Japanese subject report

2021 cohort

February 2022

Contents

Introduction

Despite the challenges brought about by the COVID-19 pandemic, Queensland's education community can look back on 2021 with satisfaction at having implemented the first full assessment cycle in the new Queensland Certificate of Education (QCE) system. That meant delivering three internal assessments and one external assessment in each General subject.

This report analyses that cycle — from endorsing summative internal assessment instruments to confirming internal assessment marks, and designing and marking external assessment. It also gives readers information about:

- applying syllabus objectives in the design and marking of internal and external assessments

- patterns of student achievement.

The report promotes continuous improvement by:

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

- recommending where and how to enhance the design and marking of valid, accessible and reliable assessment instruments

- providing 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

- assist in assessment design practice

- assist in making assessment decisions

- help prepare 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 (AS) and Senior External Examination (SEE) subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from endorsement, confirmation and external assessment processes. It also includes 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 completion

The following data includes students who completed the General subject or AS.

For the purposes of this report, while the 2021 summative units for the AS are AS units 1 and 2, this information will be included with the General summative Units 3 and 4.

Note: All data is correct as at 17 December 2021. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered the subject: 162.

Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	1442	1344	1255

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	1359	83
Unit 2	1265	79

Units 3 and 4 internal assessment (IA) results

Total marks for IA
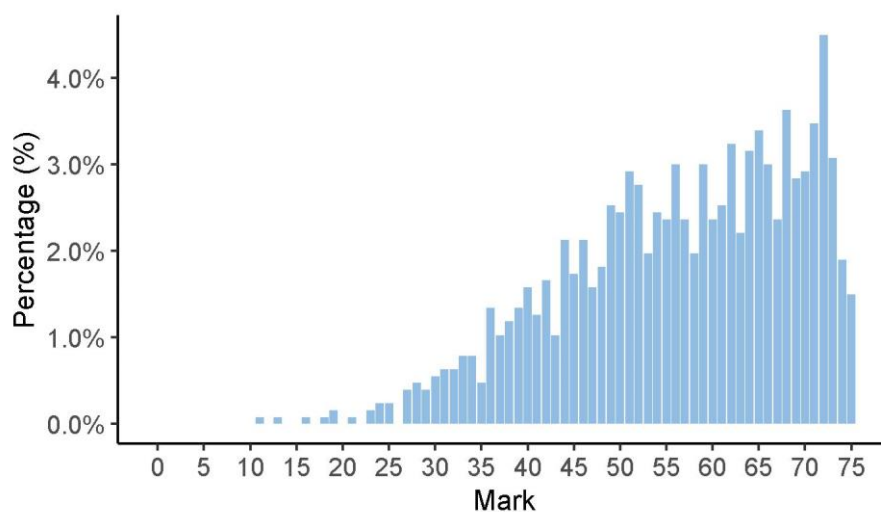
IA1 marks

IA1 total
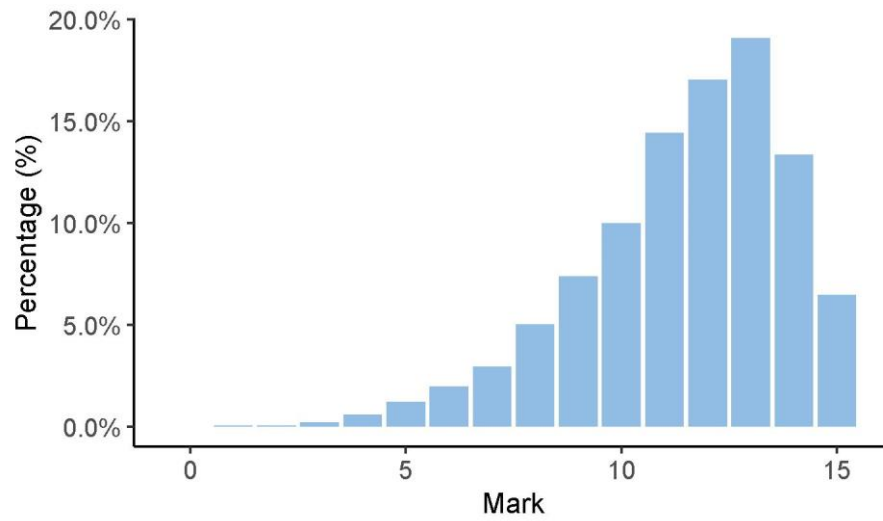
IA1 Criterion: Analysing Japanese texts in English
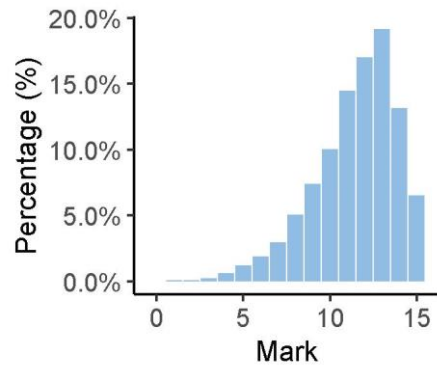
IA2 marks

IA2 total
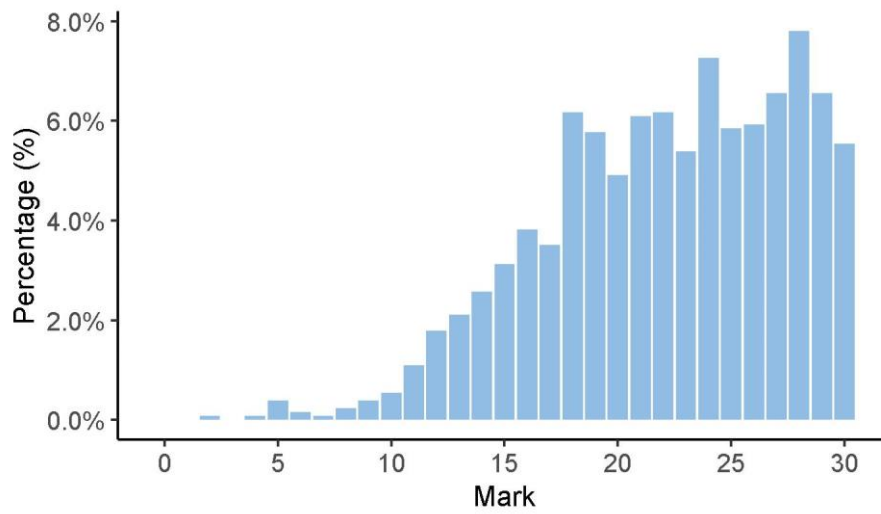
IA2 Criterion: Analysing Japanese texts in English
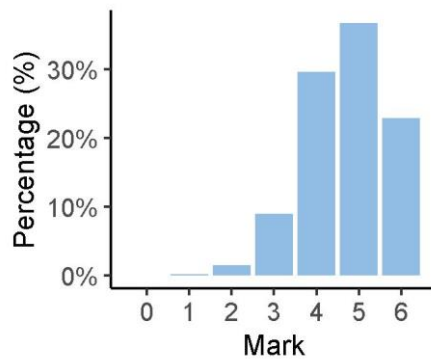
IA2 Criterion: Creating Japanese texts with Japanese stimulus
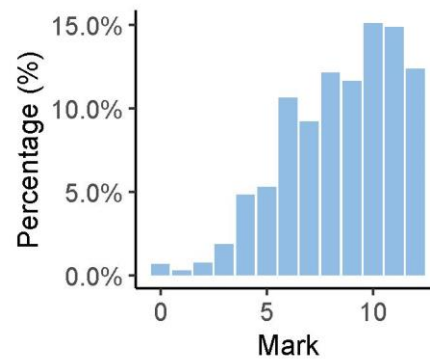
IA2 Criterion: Exchanging information and ideas in Japanese
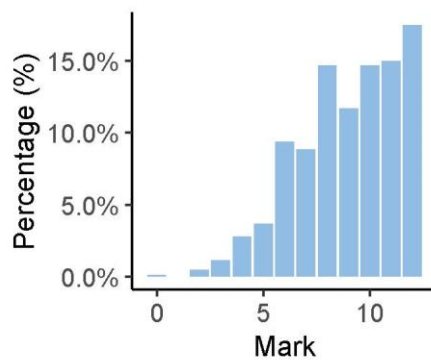
IA3 marks

