rendering of ‘Happy Birthday’ in script was poorly done.

Continuers

Written Examination

Section I – Listening and Responding

General Comments

Generally candidates showed a good understanding of a range of spoken texts. Candidates are advised to read the question carefully and include only necessary details.

Specific Comments

Question 1

‘During the concert’ was needed as part of the answer but was often omitted.

Question 2

Some candidates seemed to write their answer before the reading of the text was completed and therefore did not fully comprehend the text.

Question 3

This question was mostly well answered. The word *yoyaku* was sometimes not known.

Question 4

A number of candidates incorrectly answered that the girl lived in an apartment. A few candidates misinterpreted ‘how’ in the question and commented on the plain and polite speech of the candidates.

Question 6 (b)

Much irrelevant information was given, such as the girl liking the scenery. Also the word *sewa* was often not understood.

Question 7

This question was very well done. Smoking as a means of dieting was a key element in the answer. However, ‘exercise and healthy eating’ also needed to be included.

Question 8

(a) Many candidates correctly chose C. However, B was also a common answer.

(b) Only some candidates scored full marks here, as the fact that the girl’s question led him to solve his own problems was an important part of the answer.

Section II – Reading and Responding

Part A

General Comments

Candidates performed fairly well in this section with almost all candidates able to answer at least some of the questions. The reading of compound kanji is still a problem for some candidates.

Specific Comments

Question 9

Items (a), (b) and (c) were generally well handled but there were many mistakes in reading *kanji* and *katakana*.

In (d), candidates experienced difficulty with details such as *made* and times. This question discriminated among the candidates. Candidates needed to mention the social aspect of the writer's involvement in sport.

In (e), many candidates misinterpreted who was to be compared, including details of the sons' involvement in sport. This part also proved to be a discriminator, as candidates needed to mention the passive involvement of the mother and the active involvement of the father.

Question 10

In Question 10 (a), many candidates misunderstood 'popular' to refer to Atsushi instead of the comic. Candidates generally did well interpreting *oshiete*.

Question 10 (b) was completed at a reasonable standard by most candidates. Almost all candidates understood 'envious' but there were problems for some in understanding how the *te* form of *yamete* is linked with the *tai* form. 'Wanting to quit school' was often translated as 'quit school'.

Many candidates misread Question 10 (c) by answering when his parents became aware of his decision (when they received the letter) rather than why.

Question 10 (d) was generally well done. Most candidates gained good marks here.

Question 10 (e) discriminated well. Candidates who only translated the text did not draw inferences from the text and therefore did not receive full marks. Candidates needed to draw on information from the text as a whole, both the writer's school experiences and how they changed his attitude to life and school; how it improved his relationship with his parents; how it improved his sense of self worth; how his talents were nurtured there; and how this enabled him to become famous.

Section II – Reading and Responding

Part B

General Comments

Candidates are reminded that they are expected to respond to the text as a whole and to demonstrate their understanding of the text in their responses. Many responses were not sufficiently related to the text.

Specific Comments

High marks were awarded to candidates whose answers showed thorough comprehension and depth. Originality, creativity, sophistication of ideas and grammatical accuracy and complexity were evident in the better responses.

Candidates should be consistent with polite form Japanese when writing a letter to a relatively new acquaintance.

It is better for candidates to use *kanji* from the syllabus, and to avoid non-syllabus *kanji* which were often used inappropriately. Vocabulary and *kanji* copied from dictionaries tended to be incorrectly used. Dictionary skills need to be practised.

Common mistakes were:

- joining adjectives
- the use of *da to omoimasu*
- incorrect *okurigana*
- mistaking similar *kanji* such as *ki/hon* and *tenki/genki*
- incorrect spelling of place names such as *oosutoraria*, *shidonii*
- using a horizontal stroke when writing *katakana* vertically for long vowels
- poor paragraphing
- using numerals in *tategaki* instead of *kanji* numbers
- lack of proof-reading
- letter openings and closings – using *san* with own name.

Pleasing features were:

- excellent preparation of topics such as neighbourhood or hobbies
- use of *kanji*
- correct use of letter format
- use of a range of structures.

Section III – Writing in Japanese

Question 12

General Comments

This question required candidates to show their ability to write Japanese descriptively. Generally, candidates were able to write on the topic with the majority choosing question 12(a). However, candidates are reminded that they should limit their responses to the word limit.

