Japanese General Senior Syllabus 2019 v1.3

Subject report 2020

February 2021

Contents

Introduction

The first summative year for the new Queensland Certificate of Education (QCE) system was unexpectedly challenging. The demands of delivering new assessment requirements and processes were amplified by disruptions to senior schooling arising from the COVID-19 pandemic. This meant the new system was forced to adapt before it had been introduced — the number of summative internal assessments was reduced from three to two in all General subjects. Schools and the QCAA worked together to implement the new assessment processes and the 2020 Year 12 cohort received accurate and reliable subject results.

Queensland's innovative new senior assessment system combines the flexibility and authenticity of school-based assessment, developed and marked by classroom teachers, with the rigour and consistency of external assessment set and marked by QCAA-trained assessment writers and markers. The system does not privilege one form of assessment over another, and both teachers and QCAA assessors share the role of making high-stakes judgments about the achievement of students. Our commitment to rigorous external quality assurance guarantees the reliability of both internal and external assessment outcomes.

Using evidence of student learning to make judgments on student achievement is just one purpose of assessment. In a sophisticated assessment system, it is also used by teachers to inform pedagogy and by students to monitor and reflect on their progress.

This post-cycle report on the summative assessment program is not simply being produced as a matter of record. It is intended that it will play an active role in future assessment cycles by providing observations and findings in a way that is meaningful and helpful to support the teaching and learning process, provide future students with guidance to support their preparations for summative assessment, and promote transparency and accountability in the broader education community. Reflection and research are necessary for the new system to achieve stability and to continue to evolve. The annual subject report is a key medium for making it accessible to schools and others.

Background

Purpose

The annual subject report is an analysis of the previous year's full summative assessment cycle. This includes endorsement of summative internal assessment instruments, confirmation of internal assessment marks and external assessment.

The report provides an overview of the key outcomes of one full teaching, learning and assessment cycle for each subject, including:

- information about the application of the syllabus objectives through the design and marking of internal and external assessments

- information about the patterns of student achievement in each subject for the assessment cycle.

It also provides advice to schools to promote continuous improvement, including:

- identification of effective practices in the design and marking of valid, accessible and reliable assessments

- identification of areas for improvement and recommendations to enhance the design and marking of valid, accessible and reliable assessment instruments

- provision of tangible examples of best practice where relevant, possible and appropriate.

Audience and use

This report should be read by school leaders, subject leaders and teachers to inform teaching and learning and assessment preparation. The report is to be used by schools and teachers to assist in assessment design practice, in making assessment decisions and in preparing students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can learn about the assessment practices and outcomes for General subjects (including alternative sequences and Senior External Examination subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from the processes of endorsement, confirmation and external assessment, and advice from the chief confirmer, chief endorser and chief marker, developed in consultation with and support from QCAA subject matter experts.

Subject data summary

Subject enrolments

- Number of schools offering the subject: 155.

Completion of units	Unit 1	Unit 2	Units 3 and 4*
Number of students completed	1337	1340	1386

*Units 3 and 4 figure includes students who were not rated.

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory	Not rated
Unit 1	1337	31	2
Unit 2	1340	45	1

Units 3 and 4 internal assessment results

2020 COVID-19 adjustments

To support Queensland schools, teachers and students to manage learning and assessment during the evolving COVID-19 pandemic in 2020, the QCAA Board approved the removal of one internal assessment for students completing Units 3 and 4 in General and Applied subjects.

In General subjects, students completed two internal assessments and an external assessment. Schools made decisions based on QCAA advice and their school context. Therefore, across the state some instruments were completed by most schools, some completed by fewer schools and others completed by few or no schools. In the case of the latter, the data and information for these instruments has not been included.

Total results for internal assessment
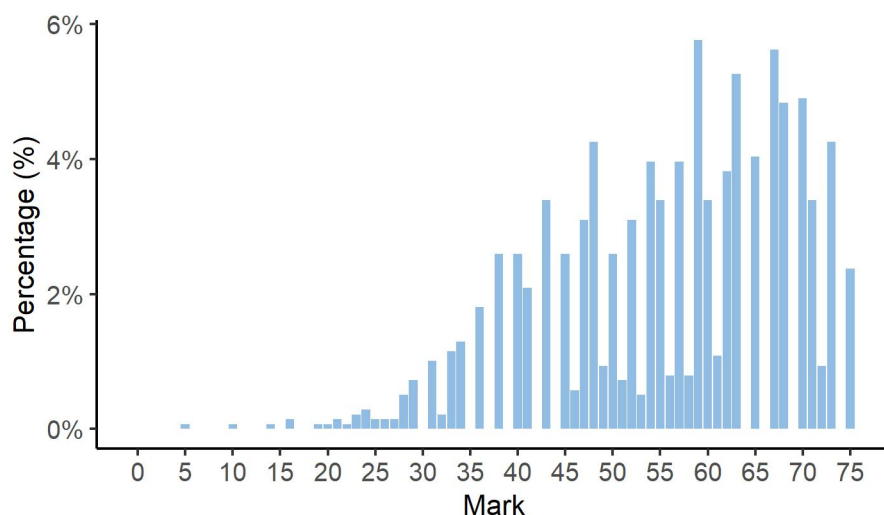
IA1 results

