

2023 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 what prompts Sayaka to say 「きっと、三葉 ^{みつは} はストレスたまっとるんよ。」	2
• Provides some relevant information	1

Sample answer:

Sayaka is prompted to say that Mitsuha must be stressed, as she has observed that Mitsuha's hair is done properly today despite her recent strange behaviour at school.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of the significance of the statement, 「大部 ^{たいぶ} まいとるしなあ、ここだけの話。」	2
• Provides some relevant information	1

Sample answer:

The statement 'dishing out the park', is significant because it shows that Toshiki is trying to bribe the townspeople to vote for him and is therefore corrupt.

Question 1 (c)

Criteria	Marks
• Demonstrates a thorough understanding of what Mitsuha's tone in the line 「こんな時ばかり」 reveals about her relationship with her father	3
• Demonstrates a sound understanding of what Mitsuha's tone in the line 「こんな時ばかり」 reveals about her relationship with her father	2
• Provides some relevant information	1

Sample answer:

Mitsuha's angry and embarrassed tone when she says '*only at times like this*' reveals her estranged relationship with her father. Since he has left her family and shrine, Mitsuha is upset that he only acts like a father when in public in order to win his political campaign.

Question 1 (d)

Criteria	Marks
• Demonstrates a thorough understanding of how Scene B portrays the relationship between Mitsuha and her friends, with detailed reference to the use of film techniques	3
• Demonstrates a sound understanding of how Scene B portrays the relationship between Mitsuha and her friends, with some reference to the use of film techniques	2
• Provides some relevant information	1

Sample answer:

The scene portrays a close and intimate relationship between Mitsuha and her friends, exemplified by the light-hearted background music playing during their conversations. This is further demonstrated by the use of long shots of the three friends while they sit facing each other in a triangle formation and while they walk around town together.

Question 1 (e)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive analysis of the way the character Mitsuha is used to explore the issue of <i>journeys</i>, with extensive reference to both content and the use of language in this extract and one other extract in the film 	5
<ul style="list-style-type: none"> Provides a thorough analysis of the way the character Mitsuha is used to explore the issue of <i>journeys</i>, with substantial reference to both content and the use of language in this extract and one other extract in the film 	4
<ul style="list-style-type: none"> Provides a sound analysis of the way the character Mitsuha is used to explore the issue of <i>journeys</i>, with reference to content and/or the use of language in this extract and one other extract in the film 	3
<ul style="list-style-type: none"> Demonstrates some understanding of the way the character Mitsuha is used to explore the issue of <i>journeys</i>, with some reference to content and/or the use of language in this extract and/or one other extract in the film 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

In this extract, Mitsuha is used to explore the issue of *journeys* through her hopes and dreams. She is unhappy with Itomori's country lifestyle and wants to escape her duties as a shrine maiden and politician's daughter. Her discontent is exemplified through the use and repetition of 「すぎる」 in 'too small' and 'too close-knit', as well as the exaggerated listing of all the negative aspects of Itomori with 「し」. Her eagerness to move out of Itomori is further highlighted through her impatient tone when saying 「さっさと」.

Additionally, in the extract where Mitsuha realises that she is body-swapping with Taki, they complete each other's sentences as if they were the same person. Her fast-paced exclamations like '*I'm single because I want to be!*' reveal a more assertive side of Mitsuha, demonstrating her changing identity and journey through self-discovery.

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 structure 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 structure 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 structure 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

2023 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	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)	H2.3
1 (c)	3	<i>Kimi no Na wa</i> (Your Name)	H2.2
1 (d)	3	<i>Kimi no Na wa</i> (Your Name)	H2.1, H2.2
1 (e)	5	<i>Kimi no Na wa</i> (Your Name)	H2.1, H2.2

Section I – Response to Prescribed Text

Part B

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

Section II – Writing in Japanese

Question	Marks	Content	Syllabus outcomes
3	15	Journeys – short essay	H1.1, H1.2
4	15	Impact of the past – short essay	H1.1, H1.2