Specific Comments

Question 12 (a)

Common errors were:

- some candidates thought that they were in Australia instead of Japan
- directions were too complicated and were, therefore, often hard to follow
- spelling of *katakana* words such as *paatii*, *hosuto famirii*
- not all aspects of the question were answered
- the incorrect use of particles and of the *te* form instead of *tara*.
- the use of the wrong text type. Some students wrote a diary entry.

Question 12 (b)

Again common errors were:

- the incorrect use of *tsumori desu*
- the omission of particle *wo* with the verbs *sotsugyoo* or *deru*
- the confusion of *tsukuru* and *tsukau*
- a lack of adherence to the topic by writing a general ‘future’ composition or writing about how Japanese is useful, rather than about how they would use it.

Candidates are reminded that any information that they use must be relevant to the topic.

Question 13

General Comments

This question required candidates to demonstrate their ability to write Japanese persuasively. Candidates needed either to agree or disagree with the statement in the question and support their argument with relevant examples. Overall, most candidates were able to write the required word limit but with varying degrees of relevance. A small number of candidates did not complete the question, indicating poor time management. Better responses were facilitated by appropriate conjunctions such as *sore ni*, *desu ga*, *shikashi* etc.

Specific Comments

Question 13 (a)

This question was slightly more popular than (b). Candidates with very good responses wrote well-structured texts with an appropriate speech format that included a good range of accurate grammatical structures and correct syllabus *kanji*. Excellent responses included detailed information on how the parents influenced the candidate's attitude to work. Weaker responses focused more on a simple description of the parents' work. 'Work' could be interpreted also as 'study'. Candidates who write a speech should include an appropriate opening or greeting to the audience.

Question 13 (b)

The better responses articulated a point of view either for or against the statement that young people today have too much leisure and supported their argument with appropriate examples. Weaker responses included accounts of how the candidate spent his/her leisure time.

Continuers

Oral Examination

General Comments

The candidates who sat for this paper appeared to have been even better prepared for the examination than last year. Most candidates spoke audibly but there was a tendency to mumble or trail off, particularly when candidates were unsure of themselves.

On the whole, candidates performed very well and were able to respond well to a range of questions, using a variety of language structures. Candidates are encouraged to expand on their responses where appropriate. Candidates need to be aware that they may not be asked questions from all topic areas.

Specific Comments

Candidates should avoid one word or yes/no answers unless they follow up with additional information. Some candidates seemed to be lulled into a false sense of security by the Examiners' simple questions. Even if the question is simple, candidates should answer in as much depth as possible, in order to display their knowledge of Japanese grammar and vocabulary. Better responses included a wide variety of sentence structures and demonstrated the ability to expand on the topic.

As this is a conversation, candidates should not launch into a monologue for each question. Candidates should also listen carefully to the question asked, as sometimes the question was misunderstood or the candidates' response was not really relevant.

Extension

General Comments

This year's Extension candidates were, as usual, of a very high standard. There was, overall, a very good understanding of the Prescribed Text and Issues. Very few candidates were unable to meet a satisfactory standard or higher.

Written Examination

Section I – Response to Prescribed Text

Part A

Specific Comments

Question 1

Question 1 (a) Was quite well answered. Most candidates understood the reference to Ototake and the members of Renet.

Question 1(b) Weaker responses omitted the idea of contact with overseas members and the ability to obtain information on each others' views in a very short time.

Question 1(c) Many candidates did not understand the different ways the word *tobimawaru* was used. In lines 13-14, *tobimawatte iru* is used in a literal sense, in that Ototake is physically able to get out of the house, whereas in line 18 *tobimawareru* is used in a more figurative sense. The disabled can get out and about in the whole world ie cyber space without physically leaving their homes.

Question 1(d) Key aspects, such as the word processor, the development of Renet and the use of the Internet were missed by some candidates but the majority performed well in this question.

Question 1(e) The best answers to this question expressed an opinion as to why Ototake included this extract in his novel and supported this opinion with reference to key words and imagery used in the extract. Many candidates gave a general response but did not refer to the extract directly. Weak responses simply translated the extract and made no attempt to express an opinion about the purpose of its inclusion in the novel.

Part B

General Comments

In responding to the task, many candidates demonstrated a sound understanding of not only the prescribed stories but also of the text as a whole.

Specific Comments

The majority of candidates related a wide variety of relevant events and episodes from the text. Most candidates also showed a sensitive understanding of the issues arising from the extract and expressed their opinions clearly.

Candidates must remember to read the extract as well as the question that follows in both English and Japanese before attempting the question, in order to identify the audience, purpose, context and text type.