IA1 total
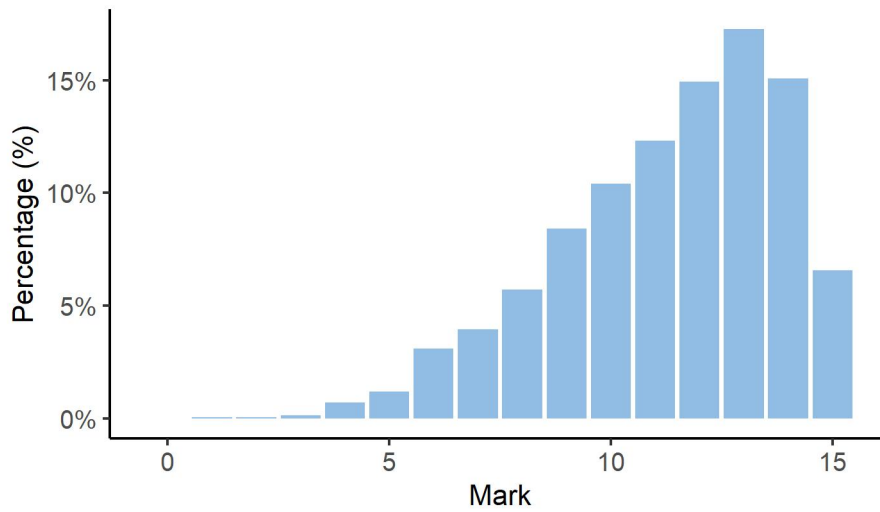
IA1 Criterion 1
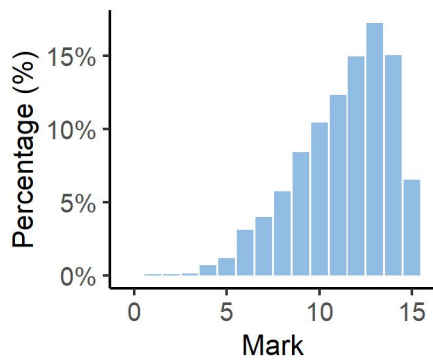
IA2 results

IA2 total
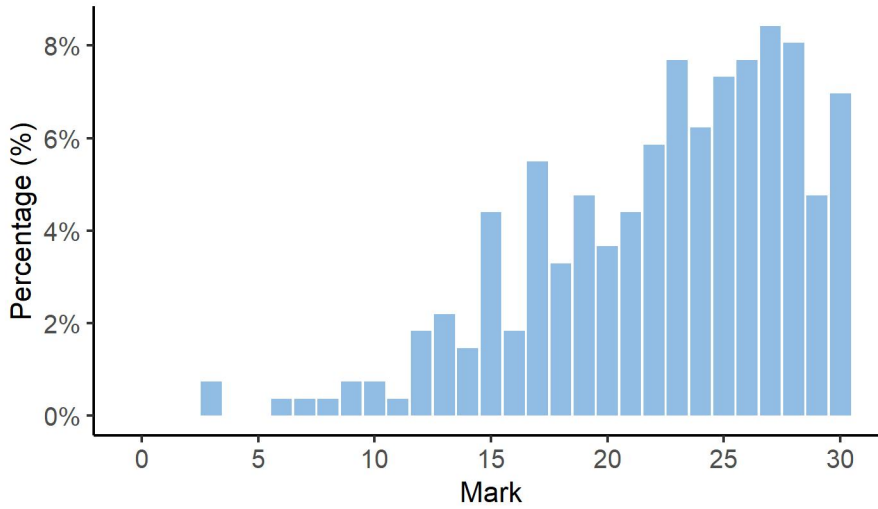
IA2 Criterion 1
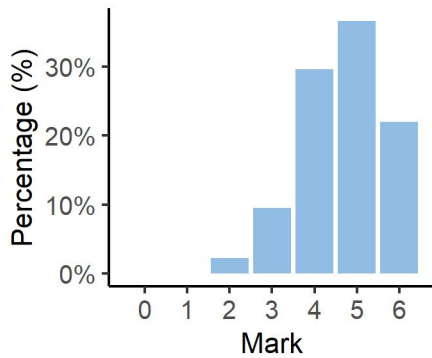
IA2 Criterion 2
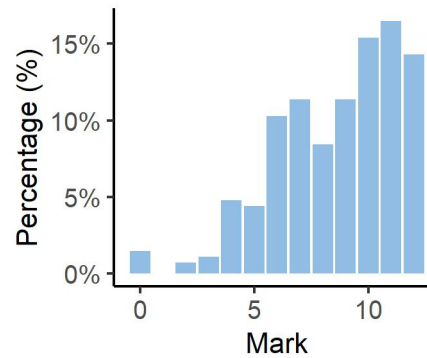
IA2 Criterion 3
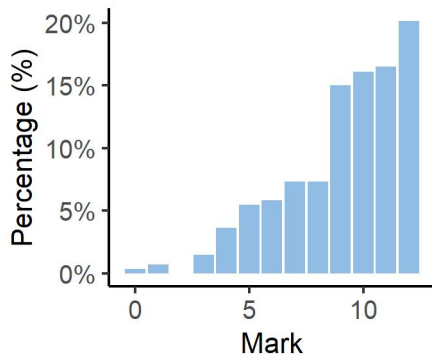
IA3 results

