

2012 HSC Japanese Extension Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Identifies two reasons	2
• Identifies one reason	1

Question 1 (b)

Criteria	Marks
• Provides a thorough explanation of how humour is used	3
• Provides a good explanation of how humour is used	2
• Provides some explanation of how humour is used	1

Question 1 (c)

Criteria	Marks
• Provides a thorough explanation of how the use of language creates the mood	4
• Provides a good explanation of how the use of language creates the mood	3
• Provides some explanation of how the use of language creates the mood	2
• Provides limited detail	1

Question 1 (d)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a perceptive understanding of how Miyazaki's concern for Japanese society is portrayed in the film through a highly detailed analysis of the characters of Yubaba and Zeniba 	6
<ul style="list-style-type: none"> Demonstrates a comprehensive understanding of how Miyazaki's concern for Japanese society is portrayed in the film through a reasonably detailed analysis of the characters of Yubaba and Zeniba 	5
<ul style="list-style-type: none"> Demonstrates a good understanding of how Miyazaki's concern for Japanese society is portrayed in the film through some analysis of the characters of Yubaba and Zeniba 	4
<ul style="list-style-type: none"> Provides some explanation of how Miyazaki's concern for Japanese society is shown through the characters of Yubaba and Zeniba but with limited examples 	3
<ul style="list-style-type: none"> Provides a description of the characters without reference to Miyazaki's concern 	2
<ul style="list-style-type: none"> Provides some isolated detail 	1

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 • Communicates information and ideas in Japanese with a high level of accuracy and clarity 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 • Communicates information and ideas in Japanese with some errors in accuracy and clarity 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 • Communicates information and ideas in Japanese with significant errors in accuracy and clarity to meet the requirements of the task, including <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 Japanese 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 Japanese 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 Japanese with a high level of grammatical accuracy, 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 Japanese 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 Japanese 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 in Japanese and <i>kanji</i> 	4–6
<ul style="list-style-type: none"> • Presents some relevant information, opinions or ideas • Communicates primarily in simple Japanese sentences or set formulae and <i>kanji</i> 	1–3

Japanese Extension

2012 HSC Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	The impact of change on society – monologue	H1.1, H1.2
2	10	The search for personal identity – monologue	H1.1, H1.2

Written Examination

Section I — Response to Prescribed Text

Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Sen to Chihiro no kamikakushi (Spirited Away)</i>	H2.3
1 (b)	3	<i>Sen to Chihiro no kamikakushi (Spirited Away)</i>	H2.2
1 (c)	4	<i>Sen to Chihiro no kamikakushi (Spirited Away)</i>	H2.1, H2.2, H2.3
1 (d)	6	<i>Sen to Chihiro no kamikakushi (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>Sen to Chihiro no kamikakushi (Spirited Away)</i> – article	H2.1

Written Examination

Section II — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
3	15	Relationships – speech	H1.1, H1.2
4	15	The impact of change on society – speech The search for personal identity – speech	H1.1, H1.2