

2018 HSC Japanese and Literature Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a sound understanding of the current situation of <i>Yamato-machi</i>	2
• Provides some relevant information	1

Sample answer:

A lot of young people in this town have left. Therefore the town is not vibrant.

Question 1 (b)

Criteria	Marks
• Provides a summary of what Ms Tanaka is concerned about	3
• Shows some understanding of what Ms Tanaka is concerned about	2
• Provides some relevant information	1

Sample answer:

Ms Tanaka is concerned that the young people who do not know the history or how to participate in the festival will come to join the festival. Besides, she is concerned that some young people make their own weird costumes or have inappropriate behaviours. Lastly, she is concerned that anime and comics may pollute the sacred shrines and people there will not approve of the use of anime and comics.

Question 1 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of Mr Maeda’s use of content and language to convince Ms Tanaka	5
• Demonstrates a thorough understanding of Mr Maeda’s use of content and language to convince Ms Tanaka	4
• Demonstrates a sound understanding of Mr Maeda’s use of content and/or language to convince Ms Tanaka	3
• Demonstrates some understanding of Mr Maeda’s use of content and/or language to convince Ms Tanaka	2
• Provides some relevant information	1

Sample answer:

Mr Maeda has tried different strategies to convince Ms Tanaka.

First of all, he explained the crisis regarding the survival of *Yamato-machi* and pushed for the necessity of reform, using statistics ‘900 towns may disappear’. This urged Ms Tanaka to think about his proposal seriously.

Next, he had anticipated Ms Tanaka’s arguments and had prepared countermeasures, such as the idea of having young people on the planning team to bring new ideas to the festival.

He used repetition of ‘Ichiokuen – 100 million yen’ in order to emphasise that the big money may revitalise the town. He used inversion ‘Let’s renew! The Yamato festival’, to push his idea of renewing the festival.

Section I — Listening and Responding

Part B

Question 2

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

Answers could include:

The planting of ID chips:

- Safety in human body
 - Very small size and reliable and safe material used for the product
 - No guarantee of the safety in the human body
- Privacy vs convenience
 - ID can be stolen or information can be changed
 - The ID chip can include any information (bank details, health information) so that people can use it on various occasions
- Technology issues
 - Scan may not work properly or may not get the right information.

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Minako thought this way	2
• Provides some relevant information	1

Sample answer:

Minako thought it was strange because she became uncertain about why she was here.

Question 3 (b)

Criteria	Marks
• Demonstrates a sound understanding of the feeling that Minako expressed in the sentence	2
• Provides some relevant information	1

Sample answer:

Minako felt uncomfortable as she had to come to terms with doing something she does not really want to do.

Question 3 (c)

Criteria	Marks
• Demonstrates a sound understanding of the phrase	2
• Provides some relevant information	1

Sample answer:

This phrase means ‘a “usual day” is surrounded by a usual classroom environment and the view from the classroom windows’ and refers to a school life that was exactly the same every day. There was no change in the classroom environment and people’s response to this environment.

Question 3 (d)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the friendship between Asami and Minako • Composes an effective argument with appropriate references to the extract and the story as a whole 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the friendship between Asami and Minako • Composes an argument with some references to the extract and the story as a whole 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of the friendship between Asami and Minako 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

I believe Asami is a good friend to Minako. Asami pointed out Minako's insecurity as 「話、終わりなの？」と拍子抜けした顔になって、まいっちゃうなあ、とため息をつくめ and gave suggestions directly such as ‘あんたはスタンドで見物してるひとのことをカッコめ悪いと思ってるかもしれないけど、お客さんで満員になってるから、巨人とか阪神とか経営め 成り立ってるんじゃない?’ Moreover she has an understanding of what kind of person Minako is ‘アサミから見れば、あたしは自分のめ ことをわかってないらしい’ Furthermore, Asami encouraged Minako by saying ‘無理すんって、美奈子’ to try to lessen her worry. Finally Asami accepted Minako's decision to become a hairdresser and said she would be the first customer for Minako.

Question 3 (e)

Criteria	Marks
• Demonstrates a comprehensive understanding of the process of Minako's growth, using appropriate evidence from the extract and the story as a whole	5
• Demonstrates a substantial understanding of the process of Minako's growth, using some evidence from the extract and the story as a whole	4
• Demonstrates some understanding of the process of Minako's growth, using limited evidence from the extract and the story as a whole	2–3
• Demonstrates some relevant information	1

Sample answer:

Minako's growth is described throughout this story from her being insecure and not knowing what she wanted to do with her life, to being confident to decide what she wanted for her life.

At the beginning, she was naive. She just felt she would like to quit her school without knowing what she could do after quitting school and was not able to explain why she felt that way.

When she went to a hairdresser by chance and she got her hair cut very short, she felt free and realised hairdressers could change people's lives. She decided to become a hairdresser in the future. She was more certain what she wanted to do at that stage.