IA3 total
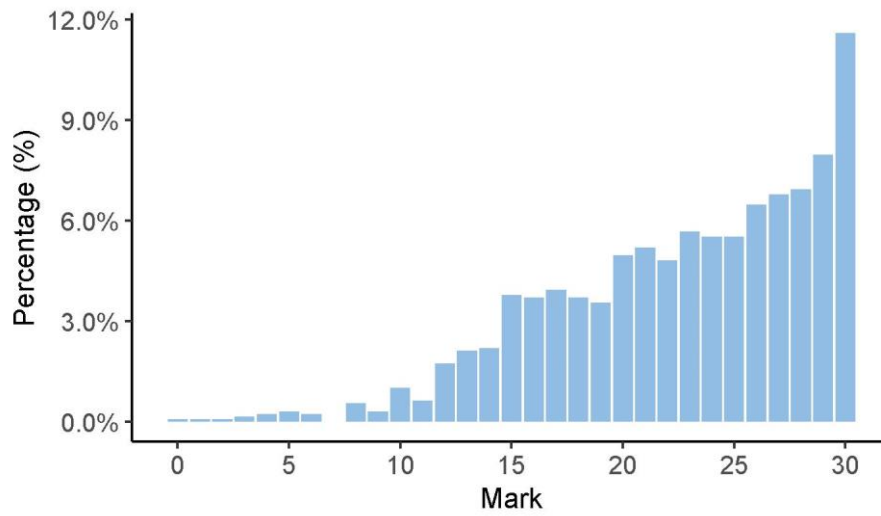
IA3 Criterion: Analysing Japanese texts in Japanese
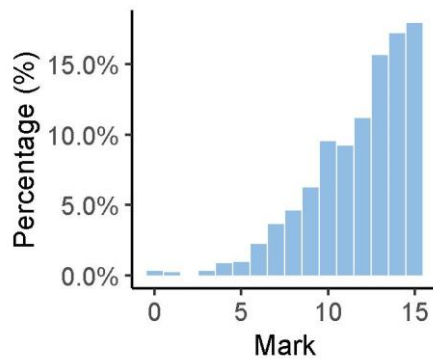
IA3 Criterion: Exchanging information and ideas in Japanese
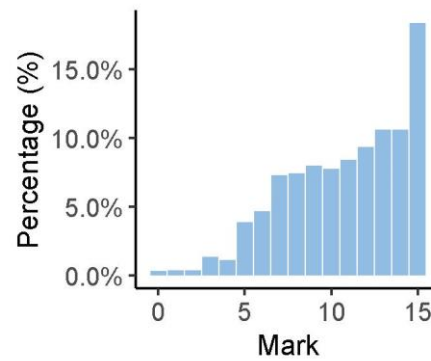
External assessment (EA) marks
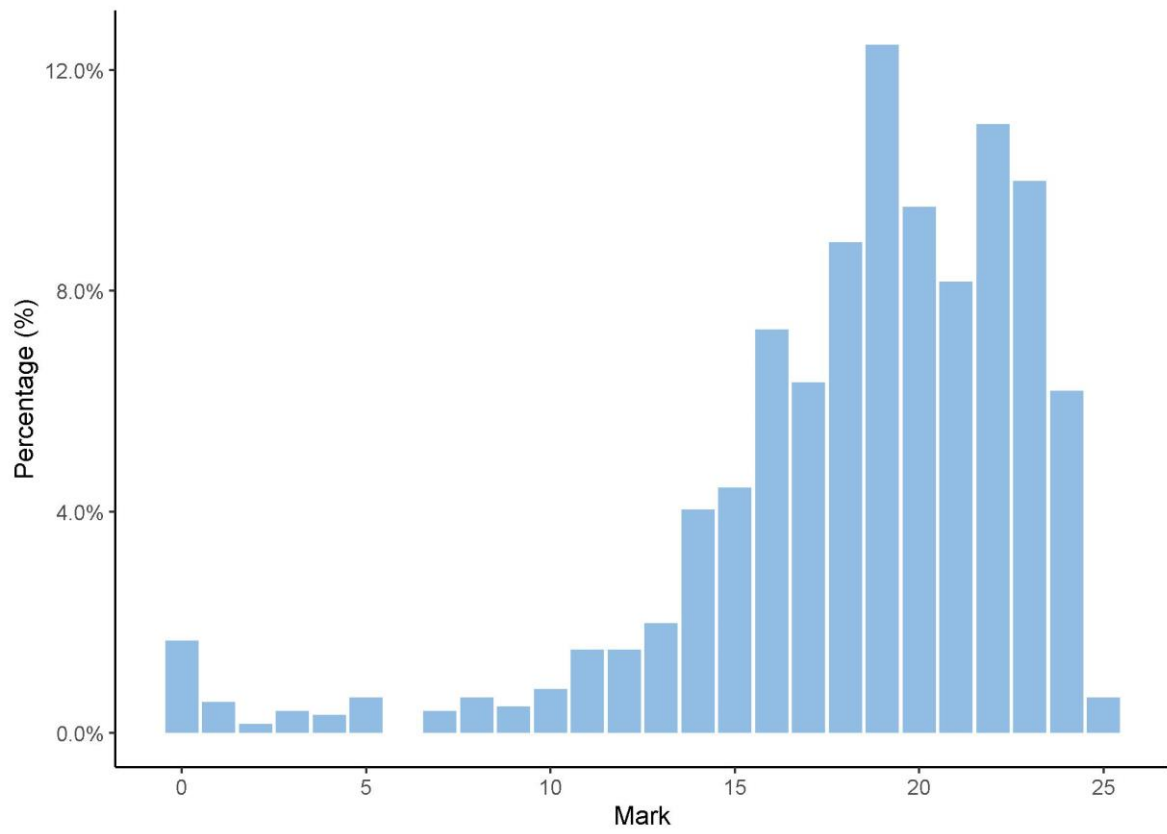
Final subject results

Final marks for IA and EA
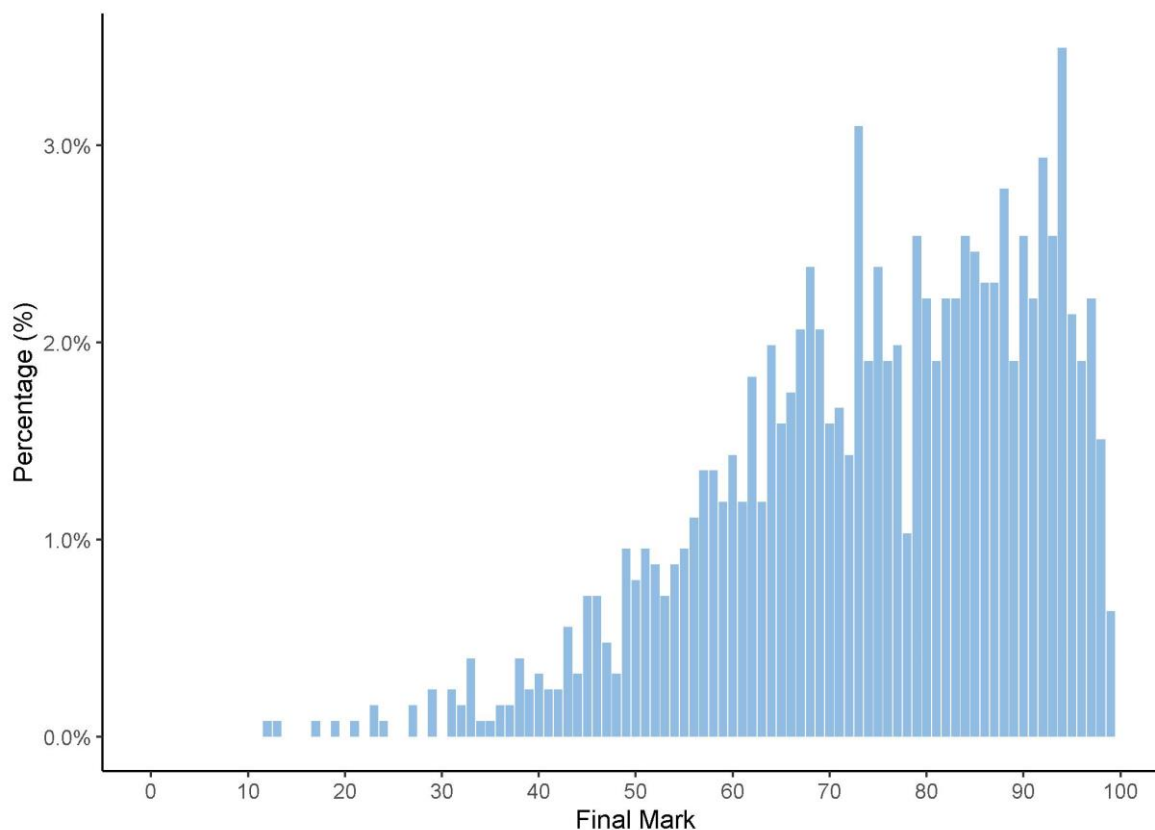
Grade boundaries

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	82–63	62–43	42–16	15–0

Distribution of standards

The number of students who achieved each standard across the state is as follows.

