

Japanese 2019 v1.3

IA3 sample assessment instrument

November 2018

Extended response (30%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend Japanese to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
4. apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
6. use strategies to maintain communication and exchange meaning in Japanese to discuss finishing secondary school, future plans and responsibilities with peers and Japanese-speaking community members

Subject	Japanese	Instrument no.	IA3
Technique	Extended response		
Unit	Unit 4: 私の将来 — My future		
Topic	Topic 1: Finishing secondary school, plans and reflections Topic 2: Responsibilities and moving on		

Part 1: Extended response — multimodal

Conditions

Duration	3 weeks preparation (in-class and out-of-class time)		
Mode	Multimodal	Length	4–8 minutes
Individual/group	Individual	Other	—
Resources available	This is an open-ended task responding to the provided Japanese stimulus texts. You may choose to support your response with additional resources; these do not form part of the stimulus for the task.		

Context

In this unit, you have focused on the topics of finishing secondary school, plans and reflections, responsibilities and moving on. Your response will be to three teacher-provided stimulus texts, one of which has been explored in class. The other two you will work on individually.

Situation: You are speaking to a group of Japanese students who are joining your school's Year 12 cohort for the remainder of the year.

Task

Analyse Stimulus 1, 2 and 3 to develop a multimodal presentation where you establish a personal perspective in response to the following question:
To what extent does the stimulus reveal the challenges and possibilities of life beyond school? Your multimodal response must make reference to all three stimulus texts.

To complete this task, you must:

- develop an understanding of the information, ideas, opinions and experiences in the stimulus texts
- analyse and evaluate the language, information and ideas in the stimulus texts
- demonstrate your own perspectives using evidence from the stimulus texts
- draw your own personal conclusions
- construct a structured, sequenced and synthesised multimodal presentation.

Stimulus

Three stimulus texts of differing text types and modes are attached.

Checkpoints

- Week 1: Negotiate with your teacher about perspective and content before developing response and/or conducting supplementary research.
- Week 2: Develop a draft for feedback. Your teacher will provide advice but not corrections.
- Week 3: Submit a final copy of your multimodal script with your presentation.

Criterion	Marks allocated	Result
Analysing Japanese texts in Japanese Assessment objectives 1, 2, 3, 4, 5	15	
Total	15	
Authentication strategies		
<ul style="list-style-type: none"> • The teacher will provide class time for task completion. 		
<ul style="list-style-type: none"> • Students will produce sections of the final response under supervised conditions. 		
<ul style="list-style-type: none"> • Students will provide documentation of their progress at indicated checkpoints. 		
<ul style="list-style-type: none"> • The teacher will collect copies of the student response and monitor at key junctures. 		
<ul style="list-style-type: none"> • Students must acknowledge all sources. 		
<ul style="list-style-type: none"> • Students must submit a declaration of authenticity. 		
<ul style="list-style-type: none"> • The teacher will ensure class cross-marking occurs. 		
Scaffolding		
<ul style="list-style-type: none"> • Use a range of language elements to demonstrate your capabilities. • Use a range of vocabulary and terminology. • Read texts a few times and make notes on your thoughts. • Decide on your perspective/s. • Find the evidence in the stimulus that supports or doesn't support your perspective/s. • Draft/plan how to link the information together. • Structure your information and insights in an organised way. • Be familiar with your technology, and allow plenty of time to check all is working. • Practise prior to presenting. 		

Stimulus

Stimulus 1 — written text

To:	iloveaustralia@japan.co.jp
From:	ilovejapan@australia.com.au
Date:	25th July 2020
Subject:	来年？

花子さんへ、

ひさしぶり。家族はみんな元気？最近、私はすごくいそがしい。すぐ卒業するけど来年のことに将来は、まだきめていない。花子さんも、もうすぐ卒業する？

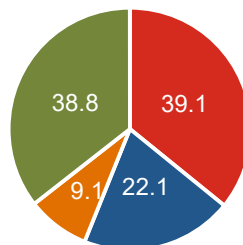
来年、何をするつもり？

学校の最後の年はみんなの将来を決める。だから、十二年生は色々な事を考えなければならない。たとえば、学生は試験をしっぱいしたら、大変な事になる。勉強のスケジュールはいそがしいし、たくさん試験を受けて、いいけっかをとらないと、大学に入れない！オーストラリアの十二年生も日本の高校三年生のようじゅけんじごくに「受験地獄」をけいけんしている。「ギャップ・イヤー」といって一年間、勉強を休んでもいいけれど、一年後、コースを

