

2020 HSC Japanese Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Yotsuha says 「え、有名やよ」	2
• Provides some relevant information	1

Sample answer:

Yotsuha says “huh, he’s famous!” as Mayugoro is not only a well-known character in the Miyamizu family, but also, Grandma has previously explained his significance to the girls. Yotsuha is surprised as she does not realise it is Taki in Mitsuha’s body and thus expects ‘Mitsuha’ to be well versed in the topic.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of how the setting consolidates the sense of spirituality in this extract	2
• Provides some relevant information	1

Sample answer:

The setting consolidates the sense of spirituality in this extract through the natural environment; the path to the family shrine is surrounded by gentle, rural autumn scenery/nature, including flowing water and leaves; the calming Japanese background music.

Question 1 (c)

Criteria	Marks
• Demonstrates a sound understanding of what 「ムスビ」 refers to	3
• Demonstrates some understanding of what 「ムスビ」 refers to	2
• Provides some relevant information	1

Sample answer:

'Musubi' refers to 'connection'. When the girls share a drink it is an example of ways for people to connect with each other and with the god(s). Yet another 'musubi' (connection) is when food and drink such as rice, water and sake enter a person's body through eating and drinking, connecting with the soul.

Question 1 (d)

Criteria	Marks
• Demonstrates a sound understanding of how the return from 隠り世 ^{かくよ} to 此岸 ^{しがん} is possible	3
• Demonstrates some understanding of how the return from 隠り世 ^{かくよ} to 此岸 ^{しがん} is possible	2
• Provides some relevant information	1

Sample answer:

It is possible to return from 'the other world' to 'this world' by making an offering of personal importance to the god(s). According to the grandmother, 'kuchikamizake' is one example of such an offering, as it contains half of a person's soul/essence.

Question 1 (e)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of how the concept of time, as explained by the Grandmother in this extract, is reflected in the extract where Taki returns to Mitsuha's family shrine 	5
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how the concept of time, as explained by the Grandmother in this extract, is reflected in the extract where Taki returns to Mitsuha's family shrine 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the concept of time, as explained by the Grandmother in this extract, is reflected in the extract where Taki returns to Mitsuha's family shrine 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of how the concept of time, as explained by the Grandmother in this extract, is reflected in the extract where Taki returns to Mitsuha's family shrine 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The Grandmother equates time with connection, which is only made possible by the god(s). She talks about the fluidity of time by using the symbolism of the thread, describing how it twists and tangles, going to and fro, back and forth, linking and connecting people throughout time.

This is illustrated through Taki's return to Mitsuha's family shrine. By drinking the 'kuchikamizake' offering to the god(s), Taki experiences the fluidity of time, symbolised by the thread (eg as Mitsuha's umbilical cord). This enables Taki to reconnect with Mitsuha via flashbacks.

Section I — Response to Prescribed Text

Part B

Question 2

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

Section II — Writing in Japanese

Questions 3 and 4

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

2020 HSC Japanese Extension Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Journeys — monologue	H1.1, H1.2
2	10	Connectedness — monologue	H1.1, H1.2

Written Examination

Section I — Response to Prescribed Text Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Kimi no Na wa</i> (Your Name)	H2.1
1 (b)	2	<i>Kimi no Na wa</i> (Your Name)	H2.1, H2.3
1 (c)	3	<i>Kimi no Na wa</i> (Your Name)	H2.2, H2.3
1 (d)	3	<i>Kimi no Na wa</i> (Your Name)	H2.1, H2.2, H2.3
1 (e)	5	<i>Kimi no Na wa</i> (Your Name)	H2.1, H2.2, H2.3

Written Examination

Section I — Response to Prescribed Text Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Kimi no Na wa</i> (Your Name) — letter	H2.1

Written Examination

Section II — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
3	15	Impact of the past — article	H1.1, H1.2
4	15	Journeys — article	H1.1, H1.2