Standard	A	B	C	D	E
Number of students	486	488	235	44	2

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 section 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 the subject matter and the assessment objective/s.

Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	161	161	161
Percentage endorsed in Application 1	43%	38%	23%

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. The QCAA uses provisional criterion marks determined by teachers to identify the samples of student responses that schools are required to submit for confirmation.

Confirmation samples are representative of the school's decisions about the quality of student work in relation to the ISMG and are used to make decisions about the cohort's results. If further information is required about the school's application of the ISMG to finalise a confirmation decision, the QCAA requests additional samples.

Schools may request a review where an individual student's confirmed result is different from the school's provisional mark in one or more criteria and the school considers this result to be an anomaly or exception.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report for each assessment instrument identifies the agreement trends between provisional and confirmed marks by criterion.

Number of samples reviewed and percentage agreement

IA	Number of schools	Number of samples requested	Number of additional samples requested	Percentage agreement with provisional marks
1	159	772	91	56.6%
2	159	761	54	73.58%
3	159	737	77	64.15%

Internal assessment 1 (IA1)

Examination — short response (15%)

Internal assessment 1 (IA1) is a short response examination where students analyse Japanese texts in English. Stimulus includes visual, written and audio/audiovisual stimulus (Syllabus section 4.6.1).

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

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 priority	Number of times priority was identified in decisions*
Alignment	75
Authentication	0
Authenticity	10
Item construction	7
Scope and scale	18

*Each priority might contain up to four assessment practices.

Total number of submissions: 161.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided opportunities for students to demonstrate their understanding of the subject matter for Unit 3 Topic 1

- allowed for unique student responses, using clear instructions and question cues

- included questions that could be answered within the 100-word limit while still providing the required depth to demonstrate the highest mark range of the ISMG

- included three to five (including at least one written, at least one audio/audiovisual and at least one visual) stimulus texts

- included an audiovisual stimulus text that did not contain any subtitles.

Practices to strengthen

It is recommended that assessment instruments:

- provide the opportunity to cover the required assessable objectives and performance-level descriptors of the ISMG, e.g. analysing and evaluating information and ideas to draw conclusions and justify opinions, ideas and perspectives related to the subject matter of Unit 3 Topic 1

- include one question that requires the use of more than one stimulus text

- include written texts and transcripts (including the visual text) that, when combined, are within the 1200–1700-character limit

- use visual stimulus that contains no more than 85 characters in Japanese

- ensure audiovisual stimulus does not include subtitles

- include indicative responses (in English) to help ensure validity.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	30
Language	10
Layout	7
Transparency	17

*Each priority might contain up to four assessment practices.

Total number of submissions: 161.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions using cues that aligned to the syllabus specifications, objectives and ISMG

- avoided bias, inappropriate content, jargon, specialist language and colloquial language, e.g. by using Kanji only from the mandatory list

- used bold, italics and other formatting features only where relevant.

Practices to strengthen

It is recommended that assessment instruments:

- clearly label stimulus items to align with questions

- include stimulus texts that are free of errors and model accurate spelling, grammar, punctuation and other textual features. Images, diagrams and other visual elements need to be legible, clear, relevant and accessible

- include audio stimulus that is clear, audible and recorded at an appropriate pace, using judicious pausing where relevant

- include response space that is reflective of the required length. If a separate response book is to be distributed to students, schools must specify this in task instructions.

Additional advice

- The audiovisual stimulus must not contain any subtitles, words and/or other cues that would lead students to an expected response.

- Schools should apply a school assessment policy when managing responses that exceed 100 words.

- Indicative responses are highly recommended. These should be in full sentences and model expected responses at the highest performance levels. Preparing indicative responses at the time of assessment design can help to ensure questions are clear and allow students to achieve the highest standards within the assessment conditions and specifications.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Japanese texts in English	56.6%	22.64%	0.63%	20.13%

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. analysis and evaluation in Assessment objective 3

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

- there was a shared understanding of the definitions of characteristics in the performance-level descriptor, e.g. what it means to recognise tone and context

- there was a shared understanding of how to correctly apply the ISMG, e.g. the correct mark to award when student work displayed characteristics of three performance-level descriptors

- flexibility was applied when matching student work to evidence where the match was not evident in the indicative responses, e.g. appropriate marks were awarded for a correctly established purpose that did not match the indicative responses but was adequately justified.

Samples of effective practices

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

These student response excerpts have been included:

- to demonstrate the shared understanding of the definitions of characteristics in the performance-level descriptor, e.g. what it means to recognise purpose, audience, context and tone (PACT) in the stimulus texts

- to showcase the application of the relevant cognitive verbs in student responses to draw well-constructed and valid conclusions, e.g. analysis and evaluation in Assessment objective 3.

| **Analysing Japanese texts in English (14–15 marks)**

- thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to relationships and roles in society

- 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 relationships and roles in society | **Excerpt 1**

Stimulus 1 and 2 suggest that ~~gender~~ traditional gender roles are being both broken and maintained in this modern era. Stimulus one heavily endorses traditional roles, as 60.4% of people think that only the husband should work, and 52.8% of people think that Househusbands are a bad image. Stimulus 2 supports this ~~by saying~~ somewhat as one of the ~~female~~ speakers says, "My husband does little housework and I have to look after children even though I want to work." However, Stimulus 2 also breaks this stereotype, ~~saying~~ when the other speaker says, "My husband is a househusband, he is good at cooking, cleaning, etc." *Good!* |

Excerpt 2

In Stimulus 2, ~~it states~~ it says "Apparently, Mayumi's husband is a house husband" which is followed by "What is a house husband?" This shows that the term househusband is relatively unheard of in Japan, and that a lot of males and females still stick to their traditional roles of housewife and businessman, rather than sharing house work equally. This is also supported at the end of stimulus 2 with "Females work is disadvantaged" showing that while females want to do work outside of the house, they are unable to because of their stereotypical role. Therefore, with the new term of househusband being in Japanese society, the traditional stereotypes of housewives and businessmen is being challenged by newer families.

Excerpt 3

In Stimulus 3, it states that in 1950, the average number of people in a household was 5. It also states how it decreases every 10 years by 1. ~~There was~~ The stimulus also states how a reason may be that male and female roles are changing in a relationship. This shows _more women choosing career over fam._ that over generations, family structures have changed as gender roles have changed, and as it has become difficult to buy for _+ rise of women._ a family. The stimulus also states that "Therefore, in Japan, the number of children are decreasing" which could be a implication from this downtrend. As less children are being born, Japan's population may decrease over time, which could be bad for their _society and economy._

* Price of house + living in metro areas.   _+ population._

Analysing Japanese texts in English (12–13 marks)

- perceptive identification of tone, purpose, context and audience to draw a valid interpretation of inferences about meaning, values and attitudes related to relationships and roles in society

Excerpt 1

The audience of stimulus 3 is likely young couples who are looking to start a family. This is evident through the content of the stimulus as well as the purpose. the title states, "the Reality of the roles of men and women in Japanese family makeup." This already suggests that the passage is going to be about families and how they function. The author also says that homes in Japan are expensive, which could be directed at couples looking to buy a house to raise a family. This also indicates the purpose of the text which is to inform the reader on the changing nature of Japanese living. This purpose is clearly given by the diagram in the middle, showing how the popularity of different family structures has changed between 1900 and 2020.

Specific evidence drawing to text?

Excerpt 2

The content of stimulus 2 is a *friendly* conversation between 2 female friends. This context is given through the content of the conversation, and the speakers tone. For example, the speakers greet and complement each other, saying, "Long time no see! How are you? Do you have instagram? *Mayumi's* Your dress is pretty!" all indicating they are good friends. The casual and friendly tone also plays a huge role in indicating the context. Phrases such as, "Indeaa", "neeee", and "sou", as well as the consistent use of casual form verbs clearly indicate that the speakers are friends and are talking in a friendly manner to each other.

Practices to strengthen

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

- when marks are awarded for identification of purpose, audience, context and tone (PACT), responses must be checked carefully to ensure the evidence is from the stimulus and not from general knowledge

- marks are not awarded when a student provides a response with evidence linked to a different question or refers to an incorrect stimulus, e.g. the identification of tone when the question requires the identification of audience

- if student responses include incorrect information from the stimulus, then comprehension cannot be considered as thorough

- adjectives to describe tone need to be more descriptive and replaced by more specific words. 'Informative' or 'formal/informal' are not acceptable as tones. The language should indicate or convey emotion, feeling or attitude to subject matter and/or audience

- quoting whole sentences from the text/s should be avoided, as it does not indicate comprehension of the information and/or ideas. Students should paraphrase and be encouraged to formulate their own unique answers.

