

Japanese 2019 v1.3

IA2 sample assessment instrument

September 2018

Examination — combination 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 socialising and societal issues and/or ideas
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to socialising and societal issues and/or ideas
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas
4. apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to socialising and societal issues and/or ideas
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas
6. use strategies to maintain communication and exchange meaning in Japanese to discuss socialising and societal issues and/or ideas with peers and Japanese-speaking community members.

Subject	Japanese	Instrument no.	IA2
Technique	Examination — combination response		
Unit	Unit 3: 私達の社会 — Our society		
Topic	Topic 2: Socialising and connecting with my peers Topic 3: Groups in society		

Session 1: Written response

Conditions			
Response type	Examination — combination response		
Time	100 minutes	Perusal	5 minutes planning
Other	<ul style="list-style-type: none"> • Part 1: Short response in English of up to 100 words per item. • Part 2: Extended response in Japanese of 300–400 characters. • Japanese-English bilingual dictionaries permitted. • Word processor (with internet disabled) permitted. • Japanese audio or audiovisual text/s may <ul style="list-style-type: none"> – be heard up to three times – be delivered more slowly than background speaker pace – include judicious pausing. 		
Instructions			
Write your responses in full sentences, where appropriate, constructing a response in which ideas are maintained, developed and justified.			
Part 1: Short response			
Use Stimulus 1 and 2 to answer Questions 1, 2, 3 and 4 in English .			
Part 2: Extended response			
Use Stimulus 1 and/or 2 to answer Question 5 in Japanese .			
Criterion	Marks allocated	Result	
Analysing Japanese texts in English Assessment objectives 1, 2, 3	6		
Creating Japanese texts with Japanese stimulus Assessment objectives 1, 4, 5	12		
Total	18		

Session 1 Part 1: Short response

Question 1

Identify the purpose, audience and tone for Stimulus 1. Justify your answers using evidence from the text.

Question 2

Identify the context of the audio text in Stimulus 2, and analyse the values and attitudes of both speakers. Justify your answer using evidence from the text.

Question 3

To what extent do both stimulus texts present strategies to their audiences for managing and balancing the use of digital technology in their lives? Justify your answer using evidence from both texts.

Question 4

Analyse the ways in which both texts show common perspectives about living in a technological world. Justify your answer with evidence from both texts.

Session 1 Part 2: Extended response

Question 5

Students from a sister school in Japan are connecting with your class through a Japanese online forum. There are several posts with questions about mobile phones and cyberbullying in Australia. The posts are between 300 and 400 characters.

Create a response to these posts comparing your own experiences with an idea described in one or both stimulus texts. Justify your opinions and ideas using relevant details from the stimulus text/s.

Session 2: Spoken response

Conditions

Response type	Student-centred conversation in Japanese		
Time	3–7 minutes	Perusal	10 minutes planning
Other	<ul style="list-style-type: none">• No access to materials or notes other than stimulus materials.• During 10 minutes planning, students may make notes to use as prompts.• During the student-centred conversation, students may use notes prepared in planning time.		

Instructions

Stimulus 3 will form the basis of a one-to-one conversation in **Japanese** with your teacher about socialising and societal issues and/or ideas.

Criterion	Marks allocated	Result
Exchanging information and ideas in Japanese Assessment objectives 1, 4, 5, 6	12	
Total	12	

Session 2: Spoken response (sample teacher questions in Japanese)

Question 1

どうやって友達と繋つながりますか。

Question 2

携帯電話はどのくらい使いますか。そのくらいは大丈夫だと思いますか。

Question 3

友達と繋がっている時、どんなプレッシャーを感じますか。

Question 4

友達との会話は何について話す興味がありますか。

Question 5

国際ニュースについて話したりしませんか。例えば、最近は何について話していますか。

Question 6

今はむかしとくらべて、ソーシャルメディアと携帯電話などのせいで、若い人たちの考え方が変わったと思いますか。

Question 7

オンラインかオフラインで何かグループに参加していますか。
どうしてですか。

Question 8

社会のやくにたつために、若い人たちは何をしたらいいですか。

Instrument-specific marking guide

Criterion: Analysing Japanese texts in English

Assessment objectives

1. comprehend Japanese to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to socialising and societal issues and/or ideas
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

