

Japanese 2019 v1.3

IA2 high-level annotated sample response

September 2018

Examination — combination response (30%)

This sample has been compiled by the QCAA to assist and support teachers to match evidence in student responses to the characteristics described in the instrument-specific marking guide (ISMG).

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.

Instrument-specific marking guide (ISMG)

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 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

In responding in Japanese to Japanese texts, the student work has the following characteristics:	Marks
<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

- comprehend Japanese to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas
- 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
- structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas
- 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 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

In exchanging information and ideas in Japanese, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> comprehension of some relevant information and ideas in stimulus texts and 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. 	5–6
<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 frequent need for prompting to maintain communication and provide a response 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

Task

See the sample assessment instrument for IA2: Examination — combination response (30%) (available on the QCAA Portal).

Sample response

Criterion	Marks allocated	Result
Analysing Japanese texts in English Assessment objectives 1, 2, 3	6	6
Creating Japanese texts with Japanese stimulus Assessment objectives 1, 4, 5	12	12
Exchanging information and ideas in Japanese Assessment objectives 1, 4, 5, 6	12	12
Total	30	30

The annotations shown the match to the instrument-specific marking guide (ISMG) performance-level descriptors.

Analysing Japanese texts in English [6]

perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes

Analysing Japanese texts in English [6]

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

Analysing Japanese texts in English [6]

thorough comprehension of information, ideas and/or opinions in all the stimulus texts

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

Session 1 Part 1

Question 1

The text's primary purpose is to highlight issues related to mobile phone, internet and social media use and cyberbullying in the Aoyama High School community because of three cases that highlight:

- inattentiveness (affecting road safety)
- cyber-bullying (causing low self-confidence; difficulties in studying)
- social media (impacting social skills).

Potential audiences include students, teachers, parents and people interested in finding solutions by attending the upcoming meeting.

The overarching tone is non-judgmental. This is evident in the respectful verb selection and gentle, but formal language (not keigo) to highlight and encourage greater awareness of, discussion about and consideration of the downsides of digital technology.

(101 words)

Question 2

The context involves a male Higashi Nihon newspaper journalist spontaneously interviewing a student about how she uses her mobile phone. His questions indicate that he values the convenience and benefits of using a phone and expects the student to enthusiastically share this attitude. The student, however, explains she has temporarily stopped using her phone to prioritise her academic results and university entrance examination preparation.

She admits it causes her to lose contact with friends, so it can be lonely, but fewer distractions have enabled her to focus on her studies. Her attitude of valuing academic success over socialising is firm.

(100 words)

Question 3

Stimulus 1 doesn't explicitly offer strategies for managing and balancing digital technology, but the information in it suggests that:

- focusing on your surroundings, rather than your phone, will reduce danger and injury on the road/footpath (case 1)
- not making negative comments or excluding other people on social media will resolve cyber-bullying (case 2).

Stimulus 2 is more direct in offering a strategy for successfully managing the use of digital technology. The female student's explanation of her decision not to use a phone during her final year of high school, reduces distractions and increases focus on her goal of academic success.

(100 words)

Analysing Japanese texts in English [6]

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

thorough comprehension of information, ideas and/or opinions in all the stimulus texts

Creating Japanese texts with Japanese stimulus [11–12]

discerning selection, sequencing and synthesis of details from Japanese stimulus texts to support the personal response/justified opinions

Creating Japanese texts with Japanese stimulus [11–12]

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

Creating Japanese texts with Japanese stimulus [11–12]

provision of a cohesive and detailed personal response/justified opinion in relation to topics identified in stimulus texts and the task

Question 4

A common perspective is the universal nature of students' use of digital technology. Significant numbers (45%) use phones for more than two hours daily (case 3) and some are dangerously disengaged from their surroundings (case 1), which can result in accidents/injuries and potentially affect academic futures (Stimulus 2). Cyberbullying can also be facilitated by widespread digital usage leaving victims feeling isolated (case 2). Although potential harm is highlighted, both texts indicate advantages for socialising. Case 3 indicates that while students use social media, not all are consumed by the digital world, with the many platforms visited showing diversity in digital engagement.

