

Japanese marking guide and response

External assessment 2021

Combination response (55 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.

Purpose

This document consists of a marking guide and a sample response.

The marking guide:

- 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.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

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.

Marking guide

Short response in Japanese

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
1	<p>一番目のもんだいは、</p> <p>オーストラリアに引越^こしました。</p> <p>日本とオーストラリアはちがいます。</p> <p>そして、英語ができません</p> <p>でした。しんぱいでした。さらに、友達があまりいなかったときはさみしかったです。</p>	<ul style="list-style-type: none"> states a challenge [1 mark] states a second challenge [1 mark] states a third challenge [1 mark] 	conveys meaning relevant to the question with few errors	4
			conveys meaning relevant to the question with some errors	3
			conveys meaning relevant to the question using some words and isolated phrases	2
			conveys fragmented meaning	1
			does not satisfy any of the descriptors above.	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
2	フレンドリーで、ポジティブで、何でもがんばります。まず、学校に行って、友達ができました。そして、毎日英語を勉強したから、英語が上手になりました。さいごに、オーストラリアが好きになりました。	<ul style="list-style-type: none"> states a personality trait that helped the speaker overcome obstacles [1 mark] provides an example to justify this conclusion [1 mark] states a second personality trait that helped the speaker overcome obstacles [1 mark] provides an example to justify this conclusion [1 mark] states a third personality trait that helped the speaker overcome obstacles [1 mark] provides an example to justify this conclusion [1 mark] 	conveys meaning relevant to the question with few errors	4
			conveys meaning relevant to the question with some errors	3
			conveys meaning relevant to the question using some words and isolated phrases	2
			conveys fragmented meaning	1
			does not satisfy any of the descriptors above	0

Short response in English

Q	Sample response	The response:
3	<p>The writer wanted to leave the pressures and constraints of a busy city life and return to the simpler life of a country farmer. He chose to return with his family in Saga after his grandfather decided to retire. His life in Tokyo was becoming difficult as he was working late and he was not able to spend time with his family and baby. His stress levels were also increasing. Returning home both helped his family and gave him work–life balance.</p>	<ul style="list-style-type: none"> • states a conclusion about what changed the writer’s opinion [1 mark] • provides an example to justify this conclusion [1 mark] • provides a second example to justify this conclusion [1 mark] • provides a third example to justify this conclusion [1 mark]
4	<p>The last line of the text means ‘I’m glad I chose this lifestyle’. The positive language used (‘glad’) reflects Reo’s happiness about his decision to leave his busy life in Tokyo and return to the family seaweed farm. He is happy with this decision as it has enabled him to spend more time with his family rather than the long hours he was working in Tokyo. Reo is happy to be a seaweed farmer as his parents always wanted him to continue the family business. The move has been successful as the business is working well as their seaweed is being sold all over Japan.</p>	<ul style="list-style-type: none"> • states that he is happy with the choices he has made [1 mark] • provides an example to support this conclusion [1 mark] • provides a second example to support this conclusion [1 mark] • provides a third example to support this conclusion [1 mark] • provides a fourth example to support this conclusion [1 mark]

Q	Sample response	The response:
5	<p>The purpose of the stimulus is to inform the reader of the costs and inclusions for national, public and private universities. It informs the reader of the examination fee for the University Centre Examination and the prices for the number of subjects taken (18 000 yen for three or more subjects and 12 000 yen for two or fewer subjects). The audience is students or parents of students interested in attending university as it answers the question regarding costs associated with attending university.</p>	<ul style="list-style-type: none"> · identifies a valid purpose [1 mark] · provides a relevant example to justify this conclusion [1 mark] · identifies a likely audience [1 mark] · provides a relevant example to justify this conclusion [1 mark]

Q	Sample response	The response:
6	<p>The tone of the stimulus is measured as it includes information regarding business transactions, specifically university costs. The tuition fees listed highlight it is a record or business document and the section provided is 'Frequently asked questions', with factual information included. This further highlights the measured tone of the stimulus.</p>	<ul style="list-style-type: none"> • states an appropriate tone [1 mark] • provides an example to justify this conclusion [1 mark] • provides a second example to justify this conclusion [1 mark] • provides a third example to justify this conclusion [1 mark]

Extended response in Japanese — Question 7

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
<ul style="list-style-type: none"> addresses and elaborates on all of the following <ul style="list-style-type: none"> why they think their Japanese teacher is a good teacher their fondest memory of the class how the teacher provided guidance in Year 12 	6	<ul style="list-style-type: none"> conveys meaning relevant to the task proficiently communicates through <ul style="list-style-type: none"> selection of ideas logical sequencing of ideas synthesis of ideas 	5	<ul style="list-style-type: none"> uses a wide range of vocabulary purposefully uses a wide range of grammar purposefully uses a wide range of tenses purposefully uses consistent register for context 	8	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> letter conventions a 'thank you' to the teacher 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> why they think their Japanese teacher is a good teacher their fondest memory of the class how the teacher provided guidance in Year 12 elaborates on 2 of these 	5	<ul style="list-style-type: none"> conveys meaning relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas synthesis of ideas 	4	<ul style="list-style-type: none"> uses a wide range of vocabulary accurately uses a wide range of grammar accurately uses a wide range of tenses accurately uses consistent register for context 	7	<ul style="list-style-type: none"> uses 1 of the following <ul style="list-style-type: none"> letter conventions a 'thank you' to the teacher 	1
<ul style="list-style-type: none"> addresses and elaborates on 2 of the following <ul style="list-style-type: none"> why they think their Japanese teacher is a good teacher their fondest memory of the class how the teacher provided guidance in Year 12 	4	<ul style="list-style-type: none"> conveys meaning relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	3	<ul style="list-style-type: none"> uses a wide range of vocabulary with few errors uses a wide range of grammar with few errors uses a wide range of tenses with few errors uses consistent register for context 	6	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
<ul style="list-style-type: none"> addresses 2 of the following <ul style="list-style-type: none"> why they think their Japanese teacher is a good teacher their fondest memory of the class how the teacher provided guidance in Year 12 elaborates on 1 of these 	3	<ul style="list-style-type: none"> conveys some meaning relevant to the task through <ul style="list-style-type: none"> selection of ideas sequencing 	2	<ul style="list-style-type: none"> uses a range of vocabulary with few errors uses a range of grammar with few errors 	5		
		<ul style="list-style-type: none"> attempts to convey meaning 	1	<ul style="list-style-type: none"> attempts to use a range of tenses mostly uses consistent register for context 			
		<ul style="list-style-type: none"> does not satisfy any of the descriptors above 	0	<ul style="list-style-type: none"> uses a range of vocabulary and grammar with some errors 			
<ul style="list-style-type: none"> addresses and elaborates on 1 of the following: <ul style="list-style-type: none"> why they think their Japanese teacher is a good teacher their fondest memory of the class how the teacher provided guidance in Year 12 	2	<ul style="list-style-type: none"> is in English. 		<ul style="list-style-type: none"> uses repetitive vocabulary and grammar with some errors 	3		
				<ul style="list-style-type: none"> uses repetitive vocabulary and grammar with frequent errors 	2		
				<ul style="list-style-type: none"> uses isolated characters and phrases 	1		
<ul style="list-style-type: none"> mentions characters that could be used in a relevant response 	1			<ul style="list-style-type: none"> uses isolated characters and phrases 	1		
<ul style="list-style-type: none"> does not satisfy any of the descriptors above 	0			<ul style="list-style-type: none"> does not satisfy any of the descriptors above 	0		
<ul style="list-style-type: none"> is in English. 				<ul style="list-style-type: none"> is in English. 			



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