In responding to Japanese texts in English, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to socialising and societal issues and/or ideas • perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to socialising and societal issues and/or ideas • discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas. 	6
<ul style="list-style-type: none"> • effective comprehension of information and ideas in most of the stimulus texts related to socialising and societal issues and/or ideas • effective identification of tone, purpose, context and audience to draw an interpretation of inferences about meaning, values and attitudes related to socialising and societal issues and/or ideas • effective analysis and evaluation of most relevant information and ideas in stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas. 	5
<ul style="list-style-type: none"> • comprehension of the gist and obvious information from some of the stimulus texts related to socialising and societal issues and/or ideas • identification of purpose, context and/or audience related to socialising and societal issues and/or ideas • analysis of some relevant information and ideas in stimulus texts to draw conclusions with some justification from the text/s related to socialising and societal issues and/or ideas. 	4
<ul style="list-style-type: none"> • comprehension of parts of the stimulus texts related to socialising and societal issues and/or ideas • identification of context and/or audience related to socialising and societal issues and/or ideas • analysis of some information and ideas in stimulus texts to draw conclusions. 	3
<ul style="list-style-type: none"> • comprehension of some parts of the stimulus texts related to socialising and societal issues and/or ideas • analysis of some information. 	2
<ul style="list-style-type: none"> • comprehension of some words and/or phrases related to socialising and societal issues and/or ideas. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Creating Japanese texts with Japanese stimulus

Assessment objectives

1. comprehend Japanese to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas
4. apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to socialising and societal issues and/or ideas
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

In responding in Japanese to Japanese texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • discerning application of conventions and use of language elements to write a comprehensive response to stimulus texts and the task in proficient and complex Japanese related to socialising and societal issues and/or ideas • provision of a cohesive and detailed personal response/justified opinion in relation to topics identified in stimulus texts and the task related to socialising and societal issues and/or ideas • discerning selection, sequencing and synthesis of details from Japanese stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas. 	11–12
<ul style="list-style-type: none"> • appropriate application of conventions and use of language elements to write a response to stimulus texts and the task in mostly proficient and complex Japanese related to socialising and societal issues and/or ideas • provision of an effective personal response and/or opinion in relation to topics identified in stimulus texts and the task related to socialising and societal issues and/or ideas • effective selection, sequencing and synthesis of details from Japanese stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas. 	9–10
<ul style="list-style-type: none"> • application of conventions and language elements to write a response to stimulus texts and the task with sufficient proficiency to convey meaning related to socialising and societal issues and/or ideas • provision of a clear personal response and/or opinion in relation to the task related to socialising and societal issues and/or ideas • purposeful selection, sequencing and synthesis of details from Japanese stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas. 	7–8
<ul style="list-style-type: none"> • application of conventions and some language elements to write a response to some stimulus texts and/or the task, in which the overall response can be understood • explanation of the topic related to socialising and societal issues and/or ideas • adequate selection, sequencing and synthesis of some details from Japanese stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas 	5–6
<ul style="list-style-type: none"> • application of some language elements to write a response • explanation of some aspects of the topic related to socialising and societal issues and/or ideas • fragmented selection, sequencing and synthesis of a response to Japanese stimulus texts related to socialising and societal issues and/or ideas 	3–4
<ul style="list-style-type: none"> • isolated use of Japanese language related to socialising and societal issues and/or ideas • disjointed selection and sequencing in a response to Japanese stimulus texts related to socialising and societal issues and/or ideas. 	1–2
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Exchanging information and ideas in Japanese

Assessment objectives

1. comprehend Japanese to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas
4. apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to socialising and societal issues and/or ideas
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas
6. use strategies to maintain communication and exchange meaning in Japanese to discuss socialising and societal issues and/or ideas 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"> • synthesis of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas • discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus related to socialising and societal issues and/or ideas • use of strategies to generate and maintain communication to provide a personal response related to socialising and socialising and societal issues and/or ideas. 	11–12
<ul style="list-style-type: none"> • synthesis of most relevant information and ideas in texts to draw valid conclusions with justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas • proficient application of conventions and use of language features with occasional errors in a spoken conversation in Japanese to respond to the stimulus related to socialising and societal issues and/or ideas • use of strategies to maintain communication to provide a personal response related to socialising and societal issues and/or ideas. 	9–10
<ul style="list-style-type: none"> • synthesis of some relevant information and ideas in stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas • use of suitable language features with errors that do not impede meaning in a spoken conversation related to the stimulus • occasional need for prompting to maintain communication and provide a personal response related to socialising and societal issues and/or ideas. 	7–8
<ul style="list-style-type: none"> • comprehension of some relevant information and ideas in stimulus texts to draw conclusions with some justification from the text/s related to socialising and societal issues and/or ideas • use of language features with errors that impede meaning but overall response can be understood • frequent need for prompting to maintain communication and provide a response related to socialising and societal issues and/or ideas • frequent need for prompting to maintain communication and provide a response related to socialising and societal issues and/or ideas. 	5–6