始めたくなくなるかもしれない。

私が住んでいるクイーンズランド州では、卒業したら、色々な道がある。インターネットで、このグラフを見つけた。日本はちがうかな？

平成30年 クイーンズランド州の卒業生の将来予定



- 大学で勉強する
- たん大でトレーニングする
- 見習いをする
- 仕事をする

Information adapted from: <http://education.qld.gov.au/nextstep/nextstep/2014survey.html>

卒業した学生のやく三分の一は、勉強をしない。私はそのグループに入ると
思う。

私も海外でギャップ・イヤーをしてみたい。花子さんもいっしょに行かない？
すごく楽しくていいけいけんだと思う。親と少し話して、「いい点とわるい点を
書いて、どちらの方が多いのかで決める方がいいよ」と言われた。でも、いい点も
わるい点は5つずつあるの。花子さん、たすけて！！

いい点	わるい点
• わすれられないけいけんになる	• すごく高い
• 自由な人になる	• パスポートや、ビザ、 じゅんびなど、たいへん
• 新しい文化やいろいろな おもしろいことを学べる	• 新しい言語とちがう文化は むずかしい
• 世界中に友達をつかって、 視野を広げる	• 一人で海外に行くことは不安
• 今まで、一生けんめい勉強した から、休むのはけんこうにいい	• 帰国する時はたいへん、勉強が おくれる、大学で新しい友だちを 作らなければならない

人生は不安で、こわいけど、高校の最後の年は大人になるための大事な年
だから、の経験になるので？で、一年の間に心をもっと強くしてが、もっと強く
なれるように、いい人になれるようにがんばっている学生は多い。花子さんも、
がんばってね。あともう少しだから！

私といっしょにギャップ・イヤーをしよう。へんじを楽しみにまってる。

アンジェラより。

(950 characters)

Stimulus 2 — spoken text

Note: In class, students would be provided with this stimulus in an audio/audiovisual format, but the stimulus has been provided here as a transcript.

父：あきら、勉強はどう？

むすこ： *sigh*英語を勉強していたところだけど、今日はもういい、お父さん。
リラックスしたい、ちょっと勉強を休んで、外でいぬとあそびます。
長い間、中にすわっているから、毎日、少しでも、体を動かした方がいいよね。