Additional advice

- When awarding the top two performance-level descriptors for Assessment objective 2, responses must 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.

- An indicative response does not necessarily reflect the only valid response for a question. Student work should be matched to evidence in the stimulus texts. A relevant mark range should be awarded by matching the student work to the characteristics of the performance-level descriptors, regardless of whether the information was stipulated in the indicative responses.

- Teachers should apply the ISMG to make judgments. The ISMG enables teachers to determine which mark to award when student results are split across three different mark ranges, or what mark range in Assessment objective 2 is given if a student does not identify a particular component of PACT. Please see the Making judgments webinar resource on the QCAA Portal for further assistance and advice.

- It is strongly encouraged that teachers annotate their student work and provide indicative responses to help confirmers support school and teacher judgments.

- Teachers are strongly encouraged to annotate the ISMG fully to support teacher judgments and school provisional marks, e.g. highlighting not only the overall mark, but also the mark range for each descriptor.

Internal assessment 2 (IA2)

Examination — combination response (30%)

Internal assessment 2 (IA2) 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 priority	Number of times priority was identified in decisions*
Alignment	93
Authentication	0
Authenticity	18
Item construction	12
Scope and scale	25

*Each priority might contain up to four assessment practices.

Total number of submissions: 161.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided students with opportunities to demonstrate their understanding of the subject matter

- provided students with opportunities to cover the required assessable objectives and performance-level descriptors of the ISMG

- included stimulus items that were relevant to the task and of a suitable scope and scale.

Practices to strengthen

It is recommended that assessment instruments:

- include instructions that match task specifications, e.g. Session 1 Part 2 extended response requires students to justify their response using ideas and information from all the stimulus texts in Session 1

- include a stimulus text in Session 2 that represents a different perspective to the stimulus texts provided in Session 1. Note, a different perspective does not necessarily mean different subject matter

- provide written texts (including the visual text) and transcripts that adhere to the combined 1200–1700-character limit. Schools should include a transcript to verify the length of the audio stimulus. The audiovisual stimulus must not include subtitles

- provide visual stimulus texts that contain no more than 85 characters in Japanese or 60 words in English

- include stimulus texts and Session 2 questions that differ from the QCAA sample to allow for unique student responses

- include sample questions that are referenced to the new stimulus text in Session 2 and are related to the Unit 3 Topics 2 and 3 subject matter

- include questions that can be answered within the 100-word limit while still providing the required depth to demonstrate the highest mark range of the ISMG. Schools should provide indicative responses (in English) with the endorsement submission.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	28
Language	4
Layout	8
Transparency	37

*Each priority might contain up to four assessment practices.

Total number of submissions: 161.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used bold, italics and other formatting features only where relevant

- provided response space that reflected the required length of the response. Schools can include response lines directly below questions or include clear instructions about the use of a separate response booklet.

Practices to strengthen

It is recommended that assessment instruments:

- provide clear instructions to answer Part 1 questions in English and Part 2 in Japanese

- model correct English grammar in questions to ensure requirements are clear to students

- include audio texts recorded at an appropriate pace and without unnecessary background noise

- include stimulus texts that are free from errors in target language and punctuation.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Japanese texts in English	89.94%	8.81%	0%	1.26%
2	Creating Japanese texts with Japanese stimulus	84.91%	7.55%	2.52%	5.03%
3	Exchanging information and ideas in Japanese	79.25%	11.32%	2.52%	6.92%

Effective practices

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

- the school assessment policy was implemented consistently to manage response length issues

- teachers made annotations in student responses (in the short response and extended response sections) and the ISMG when matching evidence to the characteristics in the ISMG

- teachers placed a time stamp on the student-centred conversation in Session 2 when it exceeded 7 minutes, e.g. 'judgment is based on 2:05–8:30 minutes'

- in Session 2, the questions guided by the teacher prompted students to respond to stimulus items from both Session 1 and Session 2

- the teacher's questioning technique allowed students the opportunity to demonstrate their understanding of Session 2

- teachers were flexible in asking each student open-ended questions in random order, which encouraged students to generate and maintain conversation

- students were able to respond to tone-related questions accurately. Students successfully identified a tone as the feelings and emotions writers used in the stimulus texts.

Samples of effective practices

The following is an excerpt from a response that illustrates the characteristics for the criteria at the performance level indicated. The excerpt may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

This student response excerpt has been included:

- as the teacher judgment matched the characteristics of the ISMG appropriately

- as the school assessment policy was implemented when managing response length concerns.

Teacher annotation in the ISMGs when making judgment	Excerpt 1
• implementation of school assessment policy when managing response length concerns	The context of Stimulus I is "Rika's reflection on how she found Decora after working at a shop in Harajuku, and how it came to change her life. The context, a reflection, may be uploaded on her youtube channel as a video. Wishing to be able to express herself in the future as she graduates next year, and when she must find a job, may be difficult. As employers may not hire her due to her bright hair and flashy looks, she is determined to find a job where she will be accepted. As such, she wishes to convey the importance of doing what you want. Feeling cute Wearing cute clothes, finding people with the same hobbies, being able to and making friends express yourself are very important things to Rika. There are many people who don't like decora fashion and hair charm colour, but still she thinks it is absolutely important to follow your wishes. It's life changing, and has made her a much happier person. *School policy re word length has been applied.

Excerpt 1 (continued)

Criterion: Exchanging information and ideas in Japanese

Assessment objectives

1. comprehend Japanese to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas

4. apply knowledge of Japanese language elements , structures and textual conventions to convey meaning appropriate to context , purpose, audience and cultural conventions related to socialising and societal issues and/or ideas

5. structure , sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

6. use strategies to maintain communication and exchange meaning in Japanese to discuss socialising and societal issues and/or ideas with peers and Japanese-speaking community members.

In exchanging information and ideas in Japanese, the student work has the following characteristics:	Marks
• 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
• 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
• 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
• 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
• comprehension of some information in stimulus texts related to socialising and societal issues and/or ideas • use of language features with frequent errors that impede meaning but some information can be understood • is hesitant, relying heavily on prompts and cues to communicate related to socialising and societal issues and/or ideas.	3–4
• 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
• does not satisfy any of the descriptors above.	0

Analysing Japanese texts in English

• perceptive identification of purpose, context and/or audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to socialising and societal issues and/or ideas

Excerpt 2

Excerpt 3

I believe the likely audience for stimulus I would be younger adults around 20 to 30 years old. This is because opinions from other 20 and 30 yearolds are stated such as "Even though we are connecting through SNS, I feel distanced" expressing their personal experience with technology. This shows that 20 and 30 yearolds are likely to read it, as they are wanting to relate to people with similar technology experiences. I also believe the purpose of stimulus 1 is to inform readers about the negatives of using technology in terms of connecting. This is shown through "Because you are not having a face to face conversation, it becomes really lonely" which indicates how technology is negatively impacting our connections with people. This is also written with emphasis "is "is" showing that the writer wants the readers to know this, indicating the texts purpose.

Good response!

Excerpt 4

I believe the likely tone of stimulus 2 is friendly and casual. This is because a lot of questions are asked such as "why dou otaku can't in Akihabara?" suggesting they are friends attempting to learn more about subcultures. The tone is also casual, as the register appears casual as seen in "Oman" and "deshira" which suggests that there is little formality in the endings of their sentences. This leads into the context which could be two friends meeting or catching up. This is based through their casual and friendly tone towards each other, as well as in the end with "thank you very much. I was able to study" This indicates a very friendly meeting which supports the context of friends and the tone of being friendly.

Creating Japanese texts with Japanese stimulus

- discerning application of conventions and use of language elements to write a comprehensive response to stimulus texts and the task
- proficient and complex Japanese 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

Excerpt 5

今、テクノロジーはとても便利で、私はテクノロジーを沢山使います。テキストーによると、音楽を聞く事が出来るし、SNSを使う事が出来るので、スマートフォンはとても便利です。私はテキストーと同じです。私は色々SNSを使っています。例えば、インスタグラムに写真をとうこうしたりディスコードにチャットをしたりします。インスタグラムとディスコードはとても早くて便利なので、沢山使います。でも、SNSで問題もあると思います。SNSに友達と色々人達とつながる事が出来のに、これは本当のつながりじゃないです。テキストーによると、面と向かって人と会わなくなるので、孤独になるんです。私はテキストーが同じです。私はSNSで本当つながつていないじゃないと思います。私達はディスコードにチャットをしたり、インスタグラムに写真をとうこうしたり時、きょりと孤独になります。そして、心のけんこうのために、とても悪いかもしれません。だから、私達は本当つながらしなければなりません。本当のつながり

These student response excerpts have been included:

- as the student response used strategies to generate and maintain communication to provide a personal response

- as the student response demonstrated information and ideas from more than two stimulus texts from Session 1 and Session 2

- as the teacher provided a time stamp to conform to the syllabus conditions of a 3–7-minute conversation when managing a response length issue.

