Japanese marking guide and response

Sample external assessment 2020

Combination response (50 marks)

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 school, future plans and responsibilities.

Note: Objective 6 is not assessed in this instrument.

Introduction

The Queensland Curriculum and Assessment Authority (QCAA) has developed mock external assessments for each General senior syllabus subject to support the introduction of external assessment in Queensland.

An external assessment marking guide (EAMG) has been created specifically for each mock external assessment.

The mock external assessments and their marking guides were:

- developed in close consultation with subject matter experts drawn from schools, subject associations and universities

- aligned to the external assessment conditions and specifications in General senior syllabuses

- developed under secure conditions.

Purpose

This document consists of an EAMG and an annotated response.

The EAMG:

- provides a tool for calibrating external assessment markers to ensure reliability of results

- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range

- informs schools and students about how marks are matched to qualities in student responses.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

Where no response to a question has been made, a mark of 'N' will be recorded.

External assessment marking guide (EAMG)

Question	The response	Mark
1	• identifies that they are classmates	1
	• does not satisfy any of the descriptors above OR • in Japanese, identifies that they are classmates.	0
2	• states an outcome • states a conclusion on whether the outcome was satisfactory/unsatisfactory • provides 3 pieces of information that support this conclusion	5
	• states a conclusion on whether the outcome was satisfactory/unsatisfactory • provides 3 pieces of information that support this conclusion	4
	• states a conclusion on whether the outcome was satisfactory/unsatisfactory • provides 2 pieces of information that support this conclusion	3
	• provides 2 pieces of information about the outcome	2
	• provides 1 piece of information about the outcome OR • in Japanese, states a conclusion on whether the outcome was satisfactory/unsatisfactory and provides 3 pieces of information that support this conclusion	1
	• does not satisfy any of the descriptors above.	0

Question	The response	Mark
3	• identifies a purpose • identifies the audience	2
	• identifies a purpose or identifies the audience OR • in Japanese, identifies a purpose and identifies the audience	1
	• does not satisfy any of the descriptors above.	0
4	• states a conclusion on influence/lack of influence • provides 4 pieces of information that support this conclusion, one of which refers to tone	5
	• states a conclusion on influence/lack of influence • provides 3 pieces of information that support this conclusion, one of which refers to tone	4
	• states a conclusion on influence/lack of influence • provides 4 pieces of information that support this conclusion	3
	• provides 3 pieces of information about Scott	2
	• provides 2 pieces of information about Scott OR • in Japanese, states a conclusion on influence/lack of influence and provides 4 pieces of information that support this conclusion, one of which refers to tone	1
	• does not satisfy any of the descriptors above.	0

Short response in Japanese (16 marks)

Question	The response	Mark	The response	Mark
5	• states a reason why the author moved to Japan • provides 3 details that support this reason	4	• conveys meaning relevant to the question and allowing for few errors	4
	• states a reason why the author moved to Japan • provides 2 details that support this reason	3	• conveys meaning relevant to the question and allowing for some errors	3
	• states a reason why the author moved to Japan • provides 1 detail that supports this reason	2	• conveys meaning relevant to the question through the use of some words and isolated phrases	2
	• provides 1 detail OR • in English, states a reason why the author moved to Japan and provides 3 details that support this reason	1	• conveys fragmented meaning OR • in romaji, conveys meaning	1
	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above OR • is in English.	0

Question	The response	Mark	The response	Mark
6	• provides a conclusion on the decision • provides 2 examples, one positive and one negative, that support this conclusion	4	• conveys meaning relevant to the question allowing for few errors	4
	• provides a conclusion on the decision • provides 2 examples that support this conclusion	3	• conveys meaning relevant to the question allowing for some errors	3
	• provides a conclusion on the decision • provides 1 example that supports this conclusion	2	• conveys meaning relevant to the question through the use of some words and isolated phrases	2
	• in English, provides a conclusion on the decision and provides 2 examples, one positive and one negative, that support this conclusion	1	• conveys fragmented meaning OR • in romaji, conveys meaning	1
	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above OR • is in English.	0

Extended response in Japanese — Question 7 (21 marks)

Information	Mark	Meaning	Mark	Language elements	Mark	Textual conventions	Mark
The response		**The response**		**The response**		**The response**	

• addresses all of
  – what usually happens on the day of the formal
  – issues that arise about the formal
  – why they are looking forward to the formal
• elaborates on all 3
	6	• addresses all requirements of the task
		• conveys meaning relevant to the task allowing for few errors
		• proficiently communicates through
		  – selection of ideas
		  – logical sequencing of ideas
		  – synthesis of ideas
			5	• uses a wide range of vocabulary and kanji purposefully
				• uses a wide range of grammar
				• uses a range of tenses
				• uses consistent register for context
					8	• applies all of
						  – salutations こんにちは、じゃ、また
						  – conclusion お元気で、メールを待っている
							2

• addresses all of
  – what usually happens on the day of the formal
  – issues that arise about the formal
  – why they are looking forward to the formal
• elaborates on 2
	5	• conveys meaning relevant to the task, allowing for few errors
		• proficiently communicates through
		  – selection of ideas
		  – logical sequencing of ideas
		  – synthesis of ideas
			4	• uses a wide range of vocabulary and kanji accurately
				• uses a range of grammar
				• uses a range of tenses, allowing for infrequent errors
				• uses consistent register for context
					7	• applies 1 of
						  – salutations こんにちは、じゃ、また
						  – conclusion お元気で、メールを待っている
							1

• addresses 2 of
  – what usually happens on the day of the formal
  – issues that arise about the formal
  – why they are looking forward to the formal
• elaborates on those 2
	4	• conveys meaning relevant to the task, allowing for some errors
		• clearly communicates through
		  – selection of ideas
		  – sequencing of ideas
		  – structuring
			3	• uses a wide range of vocabulary and kanji allowing for infrequent errors
				• uses a range of grammar allowing for infrequent errors
				• uses a range of tenses
				• uses consistent register for context
					6	• doesn't apply any of the textual conventions above
						OR
						• is in English.
							0

• addresses 2 of
  – what usually happens on the day of the formal
  – issues that arise about the formal
  – why they are looking forward to the formal
• elaborates on 1of those 2
	3	• conveys some meaning relevant to the task through
		  – selection of ideas
		  – sequencing
		  – structuring
			2	• uses a range of vocabulary and kanji allowing for some errors
				• uses a range of grammar allowing for some errors
				• attempts to use a range of tenses
				• mostly uses consistent register
					5

		• attempts to convey meaning although errors may impede	1		

• addresses 1 of
  – what usually happens on the day of the formal
  – issues that arise about the formal
  – why they are looking forward to the formal
• elaborates on that 1
	2	• is in English.	0	• uses a range of vocabulary and grammar allowing for errors	4

				• uses repetitive vocabulary and grammar	3
				• uses repetitive vocabulary and grammar allowing for errors	2
• mentions words and/or phrases that could be used in a relevant response	1			• uses isolated words and phrases	1
• is in English.	0			• is in English.	0