父： え？もういい？試験はいつ？

むすこ： 金曜日だけど、とてもつかれた！勉強をやめたい！

父： やめてはダメ！だって、あきら、僕より、あきらの世界は広くて、
留学したり、海外の有名な会社で働いたすることが夢だったじゃないか？

むすこ： 夢はむずかしすぎる！休みがほしい！友達にも会えないし、勉強しか
しないし、体がこわれていくかんじだ。

父： あー、勉強やそのけっかや卒業などは大切だけど、けんこうが一番大事
だよ。今日はこれぐらいにしよう、いいな、あきら。

むすこ： うん、ごめんね、お父さん。

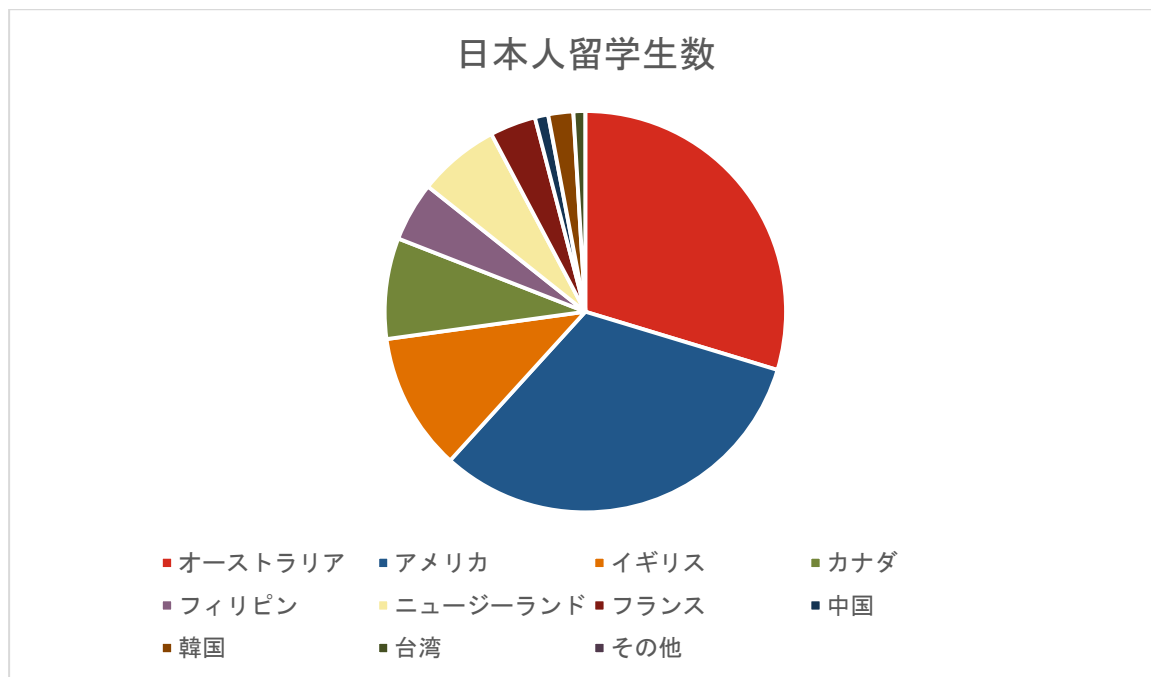
お父さん： いいよ。あした、いっしょにがんばろう！

(343 characters)

Stimulus 3 — written text

日本人の留学生数

2017 年に海外留学協議会^[1] (JESS) は日本人留学生の数について調査^[2]をしました。2017 年 8 月の調査レポートによると一年間留学生数は約 5 万人 (49,786 人) です。



[1] きょうぎかい

[2] ちょうさ

Instrument-specific marking guide (ISMG)

Criterion: Analysing Japanese texts in Japanese

Assessment objectives

1. comprehend Japanese to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
4. apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities

In responding in Japanese to Japanese texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • comprehensive understanding of information, ideas and/or opinions in all the stimulus texts related to finishing secondary school, future plans and responsibilities • perceptive identification of tone, purpose, context and audience to draw valid and justifiable interpretation of inferences about meaning, values and attitudes in proficient and complex Japanese related to finishing secondary school, future plans and responsibilities • discerning analysis and evaluation of relevant information and ideas in the stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities. 	14–15
<ul style="list-style-type: none"> • effective understanding of information, ideas and/or opinions in the stimulus texts related to finishing secondary school, future plans and responsibilities • effective identification of tone, purpose, context and audience to draw a valid interpretation or inferences about meaning, values and attitudes in mostly proficient and complex Japanese related to finishing secondary school, future plans and responsibilities • effective analysis and evaluation of most relevant information and ideas in the stimulus texts to draw valid conclusions with justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities. 	12–13
<ul style="list-style-type: none"> • understanding of information and ideas in most of the stimulus texts related to finishing secondary school, future plans and responsibilities • identification of purpose, context and audience to draw an interpretation of inferences about meaning, values and attitudes in mostly proficient Japanese related to finishing secondary school, future plans and responsibilities • analysis and evaluation of some relevant information and ideas in the stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities. 	10–11
<ul style="list-style-type: none"> • understanding of the gist and obvious information from some of the stimulus texts related to finishing secondary school, future plans and responsibilities • identification of purpose, context and/or audience with sufficient proficiency in Japanese related to finishing secondary school, future plans and responsibilities 	8–9

In responding in Japanese to Japanese texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> analysis of some relevant information and ideas in the stimulus texts to draw conclusions with some justification from the text/s related to finishing secondary school, future plans and responsibilities. 	
<ul style="list-style-type: none"> understanding of gist and obvious information from parts of the stimulus texts related to finishing secondary school, future plans and responsibilities identification of context and/or audience in which the overall response can be understood related to finishing secondary school, future plans and responsibilities analysis of some information and ideas in the stimulus text/s to draw conclusions related to finishing secondary school, future plans and responsibilities. 	6–7
<ul style="list-style-type: none"> understanding of parts of the stimulus text/s related to finishing secondary school, future plans and responsibilities some aspects of context and/or audience identified in fragmented Japanese analysis of some information related to finishing secondary school, future plans and responsibilities. 	4–5
<ul style="list-style-type: none"> understanding of some words and phrases related to finishing secondary school, future plans and responsibilities fragmented information identified related to finishing secondary school, future plans and responsibilities. 	2–3
<ul style="list-style-type: none"> understanding of some words related to finishing secondary school, future plans and responsibilities. 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Part 2: Extended response — spoken conversation

