

## 2020 HSC Japanese and Literature Marking Guidelines

### Section I — Listening and Responding Part A

#### Question 1 (a)

Criteria	Marks
• Demonstrates a sound understanding of the reason for Tanaka being annoyed	2
• Demonstrates some understanding of the reason for Tanaka being annoyed	1

**Sample answer:**

Tanaka is annoyed because there is an English test and she needs to memorise lots of vocabulary. However, she thinks memorising vocabulary does not help her to be able to speak English.

#### Question 1 (b)

Criteria	Marks
• Demonstrates a sound explanation of Yoshimoto's opinion about the new product	3
• Demonstrates some explanation of Yoshimoto's opinion about the new product	2
• Demonstrates some relevant information	1

**Sample answer:**

Yoshimoto thinks that the new interpreting device is a good product. It is small and is easy to carry around so it is convenient. He also thinks that it is great as this device interprets over 60 languages. Yoshimoto believes that we will be able to communicate in foreign languages fairly accurately in the future.

**Question 1 (c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a comprehensive comparison between Yoshimoto's and Tanaka's views towards the issue discussed</li> <li>Provides detailed reference to both content and language used</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides a thorough comparison between Yoshimoto's and Tanaka's views towards the issue discussed</li> <li>Provides relevant reference to both content and language used</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides a sound comparison between Yoshimoto's and Tanaka's views towards the issue discussed</li> <li>Provides some reference to content and/or language used</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides some comparison between Yoshimoto's and Tanaka's views towards the issue discussed</li> <li>Provides some reference to content and/or language used</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

Tanaka believes that English education should focus on improving English speaking skills which will increase the joy of travelling and the opportunities to make friends. However, she does not use any effective language techniques to strengthen her argument. Her argument is not structured and she is narrow minded, focusing only on the spoken aspect of English education. She uses language, eg, 'ほしいな, どうかな', which shows that she is not sure about her argument.

Yoshimoto believes that English speaking skills are only one aspect of English education. He argues that from his experience studying abroad, English language skills should be a tool used to increase one's knowledge and view so that it is possible to express opinions about one's own and other countries. He uses various language techniques. He uses 強く思う to emphasise his view. He also uses repetition, for example 'It is not good' to only focus on speaking skills. He uses the proverb 'I felt like the scales fell from my eyes' to emphasise the joy of being able to understand more through the benefit of English education.

## Section I — Listening and Responding

### Part B

#### Question 2

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

**Answers could include:**

Future occupations for young people: professional gamer, online games coaching:

- Play games all the time and it was her dream job
- Earn lots of money by winning the game
- Also another way to earn money (uploading her techniques of gaming online and online private tuition).

Future occupations for young people: not professional gamer, online games coaching:

- There are only a few people who can be successful as a gamer. Yet a lot of effort needs to be put in to be successful
- Spending more time in gaming would reduce the opportunities of future education
- It would be stressful if you are injured so you cannot practise to win
- Slim chance of making money from gaming or tutoring gaming.

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

Criteria	Marks
• Demonstrates a sound understanding of why the author describes himself as 「素人の気安さ」	2
• Provides some relevant information	1

**Sample answer:**

The author thinks he is not an expert in this field because he does not know about how to dye threads. He simply thinks the colour is extracted from boiled down cherry petals.

#### Question 3 (b)

Criteria	Marks
• Demonstrates a sound explanation of how 「えもいわれぬ色」 is made	2
• Provides some relevant information	1

**Sample answer:**

This indescribable colour from cherry blossom is extracted from the cherry bark just before the flower starts blossoming. The colour is the result of the dyeing process.

### Question 3 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of the author’s use of language features to engage the reader	5
• Demonstrates a thorough understanding of the author’s use of language features to engage the reader	4
• Demonstrates a sound understanding of the author’s use of language features to engage the reader	3
• Demonstrates some understanding of the author’s use of language features to engage the reader	2
• Provides some relevant information	1

**Sample answer:**

The author uses several language features to effectively engage the reader. The author emphasises the colour pink repetitively three times in one sentence. ‘The petals’ pink is the pink of the trunk, pink of the bark and pink of the sap.’ This helps the reader to visualise the beautiful colour. Personalisation is also used. The use of the word, 全身, which means the entire body, relates a cherry tree to the reader, which helps to connect with the reader effectively. The author also uses direct conversation to simplify the text, so it is easy to understand. For instance, ‘How did you extract this colour?’ ‘I got it from cherry trees’.