Exchanging information and ideas in Japanese • use of strategies to generate and maintain communication to provide a personal response related to socialising and societal issues and/or ideas	**Excerpt 1**

Teacher:	○○さんは、オンライングループのメンバーですか？ *Are you a member of an online group?*
Student:	はい、えーと、仕事のために、ポケットグループに参加するです（します）。 *Yes, I participate on Pocket Group for work.*
Teacher:	ん？ポケットグループは仕事のアプリ？ *Hmm? Is Pocket Group a work app?*
Student:	はい、えーと、仕事のアプリは、えーと、ロスターを見たり・・・ *Yes, well, a work app where you can like see rosters and …*
Teacher:	あぁ～。 *Oooh.*
Student:	えーと、ボスと連絡する事が出来ます。 *And like contact the boss.*
Teacher:	あ～、そうですか。 *Right, I see.*

Excerpt 1 content (audio, 44 sec)

https://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_japanese_19_ia2_sr_e1.mp3

Excerpt 2

Teacher:	人はテクノロジーで、本当につながる事が出来ると思いますか？ *Are people really able to connect via technology?*
Student:	えーと、SNSに（で）本当のつながりをする事が出来ません。えーと、本当のつながりは、人達と面と向かってします。えーと、テキスト三に、友達を話すについて写真です（があります）。 *People are unable to truly connect by SNS. Uhm, true connections are by facing people in person (face to face). In Text 3, there are photos of (about) talking to friends.*

Excerpt 2 content (audio, 43 sec)

https://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_japanese_19_ia2_sr_e2.mp3

Excerpt 3
Time stamp: 1:03-2:26min

Teacher:	○○さんは、インスタグラムで写真を投稿しますか？ *Do you upload photos to Instagram?*
Student:	はい、はい、はい！あの〜、私は写真が大好きです。あの〜、ホリデーズはファミリーベイケイションやスポーツイベントを投稿するべきです。 *Yes I do! I love photos, so I ought to upload (photos of) holidays, family vacations and sport events.*
Teacher:	そうですか。え、じゃあ、どんなスポーツのイベントの写真を投稿しますか？ *I see. So, what type of sporting events do you upload photos of?*
Student:	はい、はい、はい！あの〜、ブリスベンンライオンズを見ます。あの〜、私はギャバへ、あの〜、行かなければなりません！ *Yes, well, I watch the Brisbane Lions so I must go to the Gabba.*
Teacher:	そうね。 *Right.*
Student:	だから私はスナップチャットやインスタグラムで、あの〜、写真を投稿します。 *Therefore, I upload photos to Snap Chat and Instagram.*
Teacher:	そうね。私もブリスベンライオンズが大好き！ *That's great. I love the Lions too.*

Excerpt 3 content (audio, 1 min 22 sec)

https://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_japanese_19_ia2_sr_e3.mp3

Practices to strengthen

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

- context must be descriptive and identified clearly, including justification in the response, such as a description of an environment in which an event occurs/context of the situation and its specific features

- adjectives to describe tone are appropriately descriptive and specific words, e.g. 'informative' or 'formal/informal' are not acceptable as a description of tone. The language should indicate or convey emotion, feeling or attitude to subject matter and/or audience

- for Session 1, Part 2

  - teachers develop students' abilities to manipulate the spoken language spontaneously, rather than prepare rehearsed responses

  - adequate referencing of the stimulus texts is a requirement to meet the assessment criteria and match the highest performance-level descriptors

– synthesis of ideas needs to demonstrate efficient justification of arguments, as it affects the flow and the body of the text. The response needs to be cohesive, with a logical transition from one point to another, and be supported by personal opinion/s and/or perspective/s

– for a response to be considered discerning, language elements should display complexity and a wide variety of grammatical and lexical features that reflect a final year of language study

– students should be taught to paraphrase rather than to give direct quotes when creating responses in Japanese for either written or spoken tasks (IA2, Session 1 Part 1 and Part 2). Long direct quotations only show an adequate selection of details from the texts (mark range 5–6)

- for Session 2

– responses are a two-way conversation. The third characteristic cannot be marked in the highest band if only the teacher asks the questions, as this would not meet the 'generating and maintaining conversation' requirement

– hesitant responses requiring prompting with not enough reference to the stimulus text/s cannot be described as spontaneous

– students must be given opportunities to demonstrate their knowledge and understanding of the criterion or criteria and provide an authentic/sufficient response by being asked open-ended questions

– questions that are being reworded or repeated match the descriptor 8 on ISMG, as the student struggles to maintain a conversation

– the responses should be unrehearsed and should not overlap with the written response from Session 1. Rehearsed or verbatim responses are not considered to be a conversation and should be assessed as low in terms of 'provision of an adequate response'.

Additional advice

- Schools are reminded to ensure they implement a strategy that aligns with the school assessment policy when a student response exceeds the syllabus specifications as outlined in the syllabus, e.g. exceeding 100 words in Session 1 Part 1, 400 characters in Session 1 Part 2, 3–7 minutes in Session 2.

- Teachers are advised to upload the indicative response for the short response in English to their endorsed assessment instrument to assist the confirmation review.

- Teachers are reminded that questions used in Session 2 should be unseen to students to ensure students are being assessed on the spontaneity of the student-centred conversation. Students should not have access to the questions on paper, or questions prior to the administration of the assessment to meet syllabus specifications.

- Teachers should ensure the quality of the student-centred conversation in Session 2 is clear and audible by placing their recording device close to the student, with the microphone facing the student. If teachers are using their laptop to record the conversation, the laptop should be placed facing the student to allow for a clear recording. (Having the laptop positioned with the screen facing the teacher will clearly record the teacher's voice but not the student's voice.)

- Teachers should refer to Module 3 provided by the QCAA to ensure they have developed a clear understanding of how to apply the ISMG to derive to the overall result, e.g. if a student has three performance-level descriptors highlighted across three separate mark ranges, the lower of the middle mark range must become the overall grade.

- When matching characteristics of student work to the ISMG, to demonstrate discerning analysis and evaluation in Session 1 Part 1, the student response should not exceed the word limit specified in the syllabus.

- When matching characteristics of student work to the ISMG, to demonstrate perceptive identification of PACT in Session 1 Part 1, the student response should go beyond simply stating what the element (e.g. tone) is. To demonstrate perceptive identification, the student response should also include relevant justification.

- When matching characteristics of student work to the ISMG, to demonstrate thorough comprehension in Session 1 Part 1, teachers should match the evidence by examining the student response as a whole, rather than looking at specific questions, as comprehension of the stimulus items is embedded throughout all questions.

Internal assessment 3 (IA3)

Extended response (30%)

Internal assessment 3 (IA3) 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 includes visual, written and audio/audiovisual stimulus. 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 priority	Number of times priority was identified in decisions*
Alignment	137
Authentication	16
Authenticity	10
Item construction	17
Scope and scale	6

*Each priority might contain up to four assessment practices.

Total number of submissions: 159.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included stimulus texts that provide students with the opportunity to demonstrate their understanding of the subject matter

- employed strategies that reflected QCAA guidelines for assuring student authorship.

Practices to strengthen

It is recommended that assessment instruments:

- include one seen stimulus text from the authentic text types listed in the syllabus specifications. The seen stimulus should provide rich exposure to Unit 4 subject matter with opportunities for in-depth and explicit teaching of content and skills. Schools must not modify the excerpt of the text shown to students. Scaffolding can be delivered to students in the teaching and learning of the seen stimulus

- include two unseen stimulus texts (one written, and the other audio, audiovisual or a series of visual texts) that align with the assessment specifications and have a combined character count of 1000–1500 characters. A series of visual texts is more than one standalone visual text, with each visual stimulus containing up to 85 Japanese characters

- differ from the QCAA sample to allow for unique student responses, e.g. Part 2 questions must be distinct from the QCAA sample

- provide checkpoints that align with the syllabus specifications — 2–3 weeks of working time (in class and at home)

- include open-ended questions for Session 2 that centre around the student's multimodal presentation, information and ideas related to Unit 4 subject matter that allow students to communicate and exchange information.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	25
Language	1
Layout	5
Transparency	20

*Each priority might contain up to four assessment practices.

Total number of submissions: 159.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- avoided inappropriate content, unnecessary jargon, specialist language and colloquial language, e.g. in unseen stimuluses, using only Kanji included in the mandatory list

- included images, diagrams and other visual elements that were legible, clear, relevant and accessible

- used bold, italics and other formatting features only where relevant.

