2010 HSC Japanese Extension
Marking Guidelines — Written Examination

Section I — Response to Prescribed Text
Part A

Question 1 (a)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a good understanding of why Yubaba said that</td>
<td>2</td>
</tr>
<tr>
<td>Provides some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 1 (b)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a comprehensive understanding of how the sense of smell is conveyed</td>
<td>4</td>
</tr>
<tr>
<td>Demonstrates a good understanding of how the sense of smell is conveyed</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates some understanding of how the sense of smell is conveyed</td>
<td>2</td>
</tr>
<tr>
<td>Provides some relevant information</td>
<td>1</td>
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</table>

Question 1 (c)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates a comprehensive understanding of what Chichieki’s speech reveals about his personality</td>
<td>4</td>
</tr>
<tr>
<td>Demonstrates a good understanding of what Chichieki’s speech reveals about his personality</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates some understanding of what Chichieki’s speech reveals about his personality</td>
<td>2</td>
</tr>
<tr>
<td>Provides some relevant information</td>
<td>1</td>
</tr>
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</table>
Question 1 (d)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a perceptive understanding of Yubaba’s change in attitude</td>
<td>5</td>
</tr>
<tr>
<td>and relationship with Sen</td>
<td></td>
</tr>
<tr>
<td>Demonstrates an excellent understanding of Yubaba’s change in attitude</td>
<td>4</td>
</tr>
<tr>
<td>and relationship with Sen</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a good understanding of Yubaba’s change in attitude and</td>
<td>3</td>
</tr>
<tr>
<td>relationship with Sen</td>
<td></td>
</tr>
<tr>
<td>Demonstrates some understanding of Yubaba’s change in attitude and</td>
<td>2</td>
</tr>
<tr>
<td>relationship with Sen</td>
<td></td>
</tr>
<tr>
<td>Provides some relevant information</td>
<td>1</td>
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</table>
Section I — Response to Prescribed Text
Part B

Question 2

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a perceptive and sensitive understanding of the prescribed text</td>
<td>9–10</td>
</tr>
<tr>
<td>• Demonstrates flair and originality in the approach taken</td>
<td></td>
</tr>
<tr>
<td>• Manipulates language authentically and creatively to meet the requirements of the task, including kanji</td>
<td></td>
</tr>
<tr>
<td>• Organises information and ideas to meet the requirements of the task</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a comprehensive understanding of the prescribed text</td>
<td>7–8</td>
</tr>
<tr>
<td>• Demonstrates some flair in the approach taken</td>
<td></td>
</tr>
<tr>
<td>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task, including kanji</td>
<td></td>
</tr>
<tr>
<td>• Organises information and ideas to meet the requirements of the task</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates an understanding of the prescribed text</td>
<td>5–6</td>
</tr>
<tr>
<td>• Demonstrates a satisfactory control of vocabulary and sentence structures and kanji</td>
<td></td>
</tr>
<tr>
<td>• Organises information and ideas to meet the requirements of the task</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some understanding of the prescribed text</td>
<td>3–4</td>
</tr>
<tr>
<td>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures and kanji</td>
<td></td>
</tr>
<tr>
<td>• Writes within the parameters of the task</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a limited understanding of the prescribed text</td>
<td>1–2</td>
</tr>
<tr>
<td>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures and kanji</td>
<td></td>
</tr>
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</table>
# Section II — Writing in Japanese

## Questions 3 and 4

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presents and develops a sophisticated, coherent argument, discussion or explanation</td>
<td>13–15</td>
</tr>
<tr>
<td>Writes effectively and perceptively for a specific audience, purpose and context</td>
<td></td>
</tr>
<tr>
<td>Demonstrates breadth and depth in the treatment of relevant ideas</td>
<td></td>
</tr>
<tr>
<td>Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure and kanji</td>
<td></td>
</tr>
<tr>
<td>Presents and develops a coherent argument, discussion or explanation</td>
<td>10–12</td>
</tr>
<tr>
<td>Writes effectively for a specific audience, purpose and context</td>
<td></td>
</tr>
<tr>
<td>Demonstrates breadth and some depth in the use of relevant supporting material and examples</td>
<td></td>
</tr>
<tr>
<td>Writes accurately using a range of vocabulary and sentence structures and kanji</td>
<td></td>
</tr>
<tr>
<td>Attempts to present and develop a coherent argument, discussion or explanation</td>
<td>7–9</td>
</tr>
<tr>
<td>Writes with some understanding of audience, purpose and context</td>
<td></td>
</tr>
<tr>
<td>Supports points with relevant material and examples</td>
<td></td>
</tr>
<tr>
<td>Writes using a range of vocabulary and sentence structures and kanji</td>
<td></td>
</tr>
<tr>
<td>Presents some relevant information, opinions or ideas</td>
<td>4–6</td>
</tr>
<tr>
<td>Demonstrates the use of appropriate supporting materials</td>
<td></td>
</tr>
<tr>
<td>Demonstrates evidence of the use of complex sentences and kanji</td>
<td></td>
</tr>
<tr>
<td>Presents some relevant information, opinions or ideas</td>
<td>1–3</td>
</tr>
<tr>
<td>Communicates primarily in simple sentences or set formulae and kanji</td>
<td></td>
</tr>
</tbody>
</table>
# Japanese Extension
## 2010 HSC Examination Mapping Grid

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Examination</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>10</td>
<td>Impact of change on society — monologue</td>
<td>H1.1, H1.2</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>Relationships — monologue</td>
<td>H1.1, H1.2</td>
</tr>
<tr>
<td><strong>Written Examination</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section I — Response to Prescribed Text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1 (a)</td>
<td>2</td>
<td><em>Spirited Away</em></td>
<td>H2.1</td>
</tr>
<tr>
<td>1 (b)</td>
<td>4</td>
<td><em>Spirited Away</em></td>
<td>H2.1, H2.2</td>
</tr>
<tr>
<td>1 (c)</td>
<td>4</td>
<td><em>Spirited Away</em></td>
<td>H2.1, H2.2, H2.3</td>
</tr>
<tr>
<td>1 (d)</td>
<td>5</td>
<td><em>Spirited Away</em></td>
<td>H2.1, H2.2, H2.3</td>
</tr>
<tr>
<td>Part B</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>10</td>
<td><em>Spirited Away</em> — letter</td>
<td>H2.1</td>
</tr>
<tr>
<td><strong>Written Examination</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section II — Writing in Japanese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>The search for personal identity — article</td>
<td>H1.1, H1.2</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>The impact of change on society — article</td>
<td>H1.1, H1.2</td>
</tr>
</tbody>
</table>