IA3 total
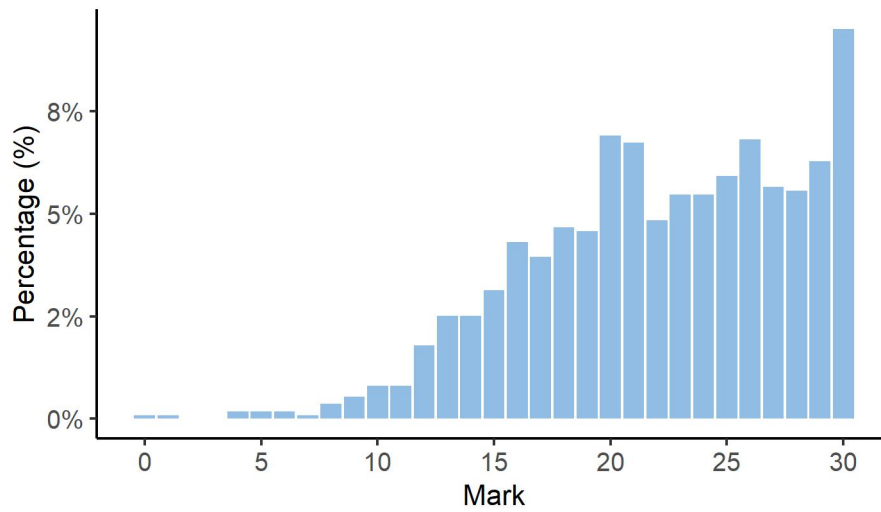
IA3 Criterion 1
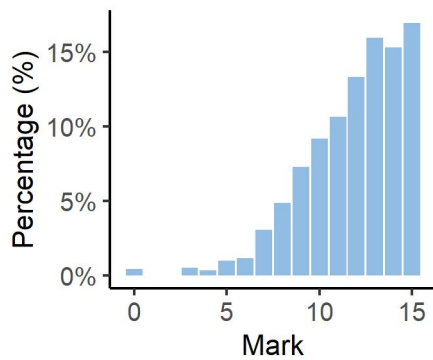
IA3 Criterion 2
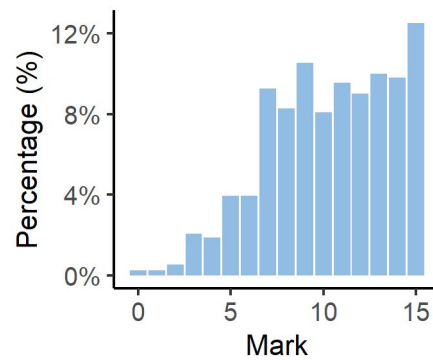
External assessment results
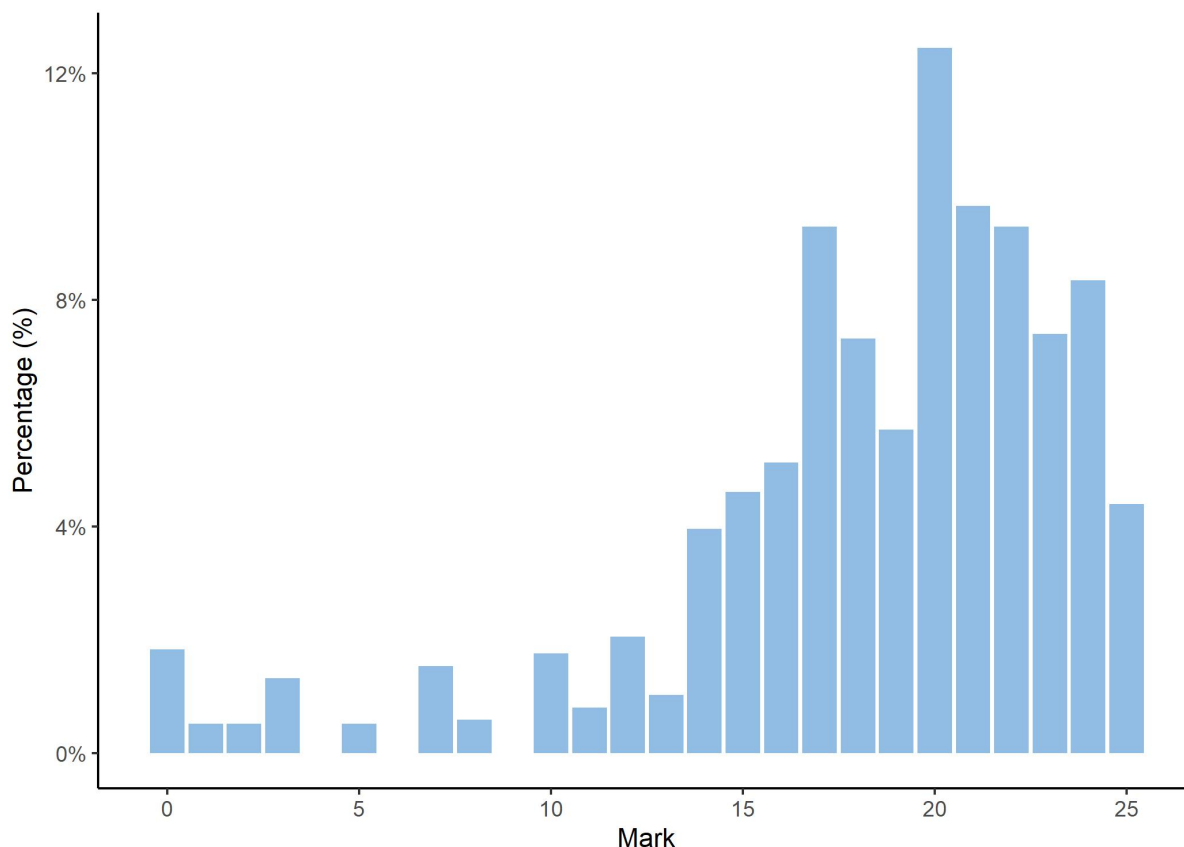
Final standards allocation

The number of students awarded each standard across the state are as follows.

Standard	A	B	C	D	E
Number of students	507	562	247	48	2

Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
Marks achieved	100–83	82–62	61–41	40–14	13–0

Internal assessment

The following information and advice pertain to the assessment design and assessment decisions for each IA in Units 3 and 4. These instruments have undergone quality assurance processes informed by the attributes of quality assessment (validity, accessibility and reliability).

Endorsement

Endorsement is the quality assurance process based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment and each priority can be further broken down into assessment practices. Data presented in the assessment design sections identifies the reasons why IA instruments were not endorsed at Application 1, by the priority for assessments. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both subject matter and to the assessment objective. Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Total number of items endorsed in Application 1

Number of items submitted each event	IA1	IA2	IA3
Total number of instruments	163	163	163
Percentage endorsed in Application 1	44	33	42

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. Teachers make judgments about the evidence in students' responses using the instrument-specific marking guide (ISMG) to indicate the alignment of students' work with performance-level descriptors and determine a mark for each criterion. These are provisional criterion marks. The QCAA makes the final decision about student results through the confirmation processes. Data presented in the assessment decisions section identifies the level of agreement between provisional and final results.