Practices to strengthen

It is recommended that assessment instruments:

- provide instructions using cues that align to the specifications, objectives and ISMG, e.g. schools must provide a task question for Part 1 to allow students to access the stimulus and respond appropriately. The task question needs to include appropriate scaffolding that prompts students to identify tone, purpose, audience and context, and to analyse and evaluate the stimulus. This allows students to respond to the range of cognitions required and achieve the highest performance-level descriptors of the ISMG

- include audio stimulus that is clear, uses judicious pausing, and in the case of a conversation, uses two distinguishable speakers

- not include URLs in stimulus texts. This could provide an English translation of some content

- model correct spelling, grammar and punctuation in stimulus texts.

Additional advice

- The audio or audiovisual stimulus cannot include subtitles, words or cues that would compromise students' ability to listen to and engage with the stimulus as per syllabus requirements.

- Teachers should provide clear scaffolding of the task, e.g. context statements and instructions need to ensure students understand what is expected from them in Part 1 and Part 2 to demonstrate the full range of performance-level descriptors of the ISMG.

- Teachers should provide open-ended questions for Session 2 that centre around information and ideas related to Unit 4 subject matter, which allow students to communicate their ideas and exchange information, including personal opinions.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Japanese texts in Japanese	77.36%	12.58%	4.4%	5.66%
2	Exchanging information and ideas in Japanese	69.81%	13.21%	6.92%	10.06%

Effective practices

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

- multimodal presentations for Part 1 were uploaded in the appropriate format as recommended in the Confirmation submission information sheet for electronic files, e.g. pptx with embedded files, MP4, MOV or AVI

- schools implemented their assessment policy to manage response length issues consistently in the cohort. Additionally, the teacher's annotations identified the sections teacher judgment was based on

- in Part 2, the student-centred conversation was spontaneous and related to the student's multimodal presentation

- the teacher's judgment was made accurately when matching characteristics in the ISMG to the student response

- schools demonstrated an effective understanding of the task requirements for the multimodal (Part 1), which included comprehending the stimulus texts by identifying purpose, audience, context and tone (PACT), and analysing and evaluating the stimulus texts

- Part 1 responses showed clear and explicit analysis and evaluation of the stimulus with the student's clear personal justification and conclusions

- the presentation included both a formal and personal conclusion

- in Part 2, students were given the opportunity to sustain unprepared/spontaneous communication and exchange meaning in Japanese

- schools applied the school assessment policy regarding length specified by the syllabus.

Samples of effective practices

The following is an excerpt from a response that illustrates the characteristics for the criterion at the performance level indicated. The excerpt may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.
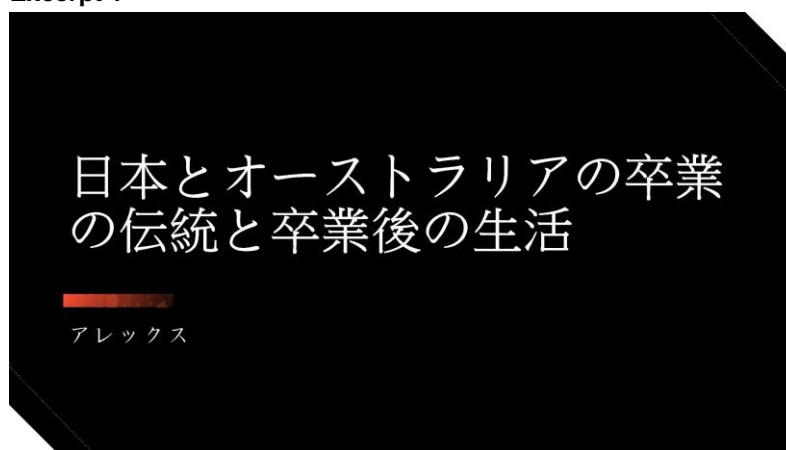
This student response excerpt has been included:

- to demonstrate the fine-grained understanding of stimulus texts and how a personal and interesting conclusion from the analysis can be reached

- to demonstrate accurate teacher judgment and annotation when awarding the match to characteristics in the ISMG for analysing Japanese texts in Japanese for the Analysing Japanese texts in Japanese criterion

- to illustrate how a student can engage in a conversation with the teacher and provide a structured, personal and reasoned perspective on the question.

Analysing Japanese texts in Japanese	Excerpt 1
• comprehensive understanding of information, ideas and/or opinions in all the stimulus texts related to finishing secondary school, future plans and responsibilities • perceptive identification of tone, purpose, context and audience to draw valid and justifiable interpretation of inferences about meaning, values and attitudes in proficient and complex Japanese related to finishing secondary school, future plans and responsibilities • discerning analysis and evaluation of relevant information and ideas in the stimulus texts to draw	日本とオーストラリアの卒業の伝統と卒業後の生活 アレックス Excerpt 1 content (video, 3 min 26 sec) https://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_japanese_19_ia3_sr_e1.mp4

well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities	**序論** • 卒業の伝統と卒業後の生活について話します。 • 日本とオーストラリアは独特なお祝いがあります。 • オーストラリアと日本の卒業の伝統は素晴らしくてとてもすごいと思います。 • まず、テキスト一のコンテキストを見てみましょう。 Redacted for copyright Redacted for copyright　Redacted for copyright　Redacted for copyright
	テキスト一（コンテキスト） • 十二年生の学生のために、雑誌で読む事が出来ます • 香織先輩は「思っていた勉強内容と違う」と言います • 愛菜先輩は「やりたかったことを学べている」と言います • 雑誌は沢山イメージとまんがで知られています • 将来仕事の機会を広がるために、色々大学について、考えるべきだと思います • 私は何しんろをしたいを決めいましたので、私と香織先輩はちがいます Redacted for copyright
	テキスト一（目的） Redacted for copyright • 十二年生の学生に大学と学校後の生活についてを教えるために書いてあります • 後輩学生は「パンフレット見なきやわからなかったことがいっぱいだね！」と言います • マイナビというのはアプリな色々大学について沢山情報と思います • 夢の大学へ行けるために、十二年生の学生は色々資料を使うべきです • 卒業した後、日本語の先生になりたいので、私はサンシャインコーストの大学へ行って、日本語教育の勉強をする事にします • 私は後輩学生と似ています

テキストニ（トーン）

- トーンはフレンドリーとフォーマルだと思います
- カイリーさんは「まゆみさんへ、こんにちは。お元気ですか？」と「まゆみさんの近況を知らせてください！」を書きました
- カイリーさんとまゆみさんは十二年生と高校三年生の間チャレンジについてを話したです
- カイリーさんは「オーストラリアは大学受験がありませんが、エクスターナルの試験があるので、ドキドキします」を書きました
- 沢山「ます」と「です」があるので、フォーマルのレジスターを書きました

Redacted
for
copyright

皆さん、こんにちは

今日、日本とオーストラリアの卒業の伝統や習慣について話します。そして、卒業後の生活について話す予定です。 *Good intro*

日本とオーストラリアは独特なお祝いがあります。オーストラリアと日本の卒業の伝統は素晴らしくてとてもすごいと思います。

まず、テキスト一の コンテキスト を見てみましょう。

テキスト一
context
テキスト一は十二年生の学生のために、雑誌で読む事が出来と思います。

例えば、テキスト一で大学生活についてイメージと文章を見る事が出来ます。

そして、テキスト一によると、香織先輩は「思っていた勉強内容と違う」と言いますが、愛菜先輩は「やりたかったことを学べている」と言います。

卒業後の生活について沢山情報があります。そして、雑誌は沢山イメージとまんがで知られています。だから、テキスト一のコンテキストは十二年生の学生のために、大学の生活についての雑誌だと思います。そして、将来仕事の機会を広がるために、色々大学について、考えるべきだと思います。卒業する前に私何しんろをしたいを決めいましたので、私と香織先輩はちがいます。

Purpose
なお、テキスト一は十二年生の学生に大学と学校後の生活についてを教えるために書いてあります。例えば、テキスト一の中で後輩学生はマイナビというアプリを使っています。そして、後輩学生は「パンフレット見なきやわからなかつたことがいっぱいだね！」と言います。