### Question 3 (d)

Criteria	Marks
• Provides a perceptive assessment of the validity of the statement with extensive reference to the extract and the essay	6
• Provides a thorough assessment of the validity of the statement with reference to the extract and the essay	5
• Provides a sound assessment of the validity of the statement with some reference to the extract and the essay	4
• Provides some assessment of the validity of the statement with some reference to the extract and/or the essay	2–3
• Provides some relevant information	1

**Sample answer:**

According to the author, the ‘power of language’ means that language itself is powerful because the speaker who uses the words and language not only shows the superficial use of words but also reflects their personality and background.

The author uses colour to explain the beauty of cherry blossoms. The colour is not only from the beautiful petals but it comes from the tree trunk, bark and sap. While the petals are seen to be the most beautiful feature of the tree, it is the overall colour of everything in the tree that creates the beautiful cherry blossoms. The colour comes from inside the tree.

It is the same in the world of language. Each word that a person uses represents who they are. Language is a powerful tool for others to see the upbringing of the speaker who uses those words – a true reflection of who that person is. Therefore, ‘language is powerful’ is a valid statement.

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a highly-developed ability to analyse the themes of the film with reference to the relationships between the main characters, the textual features and film techniques</li> <li>• Demonstrates a perceptive and insightful ability to analyse the way in which language and textual features are used to convey meaning in the film</li> <li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the film with appropriate textual references</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates a sound ability to analyse the way the ideas are presented in the film to explore how the director of <i>Kaze Tachinu</i> explores the themes of the film</li> <li>• Demonstrates a sound ability to analyse the way in which language and textual features are used to convey meaning in the film</li> <li>• Composes an effective argument demonstrating a sound understanding of the film with some appropriate textual reference</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates some ability to identify and discuss the way the film presents ideas to explore how the director of <i>Kaze Tachinu</i> explores the themes of the film</li> <li>• Demonstrates some ability to analyse the way in which meaning is conveyed in the film</li> <li>• Supports the discussion of the question with some appropriate textual reference</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Identifies some ideas and information relevant to the question</li> <li>• Identifies some examples of the way meaning is conveyed in the film</li> <li>• Attempts to compose an argument with reference to the film</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Identifies limited ideas and information relevant to the question</li> <li>• Demonstrates limited ability to structure and sequence ideas</li> </ul>	1–5

**Answers could include:**

Theme: It is important to chase your dream and fulfil your dream. You have to try to live whatever happens, even when you encounter hard times.

- Title: *Kaze Tachinu* (*Wind rises*)

*Kaze* (wind) is a symbolic item in this film and is used effectively and frequently in various scenes. *Kaze* in this film implies two different perspectives, namely implying headwind (fighting against conflicts and hurdles) and implying positive energy like feelings of love, desire of creating, chasing dreams to make beautiful aeroplanes like wind.

- Jiro:

The director describes Jiro as a determined person who chases his dream. He is trustworthy and hardworking when it comes to his love for aeroplanes. He loves Naoko, his wife, and he is loved by her and her family.

- Jiro and Naoko:

The relationship between the two is husband and wife. When they are engaged, Naoko is sick so she needs to stay in a mountain sanatorium. Naoko is depicted as a decisive person as she returns to Jiro from the sanatorium to marry him instead of staying in the sanatorium to cure herself. She does not worry about putting her own life in danger but she chooses to stay with Jiro as his wife. Their relationship is described in this film in order to convey the message of 'live whatever happens' and 'chase your dream'. Both Jiro and Naoko know that Naoko does not have much longer to live but Jiro focuses on chasing his dream during that time. After she has passed away, Jiro decides to live without her.

- Jiro and Caproni:

Caproni is a famous Italian aeroplane designer. Jiro finds out about Caproni in a magazine and since that day, Jiro has dreamt about becoming a designer as great as Caproni is.

- The function of Jiro's dream:

Caproni always appears in Jiro's dream as a symbol of his role model. Caproni and Jiro have the same dream that is to make beautiful planes. Caproni is also used in Jiro's dreams to express his inner conflict. Caproni asks Jiro if he would rather have a pyramid or without a pyramid, meaning would he rather design planes even for war or not at all. Jiro answers that even though his planes are used for wars, he would still rather achieve his dream. Caproni also appears in another of Jiro's dreams telling him that even though his planes have been used for destruction, Jiro's dreams are nonetheless realised by other people.

- Setting of this film:

The world that Jiro lives in faces three main social disorders, which are poverty, the Great Kanto Earthquake of 1923, and tuberculosis. These factors imply the difficulty of living in the world.