Some responses included many relevant events but did not focus directly on the question. The better responses managed to incorporate events, while addressing the issue raised in the quotation.

Candidates need to be familiar with the different stages of Ototake's life and when events occurred.

Paragraphing is an important aspect that should be emphasised when learning the structure and format of a range of texts. Candidates should also be able to write prescribed *kanji* and commonly used words such as the characters' names correctly.

Section II – Writing in Japanese

General Comments

The overall standard was very good with nearly all candidates being able to write the required 600ji.

Better responses had a number of points to discuss which supported the candidates' argument (breadth) with appropriate and detailed examples (depth). Furthermore, such candidates only wrote relevant information which was continually linked back to the question.

Candidates are reminded that this section requires an argument supported by appropriate evidence presented logically.

Text that was not relevant to the question could not be awarded marks and detracted from the general impression of the response.

Specific Comments

Question 3

Better responses had good examples of information and games and how they caused problems for young people.

Question 4

The best responses include a range of good examples of co-operation and its effects, but also examples of problems caused by a lack of co-operation in society.

Oral Examination

Extension Japanese in 2003 was handled well. The most popular question was Question 2 – Technology, with an equal spread amongst Questions 1 & 3.

The best responses were fluent with lots of ideas. Ideas were continually linked to the question, often giving the pros and cons of their point of view, as well as supporting examples. Some candidates had extensive knowledge of vocabulary and complex grammar but candidates could receive full marks if their language contained a variety of syllabus structures within the Continuers' and Extension courses, addressed the question and if their argument was supported by relevant examples. It was not necessary to use the structures listed in the Extension syllabus eg passive/causative in order to get good marks. In fact, it is better to use structures and vocabulary with which the candidate is familiar, and therefore can be used correctly and with confidence.

Stronger responses demonstrated a structured approach in presenting their arguments and did not repeat the same point. They linked examples back to the question, without using the same wording each time.

Candidates who gave a prepared monologue without linking it to the question were unable to receive full marks. Personal experience and original ideas often made the argument more interesting.

It is strongly suggested that candidates remain within the time limit of two to two and a half minutes. Candidates are also urged to read the question in BOTH languages before responding. If restating the question or a part thereof, candidates should ensure that they read aloud the Japanese correctly.

Question 1

Most candidates who chose Question 1 related their speaking skills to the issues of Technology and Peer Pressure. Some candidates did not understand the term: 'face to face' or incorrectly translated it literally as *kao to kao*.

The responses often heard were: technology such as games and the Internet hindered face to face communication; busy lifestyles led to the overuse of mobile phones and text messaging; a lack of interaction amongst one's peers often resulted in bullying and peer pressure when face to face communication was necessary.

Candidates should note that the use of *hitotachi* on its own is rather strange. The correct Japanese would be *hitobito* or *ningen*.

Question 2

Weaker responses tended to list the good and bad points of technology without linking the technology to the question of causing stress. Candidates did seem to find it easier to use arguments that agreed with this question.

Many candidates talked about how technology made our lives easier and therefore reduced stress rather than causing stress. They gave examples such as the Internet making homework and research simpler. Some candidates pointed out the difference of attitude towards technology by older and younger people ie younger people felt comfortable with the technology and therefore it made their lives easier whereas older people were not as comfortable with it, so it did tend to cause them more stress.

Question 3

Candidates were required to say what a new immigrant can do to become a part of society quickly. Some talked about barrier-free society and the disabled, but did not successfully link it back to the question. Many spoke from their own experience.

Some candidates spent too much time explaining why they were *sabishii*, and neglected the major part of the question. Sometimes the word *shakai* was read as *kaisha*.

Background Speakers

Section I – Listening and Responding

General Comments

Most candidates demonstrated a good understanding of the text. However, some candidates had difficulty in interpreting points of view from the text when formulating their responses. Many candidates were able to identify language features but were unable to analyse them sufficiently. The marks and space for answers are a clear indication of the length/depth required.

Specific Comments

- (a) Most responses attracted full marks. Those which did not had either insufficient detail or an incorrectly translated word.
- (b) Less than half the candidates gained full marks for this question which required a detailed analysis of the text, rather than a focus on one particular word contained in the question. The majority of the candidates chose the correct response which required an interpretation of the text.
- (c) Most candidates mentioned appropriate language features and techniques employed by the speaker and provided textual references. Many candidates also identified the most important part of the message. However, the majority did not link this message with the language features and techniques, nor did they explain their purpose and effect.