マイナビというのはアプリな色々大学について沢山情報と思います。

テキスト一によると、夢の大学へ行けるために、十二年生の学生は色々資料を使うべきです。

Purpose

だから、テキスト一どの大学へ行けるを決め方について十二年生の学生を教えるために書いてあります。

卒業した後、日本語の先生になりたいので、私はサンシャインコーストの大学へ行って、日本語教育の勉強をする事にします。だから、テキスト一で私は後輩学生と似ています。

次に、テキストニを見ましょう。

Tone

テキストニのトーンはフレンドリーとフォーマルだと思います。

例えば、カイリーさんは「まゆみさんへ、こんにちは。お元気ですか？」と「まゆみさんの近況を知らせてください！」を書きました。

そして、テキストニでカイリーさんとまゆみさんは十二年生と高校三年生の間チャレンジについてを話したです。

例えば、カイリーさんは「オーストラリアは大学受験がありませんが、エクスターナルの試験があるので、ドキドキします」を書きました。

そして、まゆみさんは「もし大学受験を落ちたら、来年、予備校で勉強をしてもう一度受験する暮らしをしたいです。」を書きました。

なお、テキストニで沢山「ます」と「です」があるので、フォーマルのレジスターを書きました。だから、テキストニのトーンはフレンドリーとフォーマルです。

私見（テキストニ）

- 卒業した後、一人暮らしをする予定です
- 私は沢山お金がありませんが
- 私とカイリーさんさんは似ています
- 卒業するために、私はエクスターナルの試験をしなければなりません
- 私とカイリーさんは同じチャレンジを向かわなければならないです
- いい試験のけっかを得るために、沢山ストレスをためないようにして、十二年生の間プラスなしやをもつ事にします

卒業した後、一人暮らしをする予定です。でも、私は沢山お金がありませんがので、アルバイトをしなければなりません。だから、私とカイリーさんは似ています。

そして、卒業するために、私は十二年生なので、エクスターナルの試験をしなければなりません。だから、私とカイリーさんは同じチャレンジを向かわなければならないです。

沢山チャレンジと責任があるのに、いい試験のけっかを得るために、沢山ストレスをためないようにして、十二年生の間プラスなしやをもつ事にします。

最後に、テキスト三について、私を話します。

Audience

テキスト三はオーストラリアの十二年生学生と日本の高校三年生向けの作品です。

たとえば、日本の卒業式とオーストラリアのフォーマについてイメージがあります。

そして、ギャップイヤーをしたり、引っ越しをしたり、就職活動をしたりしている事を見る事が出来ます。

だから、テキスト三は十二年生の学生と高校三年生向けの作品です。

テキスト三でオーストラリアのフォーマルは楽しくて面白いそうなので、オーストラリアのフォーマルは日本の卒業式よりいいと思います。

卒業した後、私を自立したいので、大学へ行ける予定です。そして、一人暮らしのために、安い場所を探す始めます。

結論として

テキスト一とニと三についてコンテキストと目的とオーディアンスとトーンを見る
事が出来ます。

テキスト一と三は卒業後の生活についてを書きました、でもテキストニは十二年生
の悩みについてです。

テキスト一は十二年生の学生のために雑誌で読む事が出来ると思います。

そして、テキスト一は大学と学校後の生活について十二年生の学生を教えるために
書いてあります。

テキストニのトーンはフレンドリーとフォーマルだと思います。

なお、テキスト三はオーストラリアの十二年生学生と日本の高校三年生向けの作品
です。

自立する事が出来るので、日本の卒業後の生活よりオーストラリアの卒業後の生活
の方がいいです。

十二年生の間、私は沢山勉強して、沢山思い出を使うようにします。

ご清聴ありがとうございました。

* Effective analysis + evaluation throughout
* Thorough comprehension of stimulus reflect
  in analysis + evaluation
* Range of language + overall accuracy ✓✓

In exchanging information and ideas in Japanese, the student work has the following characteristics:	Marks
• <u>discerning</u> application of <u>conventions</u> and use of <u>language features</u> in a spoken conversation in Japanese to <u>exchange</u> information and ideas about their presentation <u>related</u> to finishing secondary school, future plans and responsibilities • <u>structured</u>, sequenced and synthesised use of strategies to <u>generate</u> and maintain the conversation in a <u>discerning</u> manner • provision of a <u>perceptive</u> and <u>justified</u> <u>personal response</u> using <u>relevant</u> information related to finishing secondary school, future plans and responsibilities	14–15
• <u>effective</u> and <u>proficient</u> application of <u>conventions</u> and use of <u>language features</u> in a spoken conversation in Japanese to <u>exchange</u> information and ideas about their presentation <u>related</u> to finishing secondary school, future plans and responsibilities • <u>structured</u>, sequenced and synthesised use of strategies to <u>generate</u> and maintain the conversation in an effective manner • provision of an effective <u>personal response</u> using <u>relevant</u> information related to finishing secondary school, future plans and responsibilities.	12–13
• <u>proficient</u> application of <u>conventions</u> and use of <u>language features</u> in a spoken conversation in Japanese to <u>exchange</u> information and ideas about their presentation <u>related</u> to finishing secondary school, future plans and responsibilities • <u>structured</u>, sequenced and synthesised use of strategies to <u>generate</u> and maintain the conversation in a <u>purposeful</u> manner • provision of a <u>clear</u> <u>personal response</u> related to finishing secondary school, future plans and responsibilities.	10–11
• use of <u>suitable</u> <u>language features</u> with errors that do not impede meaning in a spoken conversation in Japanese to <u>exchange</u> information and ideas <u>related</u> to finishing secondary school, future plans and responsibilities • can maintain communication in a <u>structured</u> and sequenced manner • provision of an <u>appropriate</u> <u>personal response</u> related to finishing secondary school, future plans and responsibilities.	8–9
• use of Japanese <u>language features</u> with some errors that impede meaning at times <u>related</u> to finishing secondary school, future plans and responsibilities • occasional need for prompting to maintain communication in a <u>structured</u> manner • provision of an <u>adequate</u> response related to finishing secondary school, future plans and responsibilities.	6–7
• use of Japanese language with errors that impede meaning but can be understood <u>related</u> to finishing secondary school, future plans and responsibilities • <u>frequent</u> need for prompting to maintain communication • <u>fragmented</u> response to finishing school, future plans and responsibilities.	4–5
• use of Japanese language with <u>frequent</u> errors but some information can be understood <u>related</u> to finishing secondary school, future plans and responsibilities • is hesitant, relying heavily on prompts and cues to <u>communicate</u> • <u>disjointed</u> response to finishing school, future plans and responsibilities.	2–3
• <u>isolated</u> use of Japanese phrases or words <u>related</u> to finishing secondary school, future plans and responsibilities.	1
• does not satisfy any of the descriptors above.	0

These student response excerpts have been included:

- to demonstrate the use of complex language elements in a student-centred conversation related to the multimodal presentation

- to demonstrate the spontaneity of a student-centred conversation

- to show the consistent implementation of the school assessment policy to manage response length issues in the cohort.

| **Exchanging information and ideas in Japanese**
• discerning application of conventions and use of language features in a spoken conversation in Japanese to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities | **Excerpt 1**

Teacher ○○さんはギャップアップをとりたいですか？
Do you want to take a gap year?

Student いいえ、えーと、卒業した後、えーと、大学へ行く予定です。
No, uhm, after I graduate, I plan to go to uni.

Teacher はい。大学で何を勉強したいですか？
Right. What do you want to study at uni?

Student えーと、私は日本語の先生になりたいので、えーと、日本語の進路を勉強したいです。
Uhm, because I want to become a Japanese teacher, u want to study (the course of) Japanese

Teacher あ〜、そですか。
I see.

Excerpt 1 content (audio, 44 sec)
https://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_japanese_19_ia3_sr_e1.mp3 |

Excerpt 2

Teacher	○○さん十二年生は忙しいですか？
	Is Year Twelve busy for you?
Student	はい！はい！、あの〜、十二年生の生活はとても忙しいと思います。例えば、私は十二年生なので、卒業する前に、あの〜、私はエクスターナルの試験や、アサイメントや、あの〜、進学を見ているので、私はストレスが溜まってしまいます。
	Yes, well, I think life as a Year 12 student is very busy. For example, because I'm in Year 12, I can't help but get stressed because I'm looking at external exams, assignments and my tertiary pathway.
Teacher	そうですか、大変ですね。
	I see. That's no fun is it.

Excerpt 2 content (audio, 1 min 03 sec)
https://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_japanese_19_ia3_sr_e2.mp3

Practices to strengthen

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

- in Part 1, teachers provide instructions to students about the use of the three stimulus texts to respond to the task. Additional information from students' independent research or knowledge will be required, and should be used to develop a personal response, but this task assesses students' ability to analyse Japanese texts in Japanese — it is not a multimodal presentation on any topic. All characteristics of the ISMG are based on the comprehension, analysis and evaluation of the three stimulus. If students do not do this, they will not be able to achieve at the highest levels of the performance-level descriptors

- in Part 1, teachers consider that the second characteristic of the Analysing Japanese texts in Japanese criterion includes both identification of purpose, audience, context and tone and the use of proficient and complex Japanese, which includes pronunciation.

