

## 2021 HSC Japanese and Literature Marking Guidelines

### Section I — Listening and Responding Part A

#### Question 1 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Yukari thinks she is not doing well at work	2
• Provides some relevant information	1

**Sample answer:**

Yukari's manager from her work tells her that she is not thoughtful and not aware of her workplace behaviour. The manager also tells her that she has used impolite language.

#### Question 1 (b)

Criteria	Marks
• Provides a sound comparison of the parents' attitude to teaching manners before and after the war	3
• Provides some comparison of the parents' attitude to teaching manners before and after the war	2
• Provides some relevant information	1

**Sample answer:**

Before the war, parents, grandparents at home and people around children, eg neighbours, would teach children about manners. However, after the war, with the increase of nuclear families and working parents, but without grandparents living together and the distant relationship with neighbours, parents expect the society and school to teach their children manners.

## Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a comprehensive understanding of whether Yukari's grandfather is effective in explaining his beliefs about manners, with extensive reference to both content and language techniques</li> </ul>	5
<ul style="list-style-type: none"> <li>Demonstrates a thorough understanding of whether Yukari's grandfather is effective in explaining his beliefs about manners, with detailed reference to both content and language techniques</li> </ul>	4
<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of whether Yukari's grandfather is effective in explaining his beliefs about manners, with reference to both content and language techniques</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding of whether Yukari's grandfather is effective in explaining his beliefs about manners, with some reference to content and/or language techniques</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

### Sample answer:

The grandfather is very effective in explaining his beliefs about manners.

The 'manners' grandfather refers to, is to try not to upset people around you, and act with consideration of others.

He uses the following language techniques to effectively explain his beliefs.

- He uses the word repeatedly to emphasise the importance of courtesy. It shows how much grandfather values courtesy and manners.
- Inversion (reversing the word order) 'Courtesy! Towards others' is also used to further emphasise the importance of courtesy towards other people.
- Noun ending sentence 'the action with courtesy towards others' is used to emphasise the content of the sentence.
- '*Tekizai tekisho*' (value one's ability and characteristics first and then place the person in a suitable job) a four-character idiomatic compound used to express his view in a succinct way.
- English abbreviation TPO (Time, Place and Occasion) is used so that Yukari is familiar with this trendy terminology.

## 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:**

- Japanese farmers neglect animal welfare and keep chickens in cages.
- Japanese supermarkets sell mostly caged eggs because consumers want cheap things or sometimes cannot afford to spend much.
- The environment of raising animals needs to be thought through a little more.
- Free range eggs are more nutritious because of the better living environment of free range chickens.
- The lack of this knowledge of animal welfare in Japanese consumers is likely to affect their choice of chicken eggs. Consumers trust domestic products and do not check the products carefully, eg how the chickens are raised.
- From now on, consumers should gather information and act accordingly but not just rely on the information they are given.

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of why the expression is used with reference to the first stanza</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

The expression 'in deep tears' is used to show the sadness of having to farewell the island where 'I' have had a dear and sweet experience.

#### Question 3 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of where Rabaul is situated using evidence from the poem</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

Rabaul would be situated at a more southern location than the Japanese main island because 'I' can see coconut leaves which is a common feature of the southern islands. Also, 'I' am able to see the Southern Cross, which is impossible to see from the main island of Japan and is only visible from a southern location.

### Question 3 (c)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of what the typical features of a Japanese male idol were at the time portrayed in this poem, with extensive reference to the poem</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of what the typical features of a Japanese male idol were at the time portrayed in this poem, with detailed reference to the poem</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of what the typical features of a Japanese male idol were at the time portrayed in this poem, with reference to the poem</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of what the typical features of a Japanese male idol were at the time portrayed in this poem, with some reference to the poem</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

**Sample answer:**

The male figure in this poem has the characteristics of typical features of a Japanese male idol as portrayed at that time. From 'I do not make any sound but I cry in my heart', it shows that the male figure does not show his weakness in public although he is crying in his heart. At the same time, the male figure is appreciative of the loving nature of the island girl, by 'thanking you while pressing my hands together'. Moreover, the male idol figure has a close bonding with his friends, gets along with his peers and cherishes the time with his team. He would say 'let's talk all night' when travelling on the ship. The male idol 'has a cigarette in my mouth' which had a cool and attractive image at that time.

### Question 3 (d)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive understanding of how effective the poet is in using the content and language techniques to convey the message to readers, with extensive reference to the poem</li> </ul>	6
<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of how effective the poet is in using the content and language techniques to convey the message to readers, with detailed reference to the poem</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of how effective the poet is in using the content and language techniques to convey the message to readers, with reference to the poem</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of how effective the poet is in using the content and/or language techniques to convey the message to readers, with some reference to the poem</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

**Sample answer:**

This poem’s message is that no matter what difficulties you encounter, just face it with a positive attitude. This message is communicated to readers well by describing a change of a man’s perception of his life in the poem.

In the first three stanzas, the man’s sentimental feeling is emphasised when ‘I’ says farewell to the island of Rabaul. The poet uses repetition of ‘stars’ that link to the shiny experience ‘I’ had in Rabaul. Repetitive use of stars emphasises how much ‘I’ will miss the experience and the time ‘I’ had in Rabaul. Compared to the other three stanzas, in the fourth stanza, ‘I’ becomes detached from the sentimental attachment that ‘I’ had experienced in Rabaul previously. ‘I’ is now focusing more on the future and the end of the trip on the ship.

