

## 2019 HSC Japanese Extension — Written Examination Marking Guidelines

### Section I — Response to Prescribed Text Part A

#### Question 1 (a)

Criteria	Marks
• Provides a sound understanding of what prompts Mika to ask 何を?	2
• Provides some relevant information	1

**Sample answer:**

She asks ‘what?’ because Daigo just told her that he is thinking about quitting. However, it is unclear as to what he is referring to and she seeks clarification.

#### Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of how the director uses film techniques to convey the mood in lines 1–10	2
• Provides some relevant information	1

**Sample answer:**

The non-diegetic music is used to convey a contemplative, pensive mood. The medium shot/the close-up shot of Daigo and Mika facing each other is used to show the emotionally charged mood between them.

**Question 1 (c)**

Criteria	Marks
• Demonstrates a thorough understanding of why Daigo responds this way	3
• Demonstrates some understanding of why Daigo responds this way	2
• Provides some relevant information	1

**Sample answer:**

He responds with 'eh, you really don't mind?', because he is surprised that Mika agrees so readily to move to the countryside as he is concerned about the impact on her. He was concerned that Mika would not support him because he lost his job as a cellist and so was not able to keep his promise to her regarding the prestige of that position.

**Question 1 (d)**

Criteria	Marks
• Demonstrates a thorough understanding of what Mika's language and tone reveal about her state of mind	3
• Demonstrates some understanding of what Mika's language and tone reveal about her state of mind	2
• Provides some relevant information	1

**Sample answer:**

Mika negates Daigo's assumption that she would dislike the countryside. She uses positive adjectives (fresh; delicious) and a tone to warrant an exclamation mark. She is also proactive and optimistic ie running a shop, in contrast to Daigo's mood.

**Question 1 (e)**

Criteria	Marks
• Provides a comprehensive analysis of the director's use of internal monologues for Daigo, referring to this scene and one encoffining scene	5
• Provides a sound analysis of the director's use of internal monologues for Daigo, referring to this scene and one encoffining scene	4
• Provides some understanding of the director's use of internal monologues for Daigo, referring to this scene and one encoffining scene	3
• Demonstrates some understanding of the director's use of internal monologues for Daigo, referring to this scene	2
• Provides some relevant information	1

**Sample answer:**

The director uses internal monologues to show how Daigo reflects on his important life situations/happenings/events throughout the film. In the first scene provided, he reflects on how and why his dream has changed: it no longer involves being a professional cellist, and the fact that he sold his cello marked a positive turning point in his life

(不思議と楽になった、I felt a strange sense of relief), whereby he is ready to move on.

In Naomi's encoffining scene (Sasaki and Daigo arrive late), he reflects on/realises the value of the encoffining ceremony. ( 全ての行いがとても美しいものに思えた、everything done peacefully, and beautifully). Hence, this marks another important turning point for Daigo, whereby he realises that he has found his true vocation/calling.

The director uses Daigo's internal monologue to illustrate how he has learned to deal with difficulties and hence how far he has grown as a person.

**Answers could include:**

This is in stark contrast to his self-reflection in another scene of the movie, where he questions his decision to take on the job as an encoffiner triggered by his first assignment with Sasaki. In this scene he laments his fate, wondering what he has done to deserve this. ( いったい自分は何をたまされているのだろう。。。 What on earth have I done to deserve this?)

## Section I — Response to Prescribed Text

### Part B

#### Question 2

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive and sensitive understanding of the prescribed text</li> <li>• Demonstrates flair and originality in the approach taken</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task, including <i>kanji</i></li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the prescribed text</li> <li>• Demonstrates some flair in the approach taken</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task, including <i>kanji</i></li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the prescribed text</li> <li>• Demonstrates a satisfactory control of vocabulary and sentence structures and <i>kanji</i></li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the prescribed text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures and <i>kanji</i></li> <li>• Writes within the parameters of the task</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the prescribed text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures and <i>kanji</i></li> </ul>	1–2

## Section II — Writing in Japanese

### Questions 3 and 4

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

# 2019 HSC Japanese Extension Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Coping with change— monologue	H1.1, H1.2
2	10	The place of traditions in modern society — monologue	H1.1, H1.2

## Written Examination

### Section I — Response to Prescribed Text

#### Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Okuribito</i> : Departures	H2.1, H 2.2
1 (b)	2	<i>Okuribito</i> : Departures	H2.1, H2.2, H2.3
1 (c)	3	<i>Okuribito</i> : Departures	H2.1, H2.2, H2.3
1 (d)	3	<i>Okuribito</i> : Departures	H2.1, H2.2, H2.3
1 (e)	5	<i>Okuribito</i> : Departures	H2.1, H2.2, H2.3

## Written Examination

### Section I — Response to Prescribed Text

#### Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Okuribito</i> : Departures — diary entry	H2.1

## Written Examination

### Section II — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
3	15	The place of traditions in modern society — essay	H1.1, H1.2
4	15	Connectedness — essay	H1.1, H1.2