Part B

Many candidates quoted mostly from the text, compared and contrasted the information and then added their opinions. Those who gained a higher range of marks identified the issues, compared and contrasted them and also developed their argument based on those issues.

Section II – Reading and Responding

General Comments

Overall, candidates demonstrated that they had understood the text well. Better responses demonstrated an insightful understanding of the text as a whole. Weaker responses had few appropriate references.

Candidates should read the question in both Japanese and English to ensure that they know what is expected in their responses.

Specific Comments

Question 3

Question 3 (a) Most responses attracted full marks.

Question 3 (b) This was generally well done.

Question 3 (c) Most candidates provided the relationship between culture and *fuudo*. However, some candidates did not explain the concept of culture.

Question 3 (d) Many candidates explained the relationship between culture and ethnic culture. Weaker responses did not explain how culture developed.

Question 3 (e) Few candidates identified the two main points with appropriate textual references. Most responses had only one main point.

Question 3 (f) Very few candidates understood that answers should be based on the prescribed text as a whole, not just the extract which appeared in the examination. Most mentioned the structure of the extract but did not explain how effective the structure was in relation to the author's message.

Question 4

Candidates are reminded to read both the English and Japanese questions before answering the question.

Candidates need to clarify the links between the prescribed text and issues.

Question 5

Responses that supported the article entirely, stating that it was better to study overseas as an exchange student, did not allow candidates to extend their argument beyond the point of view of the Japanese education system, and were, therefore, lacking in variety and originality.

Candidates should clearly indicate their point of view in relation to the text.

Question 6

A number of candidates discussed the role of men and women in relation to domestic work but not in relation to their roles in the wider community.

Many candidates developed a rather simplistic argument that Australia is good and that Japan is bad and therefore everyone should become more like 'Australians' in their attitude.

Many responses were based on general knowledge rather than the text.

Few responses referred to the changes in the views and attitudes of Japanese people.

Most candidates did not demonstrate much knowledge or understanding of contemporary Japanese society.

Question 7

Few candidates demonstrated a sophisticated understanding of the meaning of traditional culture. Their responses were based on a narrow understanding of traditional culture as is frequently introduced to foreigners, such as the tea ceremony, flower arranging and *kabuki*.

Question 8

The concept of change was not well recognised or discussed.

Japanese Beginners

2003 HSC Examination Mapping Grid

City

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Speaking Skills Examination			
Section I — Report and Conversation			
1	15	Topic	H1.1, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.8
Speaking Skills Examination			
Section II — Role-Play			
2	15	Family and school in Japan homestead experiences	H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7, H2.8
3	15	Making arrangements about concert and restaurant	H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7, H2.8
4	15	Finding out arrangements times, places	H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7, H2.8

Country

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Speaking Skills Examination			
Section I — Report and Conversation			
1	15	Topic	H1.1, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.8
Speaking Skills Examination			
Section II — Role-Play			
2	15	Travelling in Japan, places, food etc.	H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7, H2.8
3	15	Shopping for Japanese souvenirs	H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7, H2.8
4	15	Discussing illness, visiting a friend, talking about past and future events	H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7, H2.8

Japanese Continuers

2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic – text type)	Syllabus outcomes
Oral Examination			
	20	Conversation – covering student’s personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Written Examination			
Section I — Listening and Responding			
1	2	Living in Japan – announcement	H3.1
2	1	Travelling in Japan – conversation	H3.1
3	2	Current issues – advertisement	H3.1
4	3	Personal world – conversation	H3.1, H3.2
5	3	Lifestyle – conversation	H3.1
6 (a)	1	Casual work – interview	H3.1, H3.2
6 (b)	3	Casual work – interview	H3.1
7	4	Current issue – conversation	H3.1, H3.2
8 (a)	1	Living in Japan – radio interview	H3.1, H3.2
8 (b)	5	Living in Japan – radio interview	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part A			
9 (a)	1	Daily life – report	H3.1
9 (b)	1	Daily life – report	H3.1
9 (c)	1	Daily life – report	H3.1
9 (d)	3	Daily life – report	H3.1
9 (e)	4	Daily life – report	H3.1, H3.2
10 (a)	2	Personal world – magazine interview	H3.1
10 (b)	2	Personal world – magazine interview	H3.1
10 (c)	2	Personal world – magazine interview	H3.1
10 (d)	4	Personal world – magazine interview	H3.1, H3.2
10 (e)	5	Personal world – magazine interview	H3.1, H3.2