Number of samples reviewed at initial, supplementary and extraordinary review

IA	Number of schools	Number of samples requested	Supplementary samples requested	Extraordinary review	School review	Percentage agreement with provisional
1	154	722	92	34	20	87.21
2	27	136	22	0	4	94.51
3	127	621	92	0	8	89.16

Internal assessment 1 (IA1)

Examination — short response (15%)

Internal assessment 1 (IA1) is a short response examination in which students analyse Japanese stimulus texts in English. Stimulus is varied: visual, written and audio or audiovisual.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	70
Authentication	0
Authenticity	7
Item construction	9
Scope and scale	10

*Total number of submissions: 163. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- alignment with syllabus requirements, including opportunities for students to demonstrate their knowledge and application of the topic by providing them with a range of stimulus related to Unit 3, Topic 1 subject matter

- stimulus texts that aligned to the subject matter, e.g. recognising the changing role of family and its structure and the role of gender bias

- questions, which allowed students to respond uniquely and to all assessable elements of the ISMG within the required word length

- 3–5 stimulus texts, including one written, one visual (up to 85 characters) and one audiovisual text with a combined word length of 1200–1700 characters

- instructions, which clearly stated word length requirements of up to 100 words and that for this instrument students are writing responses in English.

Practices to strengthen

It is recommended that assessment instruments:

- include visual stimulus texts that conform to syllabus requirements of up to 85 Japanese characters

- assess all required objectives e.g. 'evaluation' and 'identification of context, audience, tone and/or purpose'

- are unique to each school's cohort, i.e. not copied from QCAA exemplars or other schools

- include stimulus texts and associated questions that have an appropriate scope and scale (100-word response) by limiting the number of objectives assessed in any one question

- include at least one question that requires students to analyse multiple stimulus.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	2
Language	2
Layout	4
Bias avoidance	17

*Total number of submissions: 163. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear instructions aligned to the syllabus requirements, objectives and ISMG

- a range of stimulus texts modelling appropriate textual features, grammar and language elements

- appropriate formatting, including adequate space for students to record their responses

- clear, accessible and relevant audio and visual stimulus texts.

Practices to strengthen

It is recommended that assessment instruments:

- incorporate short, concise question stems, which elicit only the required cognitive verbs and assessable elements, to avoid complex wording of questions

- use bold, italics and other text formatting features only where relevant

- use only stimulus texts that are related to Unit 3, Topic 1 subject matter

- ensure stimulus texts are clearly labelled and aligned to the relevant questions

- include a range of stimulus texts showing different tones and perspectives

- do not include URLs for visual stimulus texts, as URLs contribute to character count; in addition, the information in a URL may reveal important ideas in the stimulus that students are required to determine independently (Assessment objective 1).

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Analysing Japanese texts in English	88.07	10.24	1.68

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- cognitive verbs in student responses were accurately identified, e.g. comprehension in Assessment objective 1

- there was a shared understanding of qualifiers and how they were reflected in student responses, e.g. recognising the differences between 'thorough' and 'effective'.

Samples of effective practices

The following are excerpts from responses that illustrate the characteristics for the criteria at the performance level indicated. The samples may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

Analysing Japanese texts in English

This response demonstrates:

- thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to relationships and roles in society
- perceptive identification of purpose and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to relationships and roles in society.

Excerpt 1

The purpose of stimulus 1-3 ~~highlight~~ *is to show* the evolution of the role in which women play ~~by~~ *towards* society and highlight the rapid and unexpected ~~evolution~~ *in* of these roles in Japan. In stimulus 1, the work participation of men and women are compared between a multitude of countries. It is evident that first world countries such as Japan, ~~germa~~ Germany and Sweden ~~are~~ have less of a difference between the correlation of work participation and gender. ~~Compared to countries such as India or Mexico, the first world countries have more than 30% more participating~~ there is an approximated 30% ~~gap betwee~~ in the first world ~~countries. In stimulus~~

In stimulus 2, the rapid and large increase in the work participation of women is highlighted. showing that Japan overtook the American work participation as of 2013. Stimulus 3 shows the ~~sp~~ capability for birthrates to drop significantly and unexpectedly. The birth rate of Japan has consistantly being lower of that estimated which comments on the evolution of ~~to~~ *is* the role of women in society.

continued on spare paper*

Annotations (left margin): Perceptive identification of purpose to draw a valid and justified interpretation of inferences about meaning, values and attitudes. Discerning analysis and evaluation of graphs. Thorough comprehension of information to draw a well-evidenced substantiation of opinions, ideas and perspectives. Discerning analysis and/or evaluation of relevant information.

Analysing Japanese texts in English

This response demonstrates the perceptive identification of tone to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to relationships and roles in society.

Excerpt 2

The tone of stimulus 4 is an overall criticism towards the recent ~~tre~~ trends in the behaviour of women. It ~~offers~~ lays out the possible dangers of these ~~trends~~ trends such as ~~the~~ a possible dead end in economy, ~~due to~~ a rapid loss of population and an elderly centred society. This sort of stimulus may be found in ~~a new~~ a conservative Japanese group most likely to be written and read by men who hold traditional beliefs and perspective towards the role of women. A clear message of discomfort can be interpreted from the stimulus when laying out the effects of these changes. ~~The writer talks of~~ The writer seems to have a problem with the gaining of power amongst the working women and even explains that single men find it difficult to find a wife because of this.

Annotations (left margin): Perceptive identification of tone to draw a valid and justifiable interpretation of inferences about meaning, values & context, attitudes. Perceptive identification of context. Perceptive identification of tone through comprehension of information. Perceptive identification of context.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- when awarding the top two performance-level descriptors, responses cover the identification of tone, context, purpose and audience i.e. if tone is not identified, marks in the higher performance levels cannot be awarded

- student responses that exceeded 100 words may not necessarily reflect the qualifier of 'discerning' for 'analysis' and 'evaluation'

- teachers administer the school assessment policy regarding word length

- annotations are made on ISMGs to match evidence in student responses aligning with the relevant characteristics, performance-level descriptors and mark range.

