IMPORTANT:
This resource was developed to support a previous version of the syllabus.
It may contain content that differs from the current syllabus.

BOSTES BOARD OF STUDIES TEACHING & EDUCATIONAL STANDARDS NSW

2015 HSC Japanese Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text
Part A

Question 1 (a)

Criteria	Marks
• Interprets what the words convey	1

Sample answer:

By saying 'はいはい' (yes, yes), Sasaki shows that he is not interested in Daigo's resume. / Sasaki wants to quickly acknowledge the receipt of Daigo's resume.

Question 1 (b)

Criteria	Marks
• Demonstrates a good understanding of what is surprising	2
• Provides any relevant information	1

Sample answer:

It is surprising that Sasaki asks his name, because Sasaki had already decided to hire him and he doesn't care about the name of the person, he just wants someone (anyone) to do this job. This is contrary to convention: normally, an employer would want to know the name of a prospective employee.

Question 1 (c)

Criteria	Marks
• Demonstrates a good understanding of Mr Sasaki's actions and words	3
• Demonstrates some understanding of Mr Sasaki's actions and words	2
• Provides any relevant information	1

Sample answer:

Sasaki is shifting his gaze from Daigo to the cactus (ie away from Daigo).
The more Daigo presses Sasaki for concrete info/answers re the job, the less Sasaki looks at Daigo. By picking up the cactus and saying 'Ah, it's blooming . . .', Sasaki is being evasive: he is trying to divert attention, giving himself time to formulate (short) answers.

Question 1 (d)

Criteria	Marks
• Demonstrates a comprehensive understanding of how Mr Sasaki achieves his goal	4
• Demonstrates a good understanding of how Mr Sasaki achieves his goal	3
• Demonstrates some understanding of how Mr Sasaki achieves his goal	2
• Provides any relevant information	1

Sample answer:

Sasaki's sole goal is to employ someone. He knew that this would be difficult, and in this extract, we see Sasaki's progressive strategy: *a false job advertisement* (reads like a travel agent job) to attract someone / get them in the door for an interview, then he ups the ante with *money* to achieve his goal: first of all, Sasaki offered a substantial amount of money to Daigo 500,000 yen (= ca $5000), but when Daigo does not seem convinced, Sasaki offers him daily cash payments. At the end, for fear of losing Daigo immediately after he finds out the true nature of the job, Sasaki is forcefully persuasive by slapping 20,000 yen (= ca $200) in cash into Daigo's hands, thereby sealing the 'deal' (Sasaki's goal), since Daigo does not return the money and hence accepts the job.

Question 1 (e)

Criteria	Marks
• Demonstrates a perceptive understanding of the relationship between the two scenes regarding the issue and Daigo	5
• Demonstrates a comprehensive understanding of the relationship between the two scenes regarding the issue and Daigo	4
• Demonstrates a good understanding of the relationship between the two scenes regarding the issue and Daigo	3
• Demonstrates some understanding of the relationship between the two scenes regarding the issue and Daigo	2
• Provides any relevant information	1

Sample answer:

This scene marks the beginning of a new reality for Daigo. He is offered a job which is not what he had expected (travel agent). At first he is shocked at its true nature, ie handling dead people. However he finds himself accepting the money, hence he accepts a job which he is not comfortable with. This new position provides financial security, however it is considered low-status (after being a cellist) and his wife temporarily leaves him because of it.

The discomfort he initially feels dissipates in the 'lipstick' scene. In that scene he watches Mr Sasaki perform the rituals of preparing a dead body for departure from this world. Through witnessing this, he comes to understand and appreciate what the job entails. He is impressed and moved by Mr Sasaki's respectful treatment of the deceased and of the bereaved.

This scene is the first time Daigo copes with his own changed circumstances. Furthermore, he sees the value in this job in being able to help others cope with the loss of a loved one.

Section I — Response to Prescribed Text
Part B

Question 2

Criteria	Marks
• 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 *kanji* • Organises information and ideas to meet the requirements of the task	9–10
• 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 *kanji* • Organises information and ideas to meet the requirements of the task	7–8
• Demonstrates an understanding of the prescribed text • Demonstrates a satisfactory control of vocabulary and sentence structures and *kanji* • Organises information and ideas to meet the requirements of the task	5–6
• Demonstrates some understanding of the prescribed text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures and *kanji* • Writes within the parameters of the task	3–4
• Demonstrates a limited understanding of the prescribed text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures and *kanji*	1–2

Section II — Writing in Japanese

Questions 3 and 4

Criteria	Marks
• 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 *kanji*	13–15
• 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 *kanji*	10–12
• 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 *kanji*	7–9
• Presents some relevant information, opinions or ideas • Demonstrates the use of appropriate supporting materials • Demonstrates evidence of the use of complex sentences and *kanji*	4–6
• Presents some relevant information, opinions or ideas • Communicates primarily in simple sentences or set formulae and *kanji*	1–3

2015 HSC Japanese Extension
Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Coping with change — 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)	1	*Departures*	H2.1, H2.2, H2.3
1 (b)	2	*Departures*	H2.1, H2.2, H2.3
1 (c)	3	*Departures*	H2.1, H2.2, H2.3
1 (d)	4	*Departures*	H2.1, H2.2, H2.3
1 (e)	5	*Departures*	H2.1, H2.2, H2.3

Written Examination
Section I — Response to Prescribed Text
Part B

Question	Marks	Content	Syllabus outcomes
2	10	*Departures* — diary	H2.1

Written Examination
Section II — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
3	15	Connectedness — speech	H1.1, H1.2
4	15	The place of traditions in modern society — speech	H1.1, H1.2