Question	Marks	Content (Theme/Topic – text type)	Syllabus outcomes
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Written Examination
Section II — Reading and Responding
Part B

11	15	Personal world – letter	H1.2, H1.4, H2.1, H2.3, H3.1, H2.2	2–6
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Written Examination
Section III — Writing in Japanese

12 (a)	6	Living in Japan – email	H2.1, H2.2, H2.3	2–6
12 (b)	6	Future plans – report	H2.1, H2.2, H2.3	2–6
13 (a)	9	The world of work – speech	H2.1, H2.2, H2.3	2–6
13 (b)	9	Leisure – article	H2.1, H2.2, H2.3	2–6

Japanese Extension

2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Oral Examination			
1	5	Group vs individual — monologue	H1.1, H1.2
2	5	Impact of technology — monologue	H1.1, H1.2
3	5	Overcoming personal difficulties — monologue	H1.1, H1.2
Written Examination			
Section I — Response to Prescribed Text			
Part A			
1 (a)	1	Gotaifumanzoku 'RENET'	H2.2
1 (b)	3	Gotaifumanzoku 'RENET'	H2.1, H2.2
1 (c)	3	Gotaifumanzoku 'RENET'	H2.2
1 (d)	3	Gotaifumanzoku 'RENET'	H2.1, H2.2
1 (e)	5	Gotaifumanzoku 'RENET'	H2.1, H2.2, H2.3
Written Examination			
Section I — Response to Prescribed Text			
Part B			
2	10	Gotaifumanzoku — narrative account	H2.1
Written Examination			
Section II — Writing in Japanese			
3	15	Impact of technology — essay	H1.1, H1.2
4	15	Group vs individual — speech	H1.1, H1.2

2003 HSC Japanese Background Speakers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Clearly identifies the speaker	2
• Partially identifies the speaker	1

Question 1 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Provides comprehensive evidence to establish the audience as a group of students	2
• Provides some evidence to establish the audience as a group of students	1

Question 1 (c)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 1 (d)*Outcomes assessed: H3.1, H3.2, H3.3, H3.6, H4.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the way the speaker persuades the audience through analysis of the language feature of the text	5
• Demonstrates a sound understanding of the way the speaker persuades the audience with some reference to the language feature of the text	3–4
• Displays a limited knowledge and understanding of the text	1–2

Section I — Listening and Responding

Part B

Question 2

Outcomes assessed: H2.1, H2.3, H3.2, H3.4, H3.5

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 texts• 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 texts• 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 text and the ability to compare and contrast information• Shows some evidence of the ability to organise information	1–2

2003 HSC Japanese Beginners Marking Guidelines

Paper 1 — Processing Spoken Information Part A — Extracting Information from Spoken Passages

Question 1 (a)

MARKING GUIDELINES

Criteria	Marks
• One mark for each correct answer	12

Question 2 (a)

MARKING GUIDELINES

Criteria	Marks
• Tick the correct box	1

Question 3 (a)

MARKING GUIDELINES

Criteria	Marks
• Identifies the toy	1

Question 3 (b)

MARKING GUIDELINES

Criteria	Marks
• Provides all relevant information relating to the direction	3
• Provides most relevant information	2
• Identifies one element of the direction	1

Question 4 (a)**MARKING GUIDELINES**

Criteria	Marks
• Identifies the correct time	1

Question 4 (b)**MARKING GUIDELINES**

Criteria	Marks
• Identifies all three foods	3
• Identifies two foods	2
• Identifies one food	1

Question 4 (c)**MARKING GUIDELINES**

Criteria	Marks
• States one way in which she is strict with all relevant detail	3
• States why she is strict	2
• Provides some relevant information	1

Question 5 (a)**MARKING GUIDELINES**

Criteria	Marks
• Identifies the time	1

Question 5 (b)**MARKING GUIDELINES**

Criteria	Marks
• Identifies the person	1

Question 5 (c)**MARKING GUIDELINES**

Criteria	Marks
• Identifies offer	2
• Partially identifies the offer	1

Question 6 (a)**MARKING GUIDELINES**

Criteria	Marks
• States both reasons with detail	3
• States at least one reason	2
• Identifies some relevant information	1

Question 6 (b)**MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies subject and reason	2
• provides some relevant information	1

Question 6 (c)**MARKING GUIDELINES**

Criteria	Marks
• Tick all four boxes correctly	4
• Tick three boxes correctly	3
• Tick two boxes correctly	2
• Tick one box correctly	1