Internal assessment 2 (IA2)

Examination — combination response (30%)

Internal assessment 2 is a combination response examination held in two sessions. In Session 1, students analyse Japanese stimulus in English and create Japanese texts using Japanese stimulus. In Session 2 there is a student-centred conversation (3–7 minutes) where students exchange information and ideas in Japanese with reference to stimulus and unseen questions. This examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and/or problems related to unseen Japanese stimulus texts (written, audio, audiovisual or visual).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	91
Authentication	0
Authenticity	21
Item construction	9
Scope and scale	5

*Total number of submissions: 163. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- opportunities for students to demonstrate knowledge of the topic by including texts with a range of relevant subject matter for Unit 3, Topics 2 and 3

- questions where all objectives were assessed across the paper

- one question relying on the use of more than one stimulus text for Session 1, Part 1

- 2–3 stimulus texts, including one written and one audio or audiovisual text with a combined word length of 1200–1700 characters for Session 1

- an unseen visual or written text for Session 2 that contained a different perspective to stimulus texts in Session 1

- open-ended questions allowing for unique student responses

- clear instructions, so students knew what they were expected to do for each question and section of the paper

- stimulus texts relevant to each question that were sufficiently challenging to allow students to demonstrate the range of performance levels across assessable objectives

- stimulus texts and question/s that complemented each other, each with an appropriate scope and scale, allowing students to demonstrate all performance levels within the word limit.

Practices to strengthen

It is recommended that assessment instruments:

- use and/or modify stimulus that has been sourced from an authentic Japanese text, which reflects the mandatory language elements required by the syllabus (Syllabus section 1.2.5)

- be unique to each school's cohort (i.e. not direct copies of QCAA samples), including sample questions for Session 2

- include questions that allow students to respond within 100 words, e.g. assessing the identification of purpose, audience, context and tone in one question will not allow students to infer meaning, values and attitudes within the word limit

- include an opportunity for students to identify purpose, audience, context and tone in Session 1.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	5
Language	5
Layout	1
Bias avoidance	10

*Total number of submissions: 163. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear instructions providing explicit cues, so students knew what they needed to do

- no jargon or specialist or colloquial language

- stimulus that modelled appropriate textual features, contained minimal distractors and was free from error, e.g. used accurate Japanese phrasing.

Practices to strengthen

It is recommended that assessment instruments:

- include questions that are accessible for all students, as some questions (e.g. a question about the impact of migration) may affect accessibility for some students

- are proofread to avoid errors in Japanese and English

- include an audio stimulus with an appropriate pace of delivery for students in the summative phase of learning

- feature written and visual stimulus containing legible characters.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Analysing Japanese texts in English	95.67	4.33	0
2	Creating Japanese texts with Japanese stimulus	94.88	5.12	0
3	Exchanging information and ideas in Japanese	91.73	8.27	0

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- evidence of tone in student responses was clearly identifiable, meaning was inferred and marks were awarded accordingly

- marks were appropriately awarded for the use of strategies to generate and maintain communication for the purposes of providing a personal response 'In exchanging information and ideas in Japanese'

- school-based assessment policies related to length were consistently and accurately applied.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- responses are checked carefully for the type of relevant evidence being used to support conclusions and decisions

- the unprepared response (student-centred conversation) in Session 2

  - provides opportunities for students to use strategies to enable students to maintain a conversation in Japanese, e.g. encouraging students to elaborate on ideas without too much teacher scaffolding

  - is within syllabus required lengths and conditions, and marks awarded accordingly

- in 'Exchanging information and ideas in Japanese', remind students it is a two-way conversation. Responses need to demonstrate the use of strategies to generate and maintain communication with spontaneity to provide personal responses related to stimulus texts. The highest performance level and mark range should not be awarded when this requirement is not met.

Additional advice

To ensure accuracy, it is recommended that files be checked prior to final submission to the QCAA Portal.

Internal assessment 3 (IA3)

Extended response (30%)

Internal assessment 3 is an extended response completed as two components. Component 1 requires students to analyse Japanese stimulus in Japanese over a period that includes class and home time over 2–3 weeks. Stimulus is varied; visual, written and audio or audiovisual. The student analysis is delivered as a multimodal presentation (4–8 minutes) in Japanese. Component 2 is a student-centred conversation (5–7 minutes) in Japanese using unseen questions.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	62
Authentication	2
Authenticity	9
Item construction	16
Scope and scale	8

*Total number of submissions: 163. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- opportunities for students to demonstrate their understanding of the topic by including texts with a range of relevant subject matter for Unit 4

- stimulus texts, which include a range of perspectives about finishing high school and moving on, allowing for analysis and connections to be made with personal interpretations and contexts

- a clear context, overview and framework for students to construct an individual response, including the identification of purpose, audience, context and tone

- different perspectives across selected stimulus texts

- appropriate scaffolding that did not lead to a predetermined response

- open-endedness where the response is to be completed individually over 2–3 weeks of preparation

- unseen questions (Session 2) that allowed students to use strategies to maintain communication and exchange meaning in Japanese

- questions with an appropriate scope and scale.

Practices to strengthen

It is recommended that assessment instruments:

- label stimulus to differentiate between the seen stimulus and unseen stimulus texts

- include authentic stimulus that cover a range of text types e.g. blog, poster, graph

- include visual stimulus, which consist of a series of visuals (at least two) and contain no more than 85 characters per stimulus

- include a wide range of unseen stimulus incorporating the syllabus language elements, and some complex kanji

- that include complex grammar from an authentic Japanese text be modified by the teacher prior to endorsement

- do not include the in-class stimulus in the combined word length — the other two stimulus texts contain no more than 1000–1500 characters combined

- are not direct copies of QCAA samples, stimulus texts and questions included.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	3
Language	2
Layout	1
Bias avoidance	23

*Total number of submissions: 163. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear instructions aligned to syllabus objectives, specifications and the ISMG

- language that avoided jargon, specialist language and colloquial language

- stimulus that was free from error, modelled appropriate textual features and contained minimal distractors

- clear, audible, relevant and accessible audio and visual stimulus.