(101 words)

Session 1 Part 2

Question 5

オーストラリアでも、学生の携帯電話の使用問題があります。

たとえば、携帯電話を夜おそくまで使う事による「寝不足」

や、ソーシャルメディアでの「いじめ」などの問題です。これは、日本と同じです。しかし、携帯電話を使いながら自転車に

乗っていて歩行者にぶつかる事故は、まだ、聞いたことがあります。

私の学校では、去年、休み時間中に携帯電話を使っても大丈夫でしたが、今年からは、休み時間中の使用も禁止になりました。休み時間中に携帯電話を使うと、友達との会話が少

なくなるからです。学校側の考えとしては、人と人とのコミュ

ニケーションが大切なので、携帯電話を使わない方がいいのか

も知りません。とにかく、高い料金で買った携帯電話を無くし

たら、大変ですから、学校に持って来ない方がいいでしょう。

(339 characters)

Exchanging information and ideas in Japanese [11–12]

discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus

Exchanging information and ideas in Japanese [11–12]

discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus

Exchanging information and ideas in Japanese [11–12]

use of strategies to generate and maintain communication to provide a personal response

discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus

use of strategies to generate and maintain communication to provide a personal response

Session 2

Question 1

あのう、毎日スカイプで友達と話して、あのう、じょうだんしたり、勉強したり、宿題、みんな宿題を一緒にしたり

します。あのう、その、友達と勉強できて、あのう、勉強、友達と一緒に勉強をできたら、その勉強がもっと楽しくて、分かりやすくなると思います。

あのう、だから、そのソーシャルメディアの使い方はとてもいいと思います。

Question 2

あのう、最近前、あの携帯がなかったから、あのう、最近買って、とても気に入った、気に入ったけど、一時間以下だと思えます。

携帯はとても便利なきかいで、使う時が、買ってからよく

使うようになりました。でも使いすぎじゃないと思います。

Question 3

プレッシャーですか。。。

あの友達とつながっている時プレッシャー何か、感じないと思えます。あのう、あのう、友達がぼくのように、あまりソシヤル、あのうソーシャルメディアを使い過ぎないから、問題、問題はあります。あの、なかがよくて、プレッシャー、つながっている時、プレッシャー何かありません。

Question 4

あのう、ま。。。色なことについて話しますね。あの、昼ご飯の時に、じょうだんしたり、ニュースについて話したり、あのう、色なことについて話したりします。

Exchanging information and ideas in Japanese [11-12]

discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus

use of strategies to generate and maintain communication to provide a personal response

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

Exchanging information and ideas in Japanese [11-12]

discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus

Question 5

あの、時々話します。トランプ ^{だいてうりょう} 大統領 とか、あの、最近何が、何の面白いことおこったのかについて話す時、話す時があります。

あのう、その友達のグループには、まったく違う意見のある人がいるから、時々けんか、けんかするけど、みんななかが

いいから問題ありません。

Question 6

あああ、そうですね。あのう、 ^{おもしろ} 面白い ^{しつもん} 質問 ですね。

あのう、 ^{そーしゃるめでいあ} ソーシャルメディアが、あのう、 ^{もともと} 元々 人気になっていると、あのう、そのれんらくとなんだか、人生の速さが、人生がもとは速くなっていると思います。あのう、その、

いつでも、だれでも、れんらくできて、あの、みんなは ^{しゃしん} 写真を、いつも ^と 写真を撮って、自分の人生がこうきょうの物に

して、あのう、もっと、あのう、ま、 ^{ほうほう} 色々な方法 な方 にかわっていますね。

考え方は、あの、その、人生、 ^{人生のペースが速くなるとその}、考え方、あの若い人は、あのう、 ^{早い物がほしいかと} 思います。あの。。。

Question 7

あの、友達のグループに参加して、そのフェイスブックの

メッセンジャーにグループがあって、その、みんなと速く

れんらくできるのはとても ^{べんり} 便利 だと思います。

Exchanging information and ideas in Japanese [11–12]

use of strategies to generate and maintain communication to provide a personal response

discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus

Question 8

ふわー、あのう。。。あのう、それぞれの若い人自分の

とくい所を見つけて、それを。。。それ。。。その、あの、そのとくい所がもっと上手になるようにした方がいいと

思います。