IMPORTANT:

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

NSW EDUCATION STANDARDS AUTHORITY

2017 HSC Japanese Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text
Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a good understanding of what event led Daigo to say 'what/why on earth'	2
• Provides some relevant information	1

Sample answer:

He says '*What/why on earth . . .*' as he questions what/why this has happened to him. The event the previous day, when he had to attend to a woman who had been dead for a week, was the 'final straw'.

Question 1 (b)

Criteria	Marks
• Demonstrates a good understanding of why Daigo feels this way	2
• Provides some relevant information	1

Sample answer:

He is searching for the reason/is confused/is frustrated as to why he is being 'tested' by a greater power/fate, as shown by 試されている, because of the trials of this 'strange' job and failure of the orchestra. This feeling makes him reach for the security blanket (reassurance) of his childhood in the form of wanting to play his cello.

Question 1 (c)

Criteria	Marks
• Demonstrates a good understanding of what this statement indicates about Daigo's state of mind	3
• Demonstrates some understanding of what this statement indicates about Daigo's state of mind	2
• Provides some relevant information	1

Sample answer:

As he watches the salmon returning to its birthplace just like he has, he is reflective of the way in which humans, like the salmon, struggle through life, only to eventually die. He questions the value of life/the struggle, and moments like this when there is something sad/poignant about the struggle, making it not worth the pain and effort.

Question 1 (d)

Criteria	Marks
• Demonstrates a good understanding of how Daigo views Mr Sasaki	3
• Demonstrates some understanding of how Daigo views Mr Sasaki	2
• Provides some relevant information	1

Sample answer:

This statement shows that Daigo feels irritated by Mr Sasaki's false flattery when he tells Daigo that 'he was born to do the encoffining job. It's his calling'. Daigo thinks that it's very 'convenient' or even selfish of Mr Sasaki to say this, because the only thing that Mr Sasaki cares about is to employ Daigo/keep him employed.

Question 1 (e)

Criteria	Marks
• Demonstrates a perceptive understanding of the use of flashbacks to explore connectedness in this extract and in the final scene	5
• Demonstrates a comprehensive understanding of the use of flashbacks to explore connectedness in this extract and in the final scene	4
• Demonstrates a good understanding of connectedness with some reference to the use of flashbacks	3
• Demonstrates some understanding of connectedness and/or the flashbacks used	2
• Provides some relevant information	1

Sample answer:

The flashbacks are in Daigo's mind, revealing his connectedness (or lack thereof) to his family (mother and father). His mother is shown in soft, reflective moonlight, smiling, as a traditional loving image of a mother. His father, on the other hand, is shown as faceless, exchanging stones (stone letters) with Daigo: the only lasting positive image that Daigo has of his father before he abandoned the family. Daigo cannot, or perhaps does not want to, remember his father's face, as shown by the film technique of a blurry out-of-focus face. This also suggests that Daigo refuses to forgive his father, or that it is Daigo's way of coping with his father's betrayal.

The child Daigo's attachment/connectedness to his absent father is denied until the end when Daigo cries. The flashback in the final scene shows his father's face coming into focus, representing Daigo's forgiveness of his father.

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

2017 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)	2	*Okuribito*	H2.1, H2.2
1 (b)	2	*Okuribito*	H2.1, H2.2
1 (c)	3	*Okuribito*	H2.1, H2.2, H2.3
1 (d)	3	*Okuribito*	H2.1, H2.2, H2.3
1 (e)	5	*Okuribito*	H2.1, H2.2, H2.3

Written Examination
Section I — Response to Prescribed Text
Part B

Question	Marks	Content	Syllabus outcomes
2	10	*Okuribito* — script of conversation	H2.1

Written Examination
Section II — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
3	15	The place of tradition in modern society — essay	H1.1, H1.2
4	15	Coping with change — essay	H1.1, H1.2