Practices to strengthen

It is recommended that assessment instruments:

- include audio/audiovisual stimulus of an appropriate pace for students in the summative phase of learning

- include audio that clearly differentiates between speakers.

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Analysing Japanese texts in Japanese	91.79	7.23	0.98
2	Exchanging information and ideas in Japanese	87.1	12.02	0.88

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- different perspectives were appropriately identified in responses and marks awarded accordingly e.g. demonstrating an ability to 'comprehend' and 'analyse' Japanese stimulus

- marks were accurately matched to the perspectives identified in responses requiring comprehension and analysis of Japanese stimulus texts

- responses clearly identified the purpose, audience, context and tone of stimulus texts and this evidence was matched accurately to marks in the ISMG

- evidence of engaging in spontaneous conversations in Japanese is correctly identified and marked accordingly, including students' elaborations (e.g. anecdotes and other relevant details directly related to finishing secondary school, future plans and responsibilities).

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- marks accurately match the identification of tone, purpose, context and audience evident in responses when students use complex Japanese to analyse and evaluate relevant information from stimulus texts, e.g. marks for tone are only awarded when it is identified in responses

- in exchanging information and ideas in Japanese, students use strategies to generate and maintain communication in spontaneous conversations, e.g. using Japanese to ask questions, seeking clarification about unfamiliar words/ideas of stimulus texts or repeating information to maintain communication — doing so allows the required evidence to be more easily extracted, identified and awarded.

Additional advice

Implementing a monitoring or checking strategy system ensures that all relevant documents are in order and scanned correctly which will assist the confirmation process, e.g.

- only uploading correct ISMGs

- uploading only the one correct written response for each student rather than uploading the same response for two different students' submissions

- uploading indicative responses to support school judgements and provisional marks.

Analysing Japanese texts in Japanese

This response demonstrates:

- perceptive identification of tone and purpose to infer meaning and values related to finishing secondary school, future plans and responsibilities
- discerning analysis and evaluation of relevant information and ideas in the stimulus texts.

- 人間関係
- 勉強量
- 道筋
- バイト探し

インタビュー・スティミュラスによる高校最後の年に経験するチャレンジ

Excerpt: Extended response — multimodal presentation

インタービューの 結果 日本人の学生達とオーストラリア人の学生達は同じようなチャレンジーを 経験 していることが分かりました。　スティムラス２では両者が将来のことを 悩 んでいます。彼らは大学 入試 に 合格 すること、勉強 量 、〜〜そこへいくための 明確 な 道筋 を見つけること、さらに、バイト 探 しなど、高校最後の年に経験するさまざまなチャレンジがつずられています。

楽しい旅行を 目的 とするだけでなく。大学、 職業 、ボランティア活動の 機会 とした、海外という 概念 に日本人学生はあこがれていることも分かりました。

このスティムラスはオーストラリア人学生としての私が高校最後の年に経験するチャレンジをよく 表 していると思います。 目標 を見つけ、その 目標 を 達成 するための道を決め、試験を 目視 して一生懸命勉強するなど多くの 共通点 が 見受 けられます。

さらに学業とアルバイトのバランスをとるチャレンジなども見受けられます。しかし、スポーツやソーシャル面、ストレスの 管理 などが含まれていないという意味で我々が経験しているチャレンジをこのスティムラスはうまく表していないのかもしれません。日本人学生とオーストラリア人学生が高校最後の年に経験するチャレンジの違いは勉強しているための試験が違うことです。オーストラリア人学生には高校を卒業した後、多くの 選択肢 があります。大学、テイフ、見習い、留学、ギャップイヤーなど様々な 選択 肢 があります。

私は大学に行くつもりですが、先ほど申し上げたように、どの大学に 進^{すす}むかまだ決めていません。しかし、生物学に興味があるので、UQ か QUT で生物学の専門的な科目に入りたいと思っています。私は高校を卒業した後、スクリーズに行って友達と遊び、１２年間の学校生活を祝う予定です。私は大学生になったら、大学のバレーボールチームに入ったり、友人たちとシェアハウスをしたり、クラブやパーティに行ったり、いろんな人と出会ったり、友人たちと旅行をしたり、学生生活を楽しみたいです。とても楽しみです。

External assessment

Examination — combination response (25%)

Assessment design

Assessment specifications and conditions

This examination was a combination of short responses in both Japanese and English and an extended response in Japanese, all related to four unseen Japanese stimulus texts — one audio, two written and a combination stimulus for the extended response section. Students were asked to write short responses in Japanese to an unseen Japanese audio text and also respond in English to two Japanese written texts. Students were also required to write an extended response in Japanese to a fourth stimulus, containing three different questions. This response was written on genkouyoushi. All student responses (both short and extended response) in Japanese were expected to contain a combination of kana and kanji. Students had 5 minutes of perusal time, and 120 minutes of working time to complete this assessment. Questions were all derived from the context of Unit 4, which includes the topics 'finishing secondary school, plans and reflections' and 'responsibilities and moving on'.

The assessment instrument consisted of three sections and seven questions in total. Questions were derived from the context of Unit 4.

This assessment was used to determine student achievement in the following 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.

Section 1 was an audio recording of a one-person radio segment. Students were required to respond to two unseen questions about this stimulus in Japanese (15 marks in total). In this section, students were required to respond to each of the two questions in Japanese, demonstrating a range of mandatory characters and grammatical patterns.