Paper 1 — Processing Spoken Information

Part B — Responding to Spoken Passages

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Selects important relevant information from the spoken text to make an appropriate response • Communicates ideas and information using linguistic structures and prescribed vocabulary accurately and appropriately • Applies knowledge of Japanese script incorporating the accurate use of hiragana, katakana and prescribed kanji • Organises information and ideas creatively and coherently to meet the requirements of the task with independence from the wording of the original information 	13–15
<ul style="list-style-type: none"> • Selects most relevant information from the spoken text to make an appropriate response • Communicates ideas and information using linguistic structures and prescribed vocabulary with some minor errors that do not significantly affect understanding • Applies knowledge of Japanese script incorporating the use of hiragana, katakana and prescribed kanji with some minor errors that do not significantly affect understanding • Organises information and ideas with some coherence to meet the requirements of the task, attempting some independence from the wording of the original information 	10–12
<ul style="list-style-type: none"> • Selects some relevant information from the spoken text to make an appropriate response • Communicates ideas and information using linguistic structures and prescribed vocabulary with a number of errors that may affect understanding • Applies knowledge of Japanese script incorporating the use of hiragana, katakana and prescribed kanji with a number of errors that may affect understanding • Uses information and ideas to meet the requirements of the task with some attempt at independence from the wording of the original information 	7–9
<ul style="list-style-type: none"> • Selects some information from the spoken text • Expresses ideas and information using basic linguistic structures and some prescribed vocabulary with many inaccuracies and evidence of the influence of English syntax • Uses Japanese script: hiragana, katakana and some kanji with frequent inaccuracies • May use set formulae to express information 	4–6
<ul style="list-style-type: none"> • Demonstrates a very limited understanding of the spoken text • Demonstrates minimal knowledge of vocabulary and language structure • Uses hiragana and some katakana with many inaccuracies • Uses single words, set phrases in isolation and anglicisms 	1–3

Paper 2 — Processing Written Information

Part A — Extracting Information from Written Texts

Question 1 (a)

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the picture	1

Question 1 (b)

MARKING GUIDELINES

Criteria	Marks
• Comprehensively explains why the location is convenient with most relevant detail	4
• Explains why the location is convenient with most relevant detail	3
• Provides a reason with some detail	2
• Provides some relevant information	1

Question 2 (a)

MARKING GUIDELINES

Criteria	Marks
• Identifies advice and reason	2
• Identifies either advice or reason	1

Question 2 (b)

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies who is Mrs Tanaka	1

Question 2 (c)

MARKING GUIDELINES

Criteria	Marks
• Explains why Nori is bored with most details	3
• Explains why Nori is bored with some details	2
• Identifies some relevant information	1

Question 2 (d)**MARKING GUIDELINES**

Criteria	Marks
• Identifies day with detail	2
• Identifies the day	1

Question 2 (e)**MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies when Nori will be returning to school	1

Question 2 (f)**MARKING GUIDELINES**

Criteria	Marks
• Identifies and explains what Mr Yamashita will do	2
• Provides some relevant information	1

Question 2 (g)**MARKING GUIDELINES**

Criteria	Marks
• Identifies his hope with some detail	2
• Provides some relevant information	1

Question 2 (h)**MARKING GUIDELINES**

Criteria	Marks
• Identifies what happened with most detail	2
• Identifies what happened or provides some detail	1

Paper 2 — Processing Written Information

Part B — Responding to Written Texts

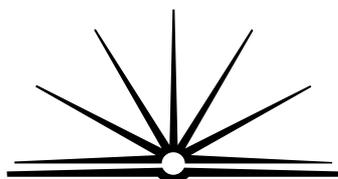
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Selects relevant information from the written text to make an appropriate response • Expresses ideas and information using linguistic structures and prescribed vocabulary accurately • Applies knowledge of Japanese script incorporating the accurate use of hiragana, katakana and prescribed kanji • Organises information and ideas creatively and coherently to meet the requirements of the task with a high level of independence from the wording of the original information 	9–10
<ul style="list-style-type: none"> • Selects relevant information from the written text to make an appropriate response • Expresses ideas and information using linguistic structures and prescribed vocabulary with some minor errors that do not significantly affect understanding • Applies knowledge of Japanese script incorporating the use of hiragana, katakana and prescribed kanji with some minor errors that do not significantly affect understanding • Organises information and ideas with some coherence to meet the requirements of the task, demonstrating some independence from the wording of the original information 	7–8
<ul style="list-style-type: none"> • Selects some relevant information from the written text to make an appropriate response • Expresses ideas and information using linguistic structures and prescribed vocabulary with a number of errors that may affect understanding • Applies knowledge of Japanese script incorporating the use of hiragana, katakana and prescribed kanji with a number of errors that may affect understanding • Uses information and ideas to meet the requirements of the task with limited independence from the wording of the original information 	5–6
<ul style="list-style-type: none"> • Selects some information from the written text • Expresses ideas and information using basic linguistic structures and some prescribed vocabulary with many inaccuracies and evidence of the influence of English syntax • Uses Japanese script: hiragana, katakana and some kanji with frequent inaccuracies • May use set formulae to express information 	3–4
<ul style="list-style-type: none"> • Demonstrates a very limited understanding of the written text • Demonstrates minimal knowledge of vocabulary and language structure • Uses hiragana and some katakana with many inaccuracies • Uses single words, set phrases in isolation and anglicisms 	1–2

