2012 HSC Japanese Extension
Marking Guidelines

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>Identifies two reasons</td>
<td>2</td>
</tr>
<tr>
<td>Identifies one reason</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 1 (b)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides a thorough explanation of how humour is used</td>
<td>3</td>
</tr>
<tr>
<td>Provides a good explanation of how humour is used</td>
<td>2</td>
</tr>
<tr>
<td>Provides some explanation of how humour is used</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 1 (c)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides a thorough explanation of how the use of language creates the mood</td>
<td>4</td>
</tr>
<tr>
<td>Provides a good explanation of how the use of language creates the mood</td>
<td>3</td>
</tr>
<tr>
<td>Provides some explanation of how the use of language creates the mood</td>
<td>2</td>
</tr>
<tr>
<td>Provides limited detail</td>
<td>1</td>
</tr>
</tbody>
</table>
Question 1 (d)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a perceptive understanding of how Miyazaki’s concern for</td>
<td>6</td>
</tr>
<tr>
<td>Japanese society is portrayed in the film through a highly detailed analysis of the characters of Yubaba and Zeniba</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a comprehensive understanding of how Miyazaki’s concern</td>
<td>5</td>
</tr>
<tr>
<td>for Japanese society is portrayed in the film through a reasonably detailed analysis of the characters of Yubaba and Zeniba</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a good understanding of how Miyazaki’s concern for</td>
<td>4</td>
</tr>
<tr>
<td>Japanese society is portrayed in the film through some analysis of the</td>
<td></td>
</tr>
<tr>
<td>characters of Yubaba and Zeniba</td>
<td></td>
</tr>
<tr>
<td>Provides some explanation of how Miyazaki’s concern for Japanese society</td>
<td>3</td>
</tr>
<tr>
<td>is shown through the characters of Yubaba and Zeniba but with limited examples</td>
<td></td>
</tr>
<tr>
<td>Provides a description of the characters without reference to Miyazaki’s concern</td>
<td>2</td>
</tr>
<tr>
<td>Provides some isolated detail</td>
<td>1</td>
</tr>
</tbody>
</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&lt;br&gt;Demonstrates flair and originality in the approach taken&lt;br&gt;Communicates information and ideas in Japanese with a high level of accuracy and clarity to meet the requirements of the task, including <em>kanji</em>&lt;br&gt;Organises information and ideas to meet the requirements of the task</td>
<td>9–10</td>
</tr>
<tr>
<td>Demonstrates a comprehensive understanding of the prescribed text&lt;br&gt;Demonstrates some flair in the approach taken&lt;br&gt;Communicates information and ideas in Japanese with some errors in accuracy and clarity to meet the requirements of the task, including <em>kanji</em>&lt;br&gt;Organises information and ideas to meet the requirements of the task</td>
<td>7–8</td>
</tr>
<tr>
<td>Demonstrates an understanding of the prescribed text&lt;br&gt;Communicates information and ideas in Japanese with significant errors in accuracy and clarity to meet the requirements of the task, including <em>kanji</em>&lt;br&gt;Organises information and ideas to meet the requirements of the task</td>
<td>5–6</td>
</tr>
<tr>
<td>Demonstrates some understanding of the prescribed text&lt;br&gt;Demonstrates a basic knowledge and understanding of Japanese vocabulary and sentence structures and <em>kanji</em>&lt;br&gt;Writes within the parameters of the task</td>
<td>3–4</td>
</tr>
<tr>
<td>Demonstrates a limited understanding of the prescribed text&lt;br&gt;Demonstrates an elementary knowledge and understanding of Japanese vocabulary and sentence structures and <em>kanji</em></td>
<td>1–2</td>
</tr>
</tbody>
</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</td>
<td>13–15</td>
</tr>
<tr>
<td>or explanation</td>
<td></td>
</tr>
<tr>
<td>• Writes effectively and perceptively for a specific audience, purpose</td>
<td></td>
</tr>
<tr>
<td>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 Japanese with a high level of grammatical accuracy, breadth and</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>material and examples</td>
<td></td>
</tr>
<tr>
<td>• Writes Japanese accurately using a range of vocabulary and sentence</td>
<td></td>
</tr>
<tr>
<td>structures and kanji</td>
<td></td>
</tr>
<tr>
<td>• Attempts to present and develop a coherent argument, discussion or</td>
<td></td>
</tr>
<tr>
<td>explanation</td>
<td></td>
</tr>
<tr>
<td>• Writes with some understanding of audience, purpose and context</td>
<td>7–9</td>
</tr>
<tr>
<td>• Supports points with relevant material and examples</td>
<td></td>
</tr>
<tr>
<td>• Writes Japanese using a range of vocabulary and sentence structures and</td>
<td></td>
</tr>
<tr>
<td>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 in Japanese and</td>
<td></td>
</tr>
<tr>
<td>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 Japanese sentences or set formulae and</td>
<td></td>
</tr>
<tr>
<td>kanji</td>
<td></td>
</tr>
</tbody>
</table>
### Japanese Extension

2012 HSC Examination Mapping Grid

#### Oral Examination

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>The impact of change on society – monologue</td>
<td>H1.1, H1.2</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>The search for personal identity – monologue</td>
<td>H1.1, H1.2</td>
</tr>
</tbody>
</table>

#### Written Examination

**Section I — Response to Prescribed Text**

**Part A**

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (a)</td>
<td>2</td>
<td>Sen to Chihiro no kamikakushi (Spirited Away)</td>
<td>H2.3</td>
</tr>
<tr>
<td>1 (b)</td>
<td>3</td>
<td>Sen to Chihiro no kamikakushi (Spirited Away)</td>
<td>H2.2</td>
</tr>
<tr>
<td>1 (c)</td>
<td>4</td>
<td>Sen to Chihiro no kamikakushi (Spirited Away)</td>
<td>H2.1, H2.2, H2.3</td>
</tr>
<tr>
<td>1 (d)</td>
<td>6</td>
<td>Sen to Chihiro no kamikakushi (Spirited Away)</td>
<td>H2.1, H2.2, H2.3</td>
</tr>
</tbody>
</table>

**Part B**

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>10</td>
<td>Sen to Chihiro no kamikakushi (Spirited Away) – article</td>
<td>H2.1</td>
</tr>
</tbody>
</table>

#### Written Examination

**Section I — Response to Prescribed Text**

**Part B**

#### Written Examination

**Section II — Writing in Japanese**

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>15</td>
<td>Relationships – speech</td>
<td>H1.1, H1.2</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>The impact of change on society – speech</td>
<td>H1.1, H1.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The search for personal identity – speech</td>
<td></td>
</tr>
</tbody>
</table>