Section 2 included two written texts. The first text was a blog, which was designed to elicit responses demonstrating comprehension of a variety of perspectives. The second text was an email, which was designed to provoke a reaction from students to an old Japanese custom that now exists in a more modern form. In this section, students were required to respond to each question in English within a 100-word limit (13 marks in total).

Section 3 required students to write an extended response in Japanese. The stimulus included three questions about applying for a reality TV show in Hawaii for international Japanese speakers, which was designed to elicit a response that was organised, contained clear answers

to the three questions in different tenses and demonstrated a range of vocabulary and grammatical patterns.

Assessment decisions

Overall, students responded well to the following assessment aspects:

- when they demonstrated close alignment with the assessment objectives. In analysing Japanese texts in English and Japanese, student responses demonstrated thorough comprehension, discerning analysis and evaluation. In creating Japanese texts, student responses demonstrated discerning application of language elements, structures and textual conventions

- when they were thorough, logically sequenced, synthesised, well constructed, well justified and substantiated both with the required number of examples from the stimulus texts and with relevance to the subject matter

- when they followed the instructions in the questions with fidelity, and provided responses that were clearly and logically sequenced (**note:** the assessment's level of difficulty provided students with opportunities to demonstrate the highest syllabus standards).

Effective practices

The following samples were selected to illustrate highly effective student responses in some of the assessment objectives of the syllabus.

Short response (in Japanese)

Criterion: Analysing Japanese texts in Japanese

Assessment objectives: 1, 2, 3, 4 and 5

Item: Short response, Section 1: Short response in Japanese — responding to audio text

Effective student responses:

- provided a clear answer in Japanese, stating the context and three examples

- conveyed meaning relevant to the question accurately, allowing only for a few errors

- utilised the 'push and play' function to provide precise evidence or paraphrase the evidence into Japanese that was meaningful to the student

- used simple but effective Japanese language, utilising a range of mandatory grammar and characters

- used prompts above the questions, reminding the student to answer in Japanese

- showed evidence that the student had checked their response, and altered their response language from English to Japanese if necessary.

Student sample of effective response

This excerpt has been included to:

- showcase a student response that addresses all aspects of the question, including an initial 'answer' followed by provision of sufficient evidence. As there are some errors in the Japanese, the response received 3 out of 4 marks in the Meaning criterion and 7 out of 8 marks overall.

QUESTION 1 (8 marks)

Where could Stimulus 1 potentially be heard? Justify your response with three examples from the stimulus.

スティミュラスー は 日本の大学 の海外 留学生 むけの セミナー で きけるかもしれません。スピーカー の人 は 始めに 「外国人留学生」達 に あいさつ をします。そして「キャンパス ライフ はどう?」 と ききます。これで 海外留学生 に 話してい る事 が 分かります。あと、大学生 だとを 分かります。かれは この 学生達 に アドバイス をしています。しゅうしょく活動 や 学生 ビザ から ワーキングビザに 変える事 など アドバイス を しています。スピーカー の人 は 日本語を 話しています。 だから、きいている人 は 日本語 が 分かる人達 です。あと 日本で しゅうしょく する海国人 留学生 は 日本語 が 話せる 可能性 が 高い です。

QUESTION 2 (7 marks)

Identify the speaker's tone in Stimulus 1. Support your response with two examples from the stimulus.

スティミュラスー の スピーカー の トーン は アドバイス や じょうほう をしらせるトーン です。かれは 外国人留学生達 に 学生ビザ から ワーキングビザ に 変える事 など、しゅうしょく活動 への アドバイス や じょうほう を おしえて います。例えば、じゅんび をする事 や はやめに しゅうしょく活動 を する事 など アドバイス を します。

Short response (in English)

Criterion: Analysing Japanese texts in English

Item: Short response, Section 2, Question 3

Effective student responses:

- clearly provided an answer in English, stating the purpose and two examples

- identified and specifically addressed each part of the question

- addressed the 'answer' of the question in the first one or two sentences before using the remaining space to provide carefully selected evidence

- followed the assessment instructions by changing all evidence used into English.

Item: Short response, Section 2, Question 4

Effective student responses:

- clearly provided an answer in English stating whether or not they believed the author would achieve their goal, providing two examples

- identified and specifically addressed each part of the question

- addressed the 'answer' of the question in the first one or two sentences before using the remaining space to provide carefully selected evidence

- followed the assessment instructions by changing all evidence used into English.

Item: Short response, Section 2, Question 5

Effective student responses:

- clearly provided an answer in English stating the tone and three examples

- identified and specifically addressed each part of the question

- addressed the 'answer' of the question in the first one or two sentences before using the remaining space to provide carefully selected evidence

- followed the assessment instructions by changing all evidence used into English

- identified the tone using words other than 'positive' or 'negative', e.g. 'excited', 'nervous', 'informal', 'informative' or 'hopeful'.

Item: Short response, Section 2, Question 6

Effective student responses:

- show a response that aligned to the question by identifying the different parts of the question and ensuring each part was addressed

- show a response that addressed the 'answer' of the question in the first one or two sentences before using the remaining space to provide carefully selected evidence.

Student sample of effective responses

This excerpt has been included to demonstrate the qualities of an effective student response to Questions 4 and 6.

This excerpt has been included to:

- show a response that aligned to the question by identifying the different parts of the question and ensuring each part was addressed

- show a response that addressed the 'answer' of the question in the first one or two sentences before using the remaining space to provide carefully selected evidence.

Analysing Japanese texts in English

This response provides:
- a statement that the purpose is to find out information about studying in Japan
- 2 examples that support this statement.

QUESTION 4 (3 marks)

Evaluate whether the writer of Stimulus 2 is likely to achieve his goal. Justify your response with two examples from the stimulus.

