

2013 HSC Japanese Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Provides the visual imagery used to reinforce the effect of the lines	2
• Provides some relevant information	1

Sample answer:

(Yubaba says ‘What useless scum is slinking around in the rain?’)

He uses images of rain and darkness to emphasise that there is something hidden and unwanted to the bath house ie unknown threat and fear.

Question 1 (b)

Criteria	Marks
• Explains in detail the frog’s language relevant to the social order	2
• Provides any information relevant to frog’s language	1

Sample answer:

- Bandai-kaeru talks roughly to Sen as she is still the lowest member of the bath house. However, he talks to the customer with an honorific expression, ‘Good morning. Have you had a good rest?’
- The frog believes that giving a herb token for cleaning a bathtub is a waste, saying そんなもったいないこと (such a waste). . . . できるか is a rhetorical question, meaning ‘no way I will do that’.

Question 1 (c)

Criteria	Marks
• Demonstrates a perceptive understanding of how Rin is portrayed through language and content	4
• Demonstrates a very good understanding of how Rin is portrayed through language and content	3
• Demonstrates a good understanding of how Rin is portrayed through language or content	2
• Provides any information relevant to Rin's description	1

Sample answer:

1. She is portrayed as a working-class girl:
 - She uses a slang tag question *じゃん* and *こいつ* 'this' instead of *これ*.
 - The use of the contraction *こんだけ* 'like this' from *これだけ* and the phonetic change *にごってりゃ* 'as it is this cloudy colour' from *にごって* *い* *れば* are typical examples of how people of the lower classes in society make phonetic changes.
2. She is also portrayed as a girl who uses male language such as *やってみな* 'Try and see it' instead of *してみなさい* and *おれ* 'I' instead of *わたし*
3. Her attitude towards work is expressed by
「こんだけにごってりゃ、こすらなくても同じだな」 'As it is this cloudy colour, it'll be the same if we scrub the bath or not', because the cloudy colour hides the scum in the bathtub. Rin takes the cloudy colour of water as her advantage and chooses to take a short cut to complete a job.
4. Scene B also reveals that she is friendly, helpful, a good senior worker, through her use of reassuring language eg *すぐ来るよ*、*きっと* and the use of *やってみな* (how to do things).

Question 1 (d)

Criteria	Marks
• Describes the issues Miyazaki refers to in the sentence	2
• Identifies an issue	1

Sample answer:

(Sen says 'Apparently the river has been filled in and apartment blocks built in its place'.)
Miyazaki refers to the issue of human greed by showing the destruction of the natural environment as a result of commercialism. He also refers to the issue of loss of identity as the destruction of the river represents Haku's own loss of identity.

Question 1 (e)

Criteria	Marks
• Demonstrates a thorough understanding of how the theme of responsibility is explored in the scenes A, B and C, plus one other scene	5
• Demonstrates a good understanding of how the theme of responsibility is explored in the scenes A, B and C, plus one other scene	4
• Demonstrates some understanding of how the theme of responsibility is explored in the scenes A, B and C, plus one other scene	3
• Demonstrates limited understanding of how the theme of responsibility is explored in the scene(s) scenes A, B and C, or one other scene	2
• Provides some relevant information	1

Sample answer:

The theme of responsibility is explored in these scenes in the following ways:

- In Scene A, through Bandai-kaeru's work ethic. He respected the company property, avoided waste eg herbs and water, and he was very professional towards his customers.
- In Scene B, through Rin's conduct as a mentor. Once she accepted this role, she showed responsibility towards Sen by supporting her to the end, eg teaching her how to complete work with care and helping her whenever she was not capable of doing the work.
- In Scene C, through Yubaba's leadership. She treated all customers with professionalism. She took initiative in looking after the Stink God even though he was not welcomed.

Elsewhere in the movie, the theme is explored through:

- Yubaba keeping her word and promises
- Kamaji showing responsibility by making the sootballs work in order to keep them alive
- Chihiro taking Kaonashi to Zeniba's house as she felt responsible for him having made a mess in the bath house.

Answers could include:

References to aspects of irresponsibility eg overprotection by Yubaba or poor parenting by Chihiro's parents.

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

Japanese Extension

2013 HSC Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	The search for personal identity — monologue	H1.1, H1.2
2	10	The impact of change on 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>Spirited Away</i>	H2.1, H2.2, H2.3
1 (b)	2	<i>Spirited Away</i>	H2.1, H2.2, H2.3
1 (c)	4	<i>Spirited Away</i>	H2.1, H2.2, H2.3
1 (d)	2	<i>Spirited Away</i>	H2.1, H2.2, H2.3
1 (e)	5	<i>Spirited Away</i>	H2.1, H2.2, H2.3

Written Examination

Section I — Response to Prescribed Text

Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Spirited Away</i> — diary	H2.1

Written Examination

Section II — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
3	15	The impact of change on society — speech script	H1.1, H1.2
4	15	Relationship — speech script	H1.1, H1.2