Paper 3 — Writing in Japanese

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops highly relevant information, ideas and/or opinions appropriate to the task • Demonstrates a variety of prescribed vocabulary/kanji and language structures • Demonstrates a high degree of accuracy with only minor errors • Sequences and structures ideas and information coherently 	9–10
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions appropriate to the task • Demonstrates some variety of prescribed vocabulary/kanji and language structures • Demonstrates a degree of accuracy with occasional (sometimes even significant) errors • Sequences and structures ideas and information with some coherence 	7–8
<ul style="list-style-type: none"> • Presents some relevant information, ideas and/or opinions appropriate to the task • Uses only basic vocabulary/kanji and simple language structures • Demonstrates some consistency in the use of language, with more frequent and significant errors, but generally achieves communication • Organises and sequences some information 	5–6
<ul style="list-style-type: none"> • Demonstrates an elementary knowledge and understanding of vocabulary/kanji and sentence structures with evidence of the influence of English syntax • Achieves limited communication, using single words, set formulae and anglicisms to express information • Barely addresses topic • Demonstrates little evidence of organisation and sequencing 	3–4
<ul style="list-style-type: none"> • Uses single words, set phrases in isolation and anglicisms • Barely addresses topic • Demonstrates minimal knowledge of vocabulary and language structures 	1–2



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

2003 HSC Japanese Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies both activities and the context	2
• Identifies one activity	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 3*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies most relevant details about the phone's popularity	2
• Identifies some relevant information	1

Question 4*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Describes most of the features of where both speakers live	3
• Describes some of the features of where both speakers live	2
• Identifies some relevant information	1

Question 5*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the discussion with relevant details	3
• Demonstrates some understanding of the discussion with some details	2
• Identifies some relevant information	1

Question 6 (a)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

Question 6 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the reasons	3
• Demonstrates some understanding of the reasons	2
• Demonstrates one relevant reason	1

Question 7*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed description of the issues raised	4
• Identifies some of the issues with some relevant detail	2–3
• Identifies one issue	1

Question 8 (a)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 8 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of how she was able to help him	5
• Demonstrates some understanding with some detail	3–4
• Identifies some relevant information	1–2

Section II — Reading and Responding

Part A

Question 9 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies where the writer is	1

Question 9 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the reason why the younger brother chose his sport	1

Question 9 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 9 (d)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates an excellent understanding of how the older brother's life is affected by his sport	3
• Demonstrates some understanding of how the older brother's life is affected by his sport	2
• Identifies some relevant information	1

Question 9 (e)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding in comparing the parents' involvement in sport with most detail	4
• Demonstrates some understanding in comparing the parents' involvement in sport with some detail	2–3
• Identifies one comparison of the parents' involvement in sport	1

Question 10 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the reasons why Atsushi is being interviewed	2
• Identifies one of the reasons why Atsushi is being interviewed	1

Question 10 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of how Atsushi's friends reacted to Atsushi leaving school	2
• Identifies some aspects of how Atsushi's friend reacted to Atsushi leaving school	1

Question 10 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies all relevant details as to why his parents were initially unaware of his decision to leave school	2
• identifies isolated details as to why his parents were unaware of his decision to leave school	1

Question 10 (d)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an extensive understanding of his parents' reaction	4
• Demonstrates some understanding of his parents' reaction	2–3
• Demonstrates limited understanding of his parents' reaction	1

Question 10 (e)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of how Atsushi's life has been affected by his school experiences	5
• Identifies some of the implications of Atsushi's school experiences on his life	3–4
• Identifies some relevant information relating to Atsushi's life and school experiences	1–2