The poet uses metaphor, ‘a sailor is like a seagull’, to highlight that ‘I’ accepts this unstable lifestyle of not knowing where to go, just like the migratory seagulls moving from one place to another all the time.

The author avoids describing ‘my’ bittersweet feeling of leaving Rabaul as well as any negative feeling for ‘my’ unstable life as a sailor in the last stanza.

## 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 conflict between the individual and society with reference to the statement</li> <li>• Demonstrates a perceptive and insightful ability to analyse the way in which content and language are used to express conflict between the individual and society in the short story</li> <li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the text</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates the ability to analyse conflict between the individual and society with reference to the statement</li> <li>• Analyses the way in which content and language are used to express conflict between the individual and society in the short story</li> <li>• Composes an effective argument with appropriate textual reference</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates the ability to identify and discuss conflict between the individual and society with reference to the statement</li> <li>• Discusses ways in which content and language are used to express conflict between the individual and society in the short story</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 with some elaboration examples of the conflict between the individual and society</li> <li>• Identifies some examples of the way in which content and/or language is used to express conflict between the individual and society</li> <li>• Attempts to compose an argument with reference to the text</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Identifies some ideas and information relevant to the conflict between the individual and society</li> <li>• Demonstrates some ability to structure and sequence ideas</li> </ul>	1–5

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

- The statement 「鏡に映ったのは『僕以外の僕』である」 ‘That person in the mirror is “me but not me”.’ expresses conflict between the individual and society. The writer is confronted by this person in the mirror who, in fact, is himself. The person in the mirror is a representation of the society at that time. There are constant conflicts between an individual (the writer) and the society (the person in the mirror).

#### **Content**

- The writer is one of the people who is caught up in the ‘system break’ wave, the wave of protest towards the government from young people in the 1960s who believed that individuality and freedom were important.
- The writer refuses to go to university, against the expectations of the society, and travels throughout Japan, working as a labourer to have ‘a journey to find himself’ for a few years instead as he believes that it is the free and right way to live.

However, one day, as he sees a reflection of himself in a mirror, he sees the image of ‘me’, but it is not the true ‘me’. He is ashamed of himself for taking an easy way out of

being a night watchman, instead of going to university. He can see the person in the mirror hating him and this person tries to control him because this person is sick of him who only wanders around and has an easy life. Even with that sentiment, the writer eventually does not change his lifestyle but decides not to have any mirrors at home so that the person in the mirror will not be able to confront him any more.

### Language techniques

- Repetition: The repetitive use of 'I' is a denial of who the person in the mirror is. For example, he says 'It is the reflection of me', 'but the figure is not me', 'it looks like me, 'it's definitely not me' etc. This portrays the conflict between himself and the person in the mirror. It symbolises the agonising feeling between the individual and the society.
- Noun ending sentence: A noun ending sentence '散文的な人生' is used to emphasise that his life is a 'boring life'. It is not interesting and has no fun. He is caught up in the wave of 'system breaks' against the government and the society. He refuses to follow the norm of the society, and chooses to become a labourer to have 'a journey to find himself'. However, it is still a boring life. It is a conflict between his life at that time and his life in the future.
- Onomatopoeia: The use of '肌がチクチクして' is an onomatopoeia of the irritable and uncomfortable sensation that he feels on his skin. He can feel that something is going to happen because of the weird feeling he has on his skin. After this sensation, he finds someone in the mirror, of course, who is the reflection of himself.
- Personification: 'The door was banging like a crazy headless man's neck' to describe how the door bangs in strong wind. He uses the door movement to reflect his unstable mental state and fear during that night.
- Simile: His life is covered by a 'black glacier' which is also melting. This glacier is eating up his strength and giving him grief. He is a physical labourer and a floater travelling through Japan for a few years, and he is struggling to find himself.

## 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:**

- Boxing in Japan does not allow players to have tattoos, but other countries allow players to have them.
- Japanese people have negative views on tattoos, but some people who live overseas regard tattoos as fashion and art.
- What a player wants to do to their physical appearance is a personal choice vs meeting the expectation of the audience of how professional boxers should look.
- Professional sport players should always consider the audience.
- If people do not agree with the tattoo rules, there should be something they can do before breaking the rules.

## 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

# 2021 HSC Japanese and Literature Mapping Grid

## Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Relationships – conversation	H3.1
1 (b)	3	Relationships – conversation	H3.1
1 (c)	5	Relationships – conversation	H3.7

## Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	Individual and society – speech/conversation	H2.1, H2.2, H2.3 H3.1, H3.2, H3.4, H3.5

## Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	2	National identity – <i>Rabauru Kouta</i>	H3.1
3 (b)	2	National identity – <i>Rabauru Kouta</i>	H3.2
3 (c)	5	National identity – <i>Rabauru Kouta</i>	H3.3
3 (d)	6	National identity – <i>Rabauru Kouta</i>	H3.7
4	25	Individual and society – <i>Kagami</i>	H2.1, H2.2, H3.1, H3.2, H3.3, H3.6, H3.7, H3.8

## Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	Individual and society – article	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.8

## Section III — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
6	25	National identity – script of a speech	H2.1, H2.2, H2.3, H2.4, H4.1, H4.2
7	25	Youth culture – script of a speech	H2.1, H2.2, H2.3, H2.4, H4.1, H4.2