

2019 HSC Japanese and Literature Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a sound understanding of ツクトモ in the context of the text	2
• Demonstrates some understanding of ツクトモ	1

Sample answer:

Tsukutomo is a smartphone application that is used to make friends. This application can match you up with people with similar interests, similar age and people who live close by.

Question 1 (b)

Criteria	Marks
• Provides a sound description of Sato's concerns	3
• Provides some description of Sato's concerns	2
• Provides some relevant information	1

Sample answer:

Sato is concerned that she does not know whether what people say online is true. She is also concerned that even though there is a picture of the person, it may be fake. Sato is not sure if you can call friends you meet online true friends, as she believes that real friendship grows from spending lots of quality time together.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of how Suzuki tries to convince Sato • Provides detailed reference to both content and language techniques 	5
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how Suzuki tries to convince Sato • Provides relevant reference to both content and language techniques 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how Suzuki tries to convince Sato • Provides some reference to both content and language techniques 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of how Suzuki tries to convince Sato 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Suzuki tries to persuade Sato by arguing logically to get Sato to agree with his opinions. For example, people in the real world can also lie about who they are unless you ask them to show you ID. He also says that you can video chat with a person to verify if they match their photograph, to make Sato feel safe. He also argues that the app matches people to their interests, which is better than meeting random people at parties.

Suzuki uses the proverb 'strike while the iron is hot' to encourage Sato to use the app together quickly to help her feel supported. Suzuki uses rhetorical questions such as 'you can't confirm, can you?' to make her rethink.

Answers could include:

- Suzuki provides a new and positive perspective of the application to Sato, such as 'this application gives you more opportunities to make new friends' showing that it's useful.
- Suzuki invites agreement 'Don't you think so?' to prompt Sato to agree with this view.

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:

Speech – recent employment situation

- There are many choices and opportunities now.
- Companies offer flexible working hours which attracts people who want to spend more time on leisure activities.
- Less gap between men and women in wage and working conditions.
- People are more open-minded about gender specific jobs.
- Important to choose a job you like.

Conversation

The mother is old fashioned regarding her thoughts on jobs for men. She thinks her son can get a better job than being a dog groomer. Also she thinks that men have to work hard to support their family.

The son found his dream job as a dog groomer at the employment seminar. He loves dogs. He is good at using his hands. He plans to have his own dog grooming shop in the

future. He thinks that lots of women also want to work hard and do well. So he and his future wife can both work.

Opinion, for example:

Everyone should choose a career that they like. So they can perform better in the job.

There is equal opportunity for choosing your own career regardless of gender.

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
• Demonstrates a sound understanding of why the sentence is more suitable to describe the servant's current situation	2
• Provides some relevant information	1

Sample answer:

'The servant who sits in the persistent rain was at a loss as he did not know where to go' is more suitable because this describes more accurately the passive and hopeless situation of the servant who has no master to return to.

Question 3 (b)

Criteria	Marks
• Demonstrates a sound understanding of why the old woman thinks this way	3
• Demonstrates some understanding of why the old woman thinks this way	2
• Provides some relevant information	1

Sample answer:

The dead woman used to sell snakes but told people they were fish in order to avoid death from starvation. The old woman thinks that if the dead woman knew that her hair was pulled out for a wig by the old woman, the dead woman would not care because the dead woman would be able to relate to the old woman and that she had no choice but to do this for the same reasons – to avoid death.

Question 3 (c)

Criteria	Marks
• Correctly identifies what the pimple symbolises within the story	2
• Provides some relevant information	1

Sample answer:

The pimple symbolises the youthfulness of the servant because young people normally have pimples. This also symbolises the servant's sense of justice because young people usually have a stronger sense of justice.

Question 3 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of how the servant's thinking changes in the story	3
• Demonstrates a sound understanding of how the servant's thinking changes in the story	2
• Provides some relevant information	1

Sample answer:

The servant had not been able to make up his mind: whether to have the courage to be a robber to survive this situation, or whether to keep his sense of justice by not being a robber and have the courage to experience the hardship of starvation. However, after he had listened to the old woman's justification of her action as a thief, he agreed. He changed from hesitating about whether robbing is a good thing or not. He decided that he had to rob if he wanted to survive.

Question 3 (e)

Criteria	Marks
• Demonstrates a comprehensive understanding of the author's use of the content and language techniques to communicate the theme to readers	5
• Demonstrates a thorough understanding of the author's use of the content and language techniques to communicate the theme to readers	4
• Demonstrates a sound understanding of the author's use of the content and/or language techniques to communicate the theme to readers	3
• Demonstrates some understanding of the author's use of the content or language techniques to communicate the theme to readers	2
• Demonstrates some relevant information	1

Sample answer:

The theme of this story is how humans can be egotistical when they are in extreme situations, such as a brush with death. To communicate this theme effectively, the author uses similes such as 'like a cat' and 'like a lizard' to describe the servant's instinctiveness in this extreme condition. The author describes the servant as an ordinary person so that readers can have more empathy for his situation. The constant focus on darkness also makes readers imagine how hopeless the environment around the servant is.