In exchanging information and ideas in Japanese, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • comprehension of some information in stimulus texts related to socialising and societal issues and/or ideas • use of language features with frequent errors that impede meaning but some information can be understood • is hesitant, relying heavily on prompts and cues to communicate related to socialising and societal issues and/or ideas. 	3–4
<ul style="list-style-type: none"> • comprehension of some words and phrases in the stimulus texts • isolated use of some Japanese phrases or words related to socialising and societal issues and/or ideas. 	1–2
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Stimulus

Stimulus 1: Written text

けいたい 携帯電話とインターネットの使い方

みな
青山高校の 皆 さんは、携帯電話やインターネットのない生活を考えた事がありますか。

たとえば、友達と待ち合わせをしていて、皆さんの電車がおくれてしまったら、どうしますか。携帯で、その友達にテキストを送って知らせてあげますよね。それから、初めての場所に行く時に、携帯電話の地図を使いませんか。どの電車に乗って、どの方向に行くのか、かんたんに分かりますね。

電車やバスを待っている時、どうやって時間を過ごしますか。携帯のゲームや、ダウンロードした本を読んだりしませんか。

携帯電話やインターネットはとてもべんりですね。でも、使い方をまちがえると、とてもきけんなようです。いくつかのケースを見てみましょう。

ケース 1

よこはま ことこ
去年の12月、横浜 公園の近くで自転車と歩行者がぶつかる 事故 がありました。歩行者の5
5才の男性によると、会社からの帰りに公園の前を通りかかった時、自転車に乗った学生が
きゅう と ば たお ほね お
急 に公園から 飛び出してきたそうです。歩行者の男性はその 場で 倒 れて、手の 骨 を 折
ったそうです。学生は、スマホでゲームをしながら自転車に乗っていて、歩行者に気が付 かな
かったそうです。

(188 characters)

ケース2

ネットいじめは皆の問題です

最近、ケータイ・スマホを使って、ソーシャルメディアのグループなどで、クラスメートの
わる 悪口やうわさを書いていじめの事 けん 件がよくおきています。また、グループ内の一人をターゲ
ットにして、グループから なか 仲間はずれにするケースもよくあります。ひどいでしょう。

私たちの学校にもそう言うネットでのいじめがあります。いじめを受けてなやんでる学生はよく、
自信がなくなってしまって、勉強出来なくなっていると言っています。それから、すごくさびし
くて、だれもたすけてくれないだろうと思って、学校に行きたくなる学生もいるそうです。

その問題を かい 解決するように、皆も きょうりょく 協力しなければならぬと思いませんか。

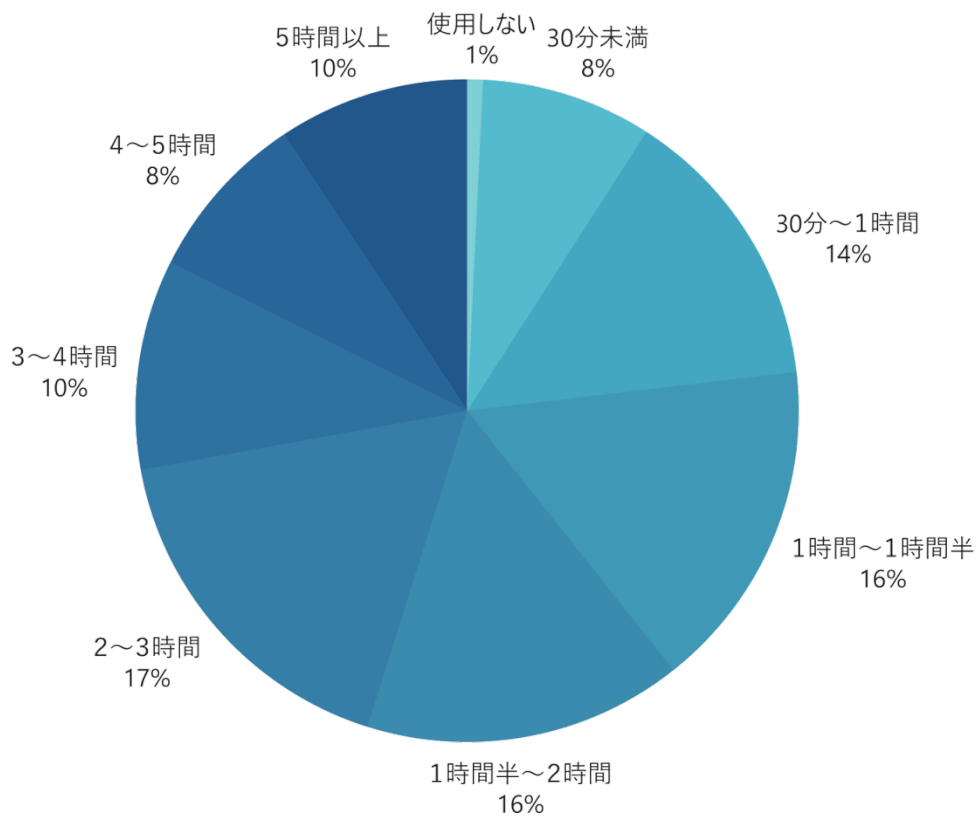
5月19日（金）の15時に、^と図書館で会って、皆で話して、かいけつ方法を見つけましょ
うよろしく！