Minako's friend Asami told her that there were only audience and players, but Minako felt that 'something was not right' about Asami's comment. She came to realise that there were also cheering groups who not only cheer people but also support people. Minako then wanted to be a person who supports people. She had become more mature and started to be able to think about others.

Section II — Reading and Responding Part A (continued)

Question 4

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a highly-developed ability to analyse how joy and hardships in life are presented in both poems • Demonstrates a perceptive and insightful ability to analyse the way in which language and textual features are used to convey meaning in the poems • Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both poems with appropriate textual reference 	21–25
<ul style="list-style-type: none"> • Demonstrates the ability to analyse how joy and hardships in life are presented in both poems • Analyses the way in which language and textual features are used to convey meaning in the poems • Composes an effective argument with appropriate textual reference 	16–20
<ul style="list-style-type: none"> • Demonstrates the ability to identify and discuss how joy and/or hardships in life are presented in one or both poems • Discusses the way in which language is used to convey meaning in one or both poems • Supports the discussion of the question with some appropriate textual reference 	11–15
<ul style="list-style-type: none"> • Identifies with some elaboration examples of how joy and/or hardships in life are presented in one or both poems • Identifies some examples of the way in which language is used in one or both poems • Attempts to compose an argument with reference to the poems 	6–10
<ul style="list-style-type: none"> • Identifies some ideas and information relevant to the question • Demonstrates limited ability to structure and sequence ideas 	1–5

Answers could include:

Analyse how joy and hardships are expressed in both poems.

Contents:

- Life can be joyful
 - Appreciate the beautiful nature
eg to be dazzled by the sunlight slipping through leaves
 - Have good human relationships
eg to hold hands with you

- You may encounter hardships
 - There are always wars somewhere
eg A soldier being wounded somewhere at this moment
 - Loss of youthfulness
eg And I lost the chance for dressing up
 - Encounter death
eg People around me were killed
In factory, in ocean and in an unknown island

Language features:

- Repetition
 - ‘To be living’
These phrases are repeated to emphasise the theme of these poems – what life is about.
- Finishing with nouns
 - ‘To be living at this moment is a miniskirt, a planetarium’
This shows clearly beautiful things you value in life.
- Contrast
 - ‘To be living at this moment is to be able to cry, to laugh’
This shows there are happy and sad moments in life.
- Metaphor
 - ‘This servile city’ is personification and refers to the humiliation people felt because of the loss of the country in a war. This implies hardship people have to endure after war.

Section II — Reading and Responding

Part B

Question 5

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

Answers could include:

Issues: Gender equality

We are focusing on the status of women and neglecting the status of men.

- eg – There are train carriages for women’s exclusive use
- Women-only universities
 - Women-only gym
 - Restaurants offer special women’s lunch
 - Movie theatres offer cheap tickets for ‘ladies’ day’

Students should express their views on this issue.

- eg – Their opinion
- Solutions

Students who think women get favourable treatment

- eg – Discount tickets should be available for both men and women.
– Women-only universities need to be abolished.

Students who don't think women get favourable treatment

- eg – Women still get lower pay than men.

Section III — Writing in Japanese

Questions 6–7

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

Answers could include:

Question 6

Individual:

- Start playing sports
- Join the gyms, sporting clubs.

Community:

- Organise sporting events
eg Athletic carnival, baseball competition, walking group.

Question 7

Individual:

- Try to learn about different cultures
- Try to make an effort to help overseas visitors.

Government:

- Ask overseas visitors what Japan needs to do to accept different cultures
- Establish more tourist information centres to help tourists.

2018 HSC Japanese and Literature Mapping Grid

Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Reconciling traditional and contemporary Japanese culture — conversation	H3.1
1 (b)	3	Reconciling traditional and contemporary Japanese culture — conversation	H3.2
1 (c)	5	Reconciling traditional and contemporary Japanese culture — conversation	H3.3, H3.7

Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	The impact of technology — speech/conversation	H2.1, H2.3, H3.2, H3.4, H3.5

Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	2	<i>Danki Hatameku Motoni</i> — Youth culture	H3.1
3 (b)	2	<i>Danki Hatameku Motoni</i> — Youth culture	H3.3
3 (c)	2	<i>Danki Hatameku Motoni</i> — Youth culture	H3.2
3 (d)	4	<i>Danki Hatameku Motoni</i> — Youth culture	H3.3
3 (e)	5	<i>Danki Hatameku Motoni</i> — Youth culture	H3.3
4	25	<i>Ikiru / Watashi ga ichiban kirei datta toki</i> — Global issues	H3.3, H3.4, H3.6, H3.8

Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	Gender roles in today's society — article/speech	H2.1, H2.2, H2.3, H3.1, H3.8

Section III — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
6	25	The role of leisure in a young person's world — article	H2.1, H2.2, H2.3, H2.4, H4.1
7	25	Japan and international community — article	H2.1, H2.2, H2.3, H2.4, H4.1