The writer of Stimulus 2 is not likely to achieve his goal because what he is promoting isn't feasible for young, high school students. Stimulus 2 contains a student explaining that the Japanese language and time in Japan is 2-3 years, which therefore may cause anxiety within some people as they are separated from their family and friends. Another example is found in Stimulus 2, where someone mentions how expensive it is. Since school student are young and full-time employment is uncommon, it is nearly impossible for them to survive and afford the in change of lifestyle to complete independence. Therefore, Stimulus 2's writer will not achieve their goal as they have projected the information to the wrong target audience and neglects the feasibility of what they're promoting.

QUESTION 6 (3 marks)

What is the significance of the gift mentioned in Stimulus 3? Justify your response with two examples from the stimulus.

The significance of the gift mentioned in Stimulus 3 is very significant as it symbolises ~~expresses~~ love for graduating highschool and middle school students in Japan. The reasons as explained in the stimulus is that the button is given ~~to a girl~~ from a boy ~~that the~~ to a girl whom he likes. The second button is given because it is ~~closest~~ closest to the heart and because Japanese soldiers gave their second buttons to their ~~times~~ wifes during World War II.

Analysing Japanese texts in English

This response provides:
- an explanation of the significance of the gift
- 2 examples that support this conclusion.

Extended response

Criterion: Creating Japanese texts

Item: Extended response, Section 3, Question 7

Effective student responses:

- used appropriate textual conventions in line with the genre they chose, including an introduction, a closing statement, and the correct use of the genkouyoushi provided

- in addition to answering each of the three questions contained in the stimulus, provided elaborations to incorporate further information relevant to the stimulus

- conveyed relevant meaning proficiently, and provided ideas that were carefully selected, logically organised, and synthesised in a way that pulled the ideas together (**note:** this criterion did not assess linguistic accuracy; however, if there were linguistic errors, they may have impacted on how clearly the student's meaning was conveyed)

- had Japanese language with a wide range of purposefully used vocabulary, a wide range of grammatical structures contained in the mandatory list in the syllabus, a wide range of tenses (in response to the questions in the stimulus) and a consistent register throughout.

Student sample of effective responses

This excerpt has been included to:

- demonstrate thorough comprehension, analysis and evaluation of the unseen questions

- demonstrate valid conclusions used to justify opinions, ideas and perspectives on future plans, with perspectives substantiated through detailed elaborations

- demonstrate discerning application of knowledge of the Japanese language elements, structures and textual conventions through creating Japanese texts.

| **Creating Japanese texts** This response demonstrates:
• addressing and elaborating on why they study Japanese
• addressing and elaborating on why Japanese culture interests them
• addressing and elaborating on what skills they have for living abroad
• conveying meaning relevant to the task
• proficiently communicating through the selection of ideas
• proficiently communicating through the logical sequencing of ideas
• proficiently communicating through the synthesis of ideas
• using a wide range of vocabulary purposefully
• using a wide range of grammar and tenses accurately
• using a consistent register for context
• using an introduction and closing statement
• using genkouyoushi correctly. | **QUESTION 7 (22 marks)**
You are applying for a reality television program that is being filmed in Hawaii. They are looking for people of all nationalities who speak Japanese to be part of the production.
As part of your application process, you are required to address the following selection criteria:
・どうして日本語を勉強する事にしましたか。
・日本の文化の中で何に一番興味がありますか。
・自分が持っている、外国で住む時に必要なスキルは何ですか。
Note: If you make a mistake in the response space, cancel it by ruling a single diagonal line through your work and use the additional response space on page 15 of this question and response book.

 |

私は日本語を五才から習っています。日本語を勉強する事にした理由は親が私が小さい時、楽し日本語学校にかよわせてくれたからです。それから、日本の文化に興味がわき、日本語をも、と勉強する事にしました。

私は小さい時から、いつも日本のテレビのプロダクションをしたかったです。

日本の文化の中で一番興味がある事は、アニメ、食、とテレビコメディー文化などです。日本のアニメや食文化はすばらしいです。他の国と比べるとどこにもまけないと思います。しかし、一番興味があるのはやはり、テレビコメディー文化です。日本のげいい人

本のテレビにかんすねつじょうは進にもま

ふんいきを持ちこみたいと思います。私の日

テ1番祖にコメディーをくわえて、ちがう

私はこの番組でハワイに行けたら、リアリ

アポなどをとれます。

だれ外国人と語せるし、番組のしゅうろくや

英語が話せる事です。このスキルがあったら

ルはオーストラリアで産まれそだったから、

私は持っている外国で住む時に必要なスキ

をプロダクションしたいです。

す。私もいろんな人をわらわせるような番組

とは友ちグラコメディーでとても好きで

達はとてもおもしろいです。オーストラリア

See page 15

ADDITIONAL RESPONSE SPACE FOR QUESTION 7

If you want this response space to be marked, rule a line through the response space on page 8.

error fixing for page 8

のプロダクションを

いします。

ムにさんかさせて下さい。よろしくおねが゛

にも、ぜひ私をえらんプロダクションチ1

祖を、プログラクションする事をかなえるため

にやくに立ちます。私の夢である、日本番組

バイリンガルのスキルがあればきっと番祖

けません。私の日本語と英語を話せる、

Practices to strengthen

It is recommended that when preparing students for external assessment, teachers consider:

- guiding students through a process enabling the key parts of each question to be identified to ensure all aspects of the question are addressed in a response

- modelling a clear structure when responding to short response questions that aligns a clear answer to the question in the first one or two sentences, and then provides evidence from the stimulus to justify the response. When responding in Japanese, model answers need to utilise the mandatory grammar patterns and characters to enable students to demonstrate their range of language

- examining short response questions across all QCAA language external assessments to experience different wording and varying requirements in responses

- examining extended response questions across all QCAA language external assessments to experience different wording and varying requirements in responses

- guiding students through a variety of text types so they have flexibility in the extended response section of the assessment and can self-determine a suitable genre for the response if the question does not specify a genre

- asking students to use a variety of genres in response to the same stimulus when practising the extended response.