Answers could include:

- 火の光がかすかに、その男の右の頬を濡らしている。
Light of the fire slightly wets that guy's right cheek.

The expression 'wet' gives an impression of the real feeling that the servant is sweating from fear.

- 急なはしごを夜の底へかけ下りた
Went down the steep ladder towards the bottom of the night

By saying 'the bottom of the night', this emphasises that where the servant goes is also hopeless.

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 the way the ideas are presented in the essay to explore how the family relationships change • Demonstrates a perceptive and insightful ability to analyse the way in which language and textual features are used to convey meaning in the essay • Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the essay with appropriate textual references 	21–25
<ul style="list-style-type: none"> • Demonstrates a sound ability to analyse the way the ideas are presented in the essay to explore how the family relationships change • Demonstrates a sound ability to analyse the way in which language and textual features are used to convey meaning in the essay • Composes an effective argument demonstrating a sound understanding of the essay with some appropriate textual reference 	16–20
<ul style="list-style-type: none"> • Demonstrates some ability to identify and discuss the way the essay explores how the family relationships change • Demonstrates some ability to analyse the way in which meaning is conveyed in the essay • Supports the discussion of the question with some appropriate textual reference 	11–15
<ul style="list-style-type: none"> • Identifies some ideas and information relevant to the question • Identifies some examples of the way meaning is conveyed in the essay • Attempts to compose an argument with reference to the text 	6–10
<ul style="list-style-type: none"> • Identifies limited ideas and information relevant to the question • Demonstrates limited ability to structure and sequence ideas 	1–5

Answers could include:

Content

- The family described in this essay before Sayaka started studying seriously was about to collapse and the family did not have a close relationship.
- The relationship between the mother and father was negative as the father thought it was all the mother’s fault for not looking after Sayaka well.
- The mother also did not trust the father’s ability to create a good family together as the father’s only attention was for Sayaka’s brother to become a professional baseball player.
- The parents did not talk together at home or when they talked, it was only complaints of each other.
- The father started changing his way of thinking towards Sayaka as he was impressed with how dedicated Sayaka was in order to achieve her goal. He also started to feel proud of his wife’s way of looking after Sayaka because he could see that with her treatment of Sayaka, Sayaka became a respectful person.

- Because of the father's change, the mother started to change her stubborn attitude and tried to resolve the issues regarding Sayaka's entrance examination with the father. The father's change also led Sayaka to see her father as the person who tried to help her to achieve her goal.
- Through Sayaka's experience of trying to pass an entrance examination, the family was brought together and the family bond strengthened. The family became happier.
- The relationship has improved so much that when Sayaka goes back home, she can now get a piggyback from her dad.
- The relationship between the parents has also improved so much that they sometimes go on a trip together.

Textual features

- The structure of the book is arranged mostly in chronological order so that readers can easily see how the family relationships have improved.
- The author's use of subheadings in each chapter also allows readers to easily identify what content is in each chapter so that the development of their relationship can be followed easily.
- The author describes the father's attitude and thinking effectively through Sayaka's view.
- The author uses Sayaka's family members to show the diverse problems modern families have and how to cope with them.
- The author describes some family problems (not going to school, parents not talking to each other at home) for readers to reflect on today's society.
- The author uses lots of examples about the mother's and the father's personalities and their way of thinking so that he can emphasise that there can be huge differences in the values in a family.

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:

Issue: Moral education

School is responsible:

- It is now a part of the curriculum in primary and junior high school
- Parents are always working and have no time to discipline their children
- Because school is devoting time to ‘moral education’, school should be responsible
- School should teach morals by dealing with bullying

Family is responsible:

- It has always been a family’s responsibility
- Parents usually spend more time with children so they should discipline their children (eg table manners, mobile phone manners)

- Easier for parents to be good role models
(eg how to speak properly, how to respect elderly)

Suggestion/possible solution:

- Even though both parents may be too busy working, they should still make time to discipline their children
- School and family should work together to educate their children/students about morals
- Schools have more resources to teach.

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

2019 HSC Japanese and Literature Mapping Grid

Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Young people and technology — conversation	H3.1
1 (b)	3	Young people and technology — conversation	H3.1
1 (c)	5	Young people and technology — conversation	H3.7

Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	Impact of changing society on the individual — speech/conversation	H2.1, H2.3, H3.4, H3.5

Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	2	<i>Rashomon</i> — individual and society	H3.6
3 (b)	3	<i>Rashomon</i> — individual and society	H3.1, H3.2
3 (c)	2	<i>Rashomon</i> — individual and society	H3.7
3 (d)	3	<i>Rashomon</i> — individual and society	H3.2
3 (e)	5	<i>Rashomon</i> — individual and society	H3.7
4	25	<i>Birigyarū</i> — relationships	H3.1, H3.2, H3.3, H3.4, H3.6, H3.7

Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	The place of education in young people's lives — article/letter	H2.1, H2.2, H2.3, H2.4, H3.8

Section III — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
6	25	The role of individual in today's society — speech	H2.1, H2.2, H2.3, H2.4
7	25	Japanese identity in international community — speech	H2.1, H2.2, H2.3, H2.4