Section II — Reading and Responding

Part B

Question 11

Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary, sentence structures and script • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	13–15
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary, sentence structures and script • 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 	10–12
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text (includes points) • Demonstrates a satisfactory knowledge and understanding of vocabulary, sentence structures and script • Organises information and ideas to meet the requirements of the task 	7–9
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary, sentence structures and script • Demonstrates limited evidence of the ability to organise information and ideas 	4–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text and script • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1–3

Section III — Writing in Japanese

Question 12

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Writes descriptively with well-selected information relevant to the demands of the task• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs, syntax and script• Manipulates language authentically and creatively• Sequences and structures information coherently and effectively	5–6
<ul style="list-style-type: none">• Writes descriptively to meet the general requirements of the task• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs, syntax and script• Sequences and structures information effectively	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the requirements of the task• Demonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax, vocabulary and script• Demonstrates limited evidence of the ability to organise information	1–2

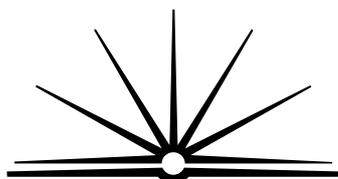
Section III (continued)

Question 13

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions • Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax and script • Manipulates language authentically and creatively to persuade and evaluate • Sequences and structures ideas and information coherently and effectively 	8–9
<ul style="list-style-type: none"> • Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task • Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax and script • Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate • Sequences and structures ideas and information effectively 	6–7
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions in order to persuade and evaluate • Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood, syntax and script • Organises information and ideas to meet the requirements of the task 	4–5
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information, ideas and script 	2–3
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the requirements of the task • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax and script • Uses single words, set formulae and anglicisms to express information 	1



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

2003 HSC Japanese Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text Part A

Question 1 (a)

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Identifies to whom 'Bokura' refers	1

Question 1 (b)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of advantages of Renet	3
• Demonstrates some understanding of the advantages of Renet	2
• Identifies minor details of Renet	1

Question 1 (c)*Outcomes assessed: H2.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a sophisticated and extensive knowledge of vocabulary and grammar structures used in the quotes	3
• Demonstrates substantial knowledge of vocabulary and language structures used in the quotes	2
• Demonstrates an adequate knowledge of vocabulary and language structures used in the quotes	1

Question 1 (d)*Outcomes assessed: H2.1, H2.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of how Ototake developed his computer literacy skills	3
• Demonstrates some understanding of how Ototake developed his computer literacy skills	2
• Identifies some details of Ototake's experience with technology	1

Question 1 (e)*Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
• Evaluates the text with sensitivity to thoroughly examine and explain the relevance of lines 13–22 in the text	5
• Explains in some detail the relevance of lines 13–22	3–4
• Identifies isolated details regarding the relevance of lines 13–22	1–2

Section I — Response to Prescribed Text

Part B

Question 2

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive and sensitive understanding of the prescribed text• Demonstrates flair and originality in the approach taken• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	9–10
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the prescribed text• Demonstrates some flair in the approach taken• 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	7–8
<ul style="list-style-type: none">• Demonstrates an understanding of the prescribed text• Demonstrates a satisfactory control of vocabulary and sentence structures• Organises information and ideas to meet the requirements of the task	5–6
<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	3–4
<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	1–2

Section II — Writing in Japanese

Questions 3 and 4

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops a sophisticated, coherent argument, discussion or explanation • Writes effectively and perceptively for a specific audience, purpose and context • Demonstrates breadth and depth in the treatment of relevant ideas • Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure 	13–15
<ul style="list-style-type: none"> • Presents and develops a coherent argument, discussion or explanation • Writes effectively for a specific audience, purpose and context • Demonstrates breadth and some depth in the use of relevant supporting material and examples • Writes accurately using a range of vocabulary and sentence structures 	10–12
<ul style="list-style-type: none"> • Attempts to present and develop a coherent argument, discussion or explanation • Writes with some understanding of audience, purpose and context • Supports points with relevant material and examples • Writes using a range of vocabulary and sentence structures 	7–9
<ul style="list-style-type: none"> • Presents some relevant information, opinions or ideas • Demonstrates the use of appropriate supporting materials • Demonstrates evidence of the use of complex sentences 	4–6
<ul style="list-style-type: none"> • Presents some relevant information, opinions or ideas • Communicates primarily in simple sentences or set formulae 	1–3