(361 characters)

ケース 3

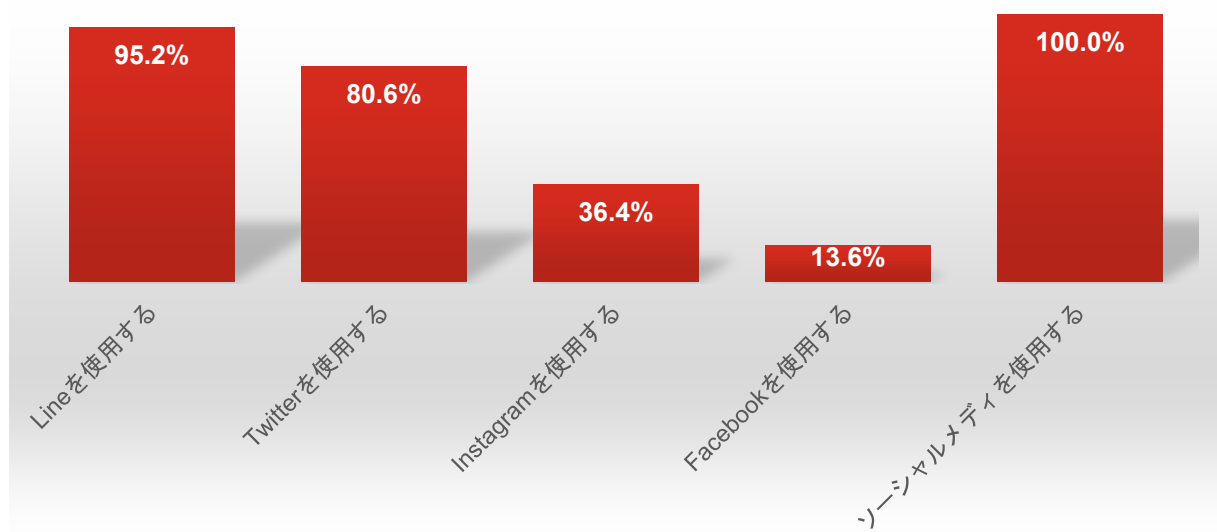
高校生の携帯電話の使用

高校生の携帯電話の1日の使用時間（2015年）



(83 characters)

高校生の携帯電話でのソーシャルメディアの使用（2017年）



(93 characters)

Stimulus 2: Audio 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.

- 田中 こんにちは。学生さんですね。東日本新聞のものですが、今、お時間ありますか。
- 山口 はい、高校三年生です。何ですか。
- 田中 携帯電話を見せてくれませんか。
- 山口 えっ、携帯ですか。あ、私、携帯持っていないんです。
- 田中 ええっ、携帯持っていないの？どうしてですか。
- 山口 ^{じゅけん}大学受験が終わるまで、携帯を使わないことにしました。だって、携帯があると、友達からメールやメッセージがいつも来て、勉強できないんです。携帯を
^{せいせき}使わなくなってから、成績がよくなりましたよ。
- 田中 ^{ふべん}すごいですね。でも、不便じゃないんですか。
- 山口 そうですね。不便な時もあります。たとえば、友達が少なくなりました。皆、
^{れんらく}ソーシャルメディアで連絡して、^{あそ}一緒に遊びに行くんです。でも、私はソーシャルメディアを使っていないので、だれも「遊びに行こう」ってさそって
くれません。
- 田中 さみしくないですか。
- 山口 ^{だいじょうぶ}少しさみしいですが、大丈夫です。大学受験までですから。行きたい大学に
^{がんば}入るために、頑張ります。
- 田中 今日は、お時間、どうもありがとうございました。受験、頑張っ
てね。

(473 characters)

Stimulus 3: Visual text



Images

1. *Untitled*, by Junglitz1210, [Creative Commons Public Domain Dedication](https://en.wikipedia.org/wiki/Japanese_mobile_phone_culture#/media/File:703shf3.jpg), https://en.wikipedia.org/wiki/Japanese_mobile_phone_culture#/media/File:703shf3.jpg.
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7. *Untitled*, by sasint, [Creative Commons Public Domain Dedication](https://pixabay.com/photo-1822471), <https://pixabay.com/photo-1822471>.