Conditions			
Duration	5–7 minutes		
Mode	Spontaneous student-centred conversation in Japanese		
Individual/ group	Individual	Other	—
Resources available	<ul style="list-style-type: none">• Stimulus texts from Part 1.• The script you have developed from Part 1.		
Context			
In Part 1, you created and presented a multimodal response on the topics of finishing secondary school, plans and reflections, responsibilities, and moving on. Part 2 of this assessment relates to the stimulus texts and Unit 4 subject matter in Part 1.			
Task			
Answer a series of unseen, open-ended questions asked by your teacher in relation to your presentation, the three stimulus texts, and/or the subject matter of Unit 4 Topic 1 and/or 2.			
Stimulus			
Three stimulus texts of differing text types and modes are attached.			
Criterion	Marks allocated	Result	
Exchanging information and ideas in Japanese Assessment objectives 1, 4, 5, 6	15		
Total	15		

Part 2: Extended response — spoken conversation (sample teacher questions in Japanese)

These are not to be viewed by the student. Open-ended questions will be developed by the teacher as they listen to the presentation. These would be individual.

Question 1

高校の最後の年で、一番大変なことは何ですか。

Question 2

高校を卒業した後で、何をするつもりですか。

Question 3

将来、どのように日本語を使いたいですか。

Question 4

高校生活の中で、一番むずかしかった事は何ですか。

Question 5

今、10年生に、どんなアドバイスをしてあげたいですか。

Instrument-specific marking guide (ISMG)

Criterion: Exchanging information and ideas in Japanese

Assessment objectives

1. comprehend Japanese to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
4. apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
6. use strategies to maintain communication and exchange meaning in Japanese to discuss finishing secondary school, future plans and responsibilities with peers and Japanese-speaking community members

In exchanging information and ideas in Japanese, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • discerning application of conventions and use of language features in a spoken conversation in Japanese to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities • structured, sequenced and synthesised use of strategies to generate and maintain the conversation in a discerning manner • provision of a perceptive and justified personal response using relevant information related to finishing secondary school, future plans and responsibilities 	14–15
<ul style="list-style-type: none"> • effective and proficient application of conventions and use of language features in a spoken conversation in Japanese to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities • structured, sequenced and synthesised use of strategies to generate and maintain the conversation in an effective manner • provision of an effective personal response using relevant information related to finishing secondary school, future plans and responsibilities. 	12–13
<ul style="list-style-type: none"> • proficient application of conventions and use of language features in a spoken conversation in Japanese to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities • structured, sequenced and synthesised use of strategies to generate and maintain the conversation in a purposeful manner • provision of a clear personal response related to finishing secondary school, future plans and responsibilities. 	10–11
<ul style="list-style-type: none"> • use of suitable language features with errors that do not impede meaning in a spoken conversation in Japanese to exchange information and ideas related to finishing secondary school, future plans and responsibilities • can maintain communication in a structured and sequenced manner • provision of an appropriate personal response related to finishing secondary school, future plans and responsibilities. 	8–9
<ul style="list-style-type: none"> • use of Japanese language features with some errors that impede meaning at times related to finishing secondary school, future plans and responsibilities • occasional need for prompting to maintain communication in a structured manner • provision of an adequate response related to finishing secondary school, future plans and responsibilities. 	6–7
<ul style="list-style-type: none"> • use of Japanese language with errors that impede meaning but can be understood related to finishing secondary school, future plans and responsibilities • frequent need for prompting to maintain communication • fragmented response to finishing school, future plans and responsibilities. 	4–5
<ul style="list-style-type: none"> • use of Japanese language with frequent errors but some information can be understood related to finishing secondary school, future plans and responsibilities • is hesitant, relying heavily on prompts and cues to communicate • disjointed response to finishing school, future plans and responsibilities. 	2–3
<ul style="list-style-type: none"> • isolated use of Japanese phrases or words related to finishing secondary school, future plans and responsibilities. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0