

## 2022 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 how 「あの世」 is visually portrayed in the opening scene	2
• Provides some relevant information	1

**Sample answer:**

The contrast between light and dark, as well as the use of twilight colours, visually portray the 'other' world in the opening scene. The river also visually symbolises crossing into the spiritual realm.

#### Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of what prompts Taki to say 「時間が...ずれてた？」	2
• Provides some relevant information	1

**Sample answer:**

Taki recognises that the *kuchikamizake* in the shrine belonged to Yotsuha and Mitsuha, as he was body-switching in Mitsuha's body when she/he placed it there. He thus realises that his and Mitsuha's timelines were not aligned and that he was actually body-switching with the Mitsuha from 3 years ago.

**Question 1 (c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a clear analysis of the impact of the statement 「二人は父さんの宝物だ。」 on the audience</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the impact of the statement 「二人は父さんの宝物だ。」 on the audience</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

This statement reveals to the audience that Toshiki did in fact treasure Mitsuha and Futaba before Futaba's death. It thus creates an emotional response from the audience by encouraging them to change their perception of Toshiki. The seemingly strict, cold father who left his family and shrine duties for politics, can now be seen as a once warm and loving husband and father who suffered the painful loss of his wife.

**Question 1 (d)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a comprehensive understanding of what the director is trying to achieve between lines 28 and 31 using both content and language</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of what the director is trying to achieve between lines 28 and 31 using content and/or language</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

Through Taki's repetition of Mitsuha's name, the director achieves a sense of suspense and desperation for saving Mitsuha from the comet. Taki's use of progressively more commanding language and shorter, sharper sentences (いちゃダメ --> 逃げるんだ --> 逃げる!) also adds to the building of suspense. This desperation ends with Taki relieved to find himself in Mitsuha's body, thus giving the audience hope that he can change her impending death.

**Answers could include:**

- The repeated use of Mitsuha's name achieves irony, as Taki forgets her name after saving her.
- The use of *ダメ* in *Katakana* emphasises the suspense and Taki's desperation.

**Question 1 (e)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a comprehensive evaluation of how effective film techniques and literary devices are in exploring the concept of 「ムスビ」, with detailed reference to this extract and one other extract in the film</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides a thorough evaluation of how effective film techniques and literary devices are in exploring the concept of 「ムスビ」, with substantial reference to this extract and one other extract in the film</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides a sound evaluation of how effective film techniques and literary devices are in exploring the concept of 「ムスビ」, with reference to this extract and one other extract in the film</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding of how film techniques and/or literary devices explore the concept of 「ムスビ」, with some reference to this extract and/or one other extract in the film</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

The film techniques and literary devices used in this extract are very effective in exploring the concept of ムスビ as the connection between people, time and traditions.

The director used close-ups of the *kuchikamizake* and the spotlighting of Taki's phone light on the sake cup to emphasise their contribution to his connection with Mitsuha. Similarly, close-ups were also used to highlight the importance of *kumihimo* in the scene where Grandmother preached about listening to the threads in order to connect with the emotions that flow through them.

The concept of ムスビ is further enhanced through the motif of the red thread, which weaves around Taki and transcends time and space to connect him to Mitsuha's past and emotions.

Similarly, the scene in which Mitsuha weaves the colourful *kumihimo* cords together personifies the interwoven connection between people.

**Answers could include:**

- The use of pastel colours and a softer animation style immediately immerse the audience in Mitsuha's stream of memories.
- The cutting of Mitsuha's umbilical cord symbolises the detachment between mother and daughter, foreshadowing the impact of Futaba's death on Mitsuha's family and reiterating that Toshiki's loss of connection with his wife has had an impact on his connection with Mitsuha and the shrine.

## 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 structure 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 structure 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 structure 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

# 2022 HSC Japanese Extension Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Impact of the past — monologue	H1.1, H1.2
2	10	Journey — 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)	H2.2
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)	H2.1, H2.2
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) — script of an interview	H2.1

## Written Examination

### Section II — Writing in Japanese

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