- Repetition:

*Utsukushii* (Beautiful) is used by Jiro many times when describing his dreams. Also he uses *Utsukushii* to describe bones of fish, as he thinks the shape of bones would be ideal for designing shapes of beautiful wings of aeroplanes. *Utsukushii* is a symbolic description in this film as the beautiful aeroplane is turned into a killing machine in wars. Jiro's beautiful aeroplanes never come back from wars. Similarly, the beautiful Naoko passes away and never comes back. The concept of beauty is, therefore, symbolised as something that is also ephemeral and fragile, which brings up the image of death.

- Function of using props:

The characters including Naoko and Jiro tend to always wear their hats. The habit of wearing hats may be influenced by the Western custom that was popular in those days. There is an episode in which Naoko's hat is blown off and Jiro catches it for her. The hat is a symbolic item that is linked to the wind.

- Camera work:

Tight screen is used to focus on the characters. Close-up shots are used to show the main characters' emotions. Wide screen is used to focus on the background of the cities and places.

- Colour

The director uses more dramatic and contrasting colours in Jiro's dreams. For instance, in the dream with Caproni, it is not just blue for the sky but there is also frequent use of red/purple/orange/black colours in the sky. This effect enables the audience to imagine that his dream as a plane designer has various aspects, positives like exciting and attractive prospects, and also negatives like death and conflict.

- Sound and music

Background music is linked to the theme. The song called *Hikookigumo* is used and the lyrics are linked to the story too, eg 'sky', 'before that person is dead', 'we were too young but we were happy'.

## Section II — Reading and Responding

### Part B

#### Question 5

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

#### **Answers could include:**

Not support new *Kabuki* style:

- Behaviour such as standing up and the use of penlights during the *Kabuki* performance, eating fast food in the theatre, disturb the traditional *Kabuki* atmosphere
- New audience does not understand the tradition of *Kabuki*
- The Japanese tradition should not be changed.

Support new *Kabuki* style:

- *Kabuki* gives a unique experience to the new audience (chance to enjoy the dignity and peaceful atmosphere)
- New audience gets the chance to understand this traditional art
- To help the survival of hundreds of years of *Kabuki* culture.

## Section III — Writing in Japanese

### Questions 6–7

Criteria	Marks
<ul style="list-style-type: none"> <li>• Writes perceptively for a specified context, purpose and audience</li> <li>• Demonstrates a comprehensive understanding of the prescribed contemporary issues</li> <li>• Demonstrates a highly-developed control of language structures and vocabulary</li> <li>• Demonstrates flair and originality in the selection, presentation and development of ideas</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Writes effectively for a context, purpose and audience</li> <li>• Demonstrates a thorough understanding of the prescribed contemporary issues</li> <li>• Demonstrates a well-developed control of language structures and vocabulary</li> <li>• Demonstrates originality in the selection and presentation of ideas</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Writes original and interesting text appropriate to context, purpose and audience</li> <li>• Demonstrates a sound understanding of the prescribed contemporary issues</li> <li>• Demonstrates a satisfactory control of language structures and vocabulary</li> <li>• Demonstrates the ability to organise and express some ideas</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates an awareness of context, purpose and audience using only a narrow range of information and ideas</li> <li>• Uses a limited range of language structures and vocabulary to express ideas</li> <li>• Attempts to sequence and link ideas</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Communicates a limited range of ideas with little attempt to organise and sequence material</li> </ul>	1–5

# 2020 HSC Japanese and Literature Mapping Grid

## Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Youth culture — the place of education in young people's lives – conversation	H3.1
1 (b)	3	Youth culture — the place of education in young people's lives – conversation	H3.1
1 (c)	5	Youth culture — the place of education in young people's lives – conversation	H3.7

## Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	Individual and society — the impact of changing society on the individual – speech/article	H3.4

## Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	2	<i>Kotoba no Chikara</i> — Individual and society	H.3.2
3 (b)	2	<i>Kotoba no Chikara</i> — Individual and society	H3.1
3 (c)	5	<i>Kotoba no Chikara</i> — Individual and society	H3.7
3 (d)	6	<i>Kotoba no Chikara</i> — Individual and society	H3.6
4	25	<i>Kaze Tachinu</i> — Relationships	H3.1, H3.2, H3.3, H3.4, H3.6, H3.7, H3.8

## Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	National identity — reconciling traditional and contemporary Japanese culture – article/letter	H2.1, H2.2, 2.3, H2.4, H3.8

## Section III — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
6	25	Individual and society — the role of individual in today's society – script of a speech	H2.1, H2.2, H2.3, H2.4, H4.1, H4.2
7	25	National identity — Japanese identity in the international community – script of a speech	H2.1, H2.2, H2.3, H2.4, H4.1, H4.2