Additional advice

- In the instance the student response length exceeds syllabus specifications (8 minutes in Part 1 and 7 minutes in Part 2), the school should apply a strategy that aligns with their school assessment policy to complete the marking, rather than speeding up the recording to meet time requirements.

- Across the multimodal presentation, the student must address PACT to meet Assessment objective 2.

- Teachers are encouraged to check the student submission to ensure the multimodal presentation includes working audio. The ISMG should include a short note, if the audio file has deliberately not been included for a particular LUI, to support confirmers in the Confirmation event.

- Part 2 is a student-centred spontaneous conversation. Students should not have access to the questions during or prior to the assessment. To align with syllabus specifications, teachers are encouraged to not over-scaffold in preparing students for this component of the assessment.

- Teachers should refer to the Making Judgments webinar in the Resources tab for Units 3 and 4 to ensure they have developed a clear understanding of how to apply the ISMG to derive the overall result, e.g. if a student has three performance-level descriptors highlighted across three separate mark ranges, the lower of the middle mark must become the overall grade.

- Teachers should ensure the quality of the student-centred conversation in Part 2 is clear and audible by placing their recording device close to the student, with the microphone facing the student. If teachers are using their laptop to record the conversation, the laptop should be placed facing the student to allow for a clear recording. (Having the laptop positioned with the screen facing the teacher will clearly record the teacher's voice but not the student's.)

- Teachers are encouraged to highlight relevant characteristics of each performance-level descriptor (rather than just highlighting the overall number) so confirmers are able to better support the school's judgment.

External assessment

External assessment (EA) is developed and marked by the QCAA. The external assessment for a subject is common to all schools and administered under the same conditions, at the same time, on the same day.

Examination (25%)

Assessment design

The assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the syllabus. The examination consisted of one paper:

- Paper 1, Section 1 consisted of short response questions (17 marks)
- Paper 1, Section 2 consisted of short response questions (17 marks)
- Paper 1, Section 3 consisted of an extended response task (21 marks).

The examination assessed subject matter from Unit 4. Questions were derived from the context of Topic 1: Finishing secondary school, plans and reflections and Topic 2: Responsibilities and moving on.

The assessment required students to analyse stimulus texts in both English and Japanese, and to create a written extended response in Japanese.

The stimulus texts included an audio text in Japanese for the Section 1 short response in Japanese with two associated questions, and two written texts in Japanese for the Section 2 short response in English with four associated questions.

The AS assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the AS. The AS examination consisted of one paper:

- Paper 1, Section 1 consisted of short response questions (18 marks)
- Paper 1, Section 2 consisted of short response questions (17 marks)
- Paper 1, Section 3 consisted of an extended response task (21 marks).

The AS examination assessed subject matter from AS unit 2. Questions were derived from the context of Roles and relationships, Socialising and connecting with my peers and Groups in society.

The AS assessment required students to analyse stimulus texts and to create a written extended response.

The AS stimulus texts included two audio texts in Japanese for the Section 1, short response in English with associated four questions, and one written stimulus text in Japanese for the Section 2 short response in Japanese with two associated questions.

Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG). The external assessment papers and the EAMG are published in the year after they are administered.

Effective practices

Overall, students responded well to:

- illustrate clear conclusions and supporting evidence from the stimulus items to justify their responses

- flexibly use familiar language to respond creatively to questions in a way that ensured the intended meaning could be inferred

- provide complete and thorough responses that clearly addressed all aspects of the question and included the required number of examples.

The following excerpts have been selected to illustrate effective student responses in one or more of the syllabus assessment objectives. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Samples of effective practices

Short response

Paper 1

Section 1

Criterion: Analysing Japanese texts in Japanese

This section required students to:

- respond in Japanese to two questions referring to an audio stimulus

- comprehend Japanese to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities

- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities.

Effective student responses:

- addressed all aspects of the question

- were justified with examples, as required by the question

  - demonstrated the student's ability to write succinctly

  - flexibly used familiar language to respond creatively to questions in a way that ensured the intended meaning could be inferred

  - effectively used katakana words to substitute words they were unable to recall/know in Japanese, e.g. hard worker

  - were clearly structured and met task criteria.

These student response excerpts have been included:

- to showcase complete and thorough short responses in Japanese, which clearly address all aspects of the question and are justified with examples as required.

Analysing Japanese texts in Japanese (17 marks)	
- identification of challenges faced by the speaker - identification of three personality traits and justification of the response with provision of three examples that helped the speaker to overcome obstacles - demonstration of language ability to write succinctly	**Excerpt 1** テキスト１のスピーカーは 2018 に ~~来~~ オーストラリアーに来た。日本人だから、~~あまり~~ 英語をあまり話せなかった。そして、英語を英語で話せないなら、友達を作られないはずだ。スピーカーはとてもきんちょうしていた。それに、英語はあまり手上じゃなかったから、~~オ~~ オーストラリアーで ~~色~~ 勉強することがしんぱいだった。だから、三つのチャーレンジは友達を作ることと学校の勉強と ~~英語~~ 英語を話すことだ。 **Excerpt 2** スピーカーはとてもらっかんてきの人だと思う。あきらめるのかわりに、手上になるためにもって 英語 の勉強をするようにしていた。この考え方はらっかんてきだ。そして、ぜんなりょくでがんばった。スピーカーはハード・ワーカーから、毎日 英語 の本を読んだり、ラージオを聞いたり、テレビを見たりしました。そしてスピーカーはいい人だから、友達を作られるようにできた。その三つのトレイトはスピーカーを手つだってくれたと思う。

Section 2

Criterion: Analysing Japanese texts in English

This section required students to:

- respond in Japanese to three questions referring to two stimulus texts

- comprehend Japanese to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities

- identify the purpose and tone to infer meaning, values and attitudes

- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities.

Effective student responses:

- were succinct and structured clearly, stated a conclusion, and provided the number of examples specified in the task

- demonstrated a clear understanding of purpose, audience, context and tone

- identified tone using words consistent with what is acceptable as tone, e.g. not informative and more than register

- demonstrated an effective understanding of the stimulus through detailed analysis.

These student response excerpts have been included:

- to demonstrate the student's ability to flexibly respond to the task and effectively convey meaning relevant to the questions

- to show how good cohesion is achieved through the student's selection and logical organisation of their thoughts and ideas.

Analysing Japanese texts in English (14 marks)	**Excerpt 3**
- demonstration of thorough comprehension to analyse and evaluate Japanese texts - statement of valid and conclusions, justified with three examples from the stimulus - identification of the purpose and the likely audience of the stimulus	The writer went from enjoying their life in Tokyo working at a big company, to enjoying their work at their family's seaweed farm. The writer changed their opinion because life was getting too difficult in Tokyo. After having a child, work got more difficult. They also needed to work until late at night, so they did not get to spend much time with their family. The writer said that this caused an accumulation of stress, and when they went home for the Obon holiday, he decided to take up the job offer from his family. The writer also thought that their father would be unable to do the farming on his own after their grandfather must have retired, and wanted to help.

Excerpt 3 (continued)

What does the writer in Stimulus 2 mean when he says 「この生活をえらんでよかった」? Justify your response with four examples from the stimulus.

The writer is is saying that he is glad he has chosen this lifestyle where he can support his family's business. He says this because previously, he was working at a big company in Tokyo, where he thought his life was perfect. However, it turned out that after having a child, his work became more difficult. He says that he had to work until late every day and didn't get to spend much time with his family. This ended up causing him stress. The writer enjoys his new ~~lifestyle~~ lifestyle better because it allows him to spend more time with his family and has now worked there for 5 years, selling seaweed all around the country.

Identify the purpose and a likely audience for Stimulus 3 in the stimulus book. Justify your response with one example for purpose and one example for audience from the stimulus.

The purpose of the text is to inform ~~s~~ future^(university) students about the costs of university. This is shown in the title of the segment, where they are answering the frequently asked question:「大学の学費って何が ふくまれるの?」 ~~th meaning~~ "what is included in university fees?" The article includes information about entrance exam fees, amongst^(many) other fees for university. The likely ~~audien~~ audience is future university students who want to know about the cost of university. The stimulus outlines the cost for overseas~ ^(universities) ~~students~~, so perhaps the information is also aimed at ^(Japanese) ~~overseas~~ students ^(overseas) who want to go to university ~~in~~ Japan

Extended response

Criterion: Creating Japanese texts

Paper 1

Question 7

This question required students to respond in up to 400 characters in Japanese.

Effective student responses:

- demonstrated the student's ability to flexibly respond to the task and effectively convey meaning relevant to the task

- used appropriate textual conventions in line with what the task demanded, e.g. to write a letter

- conveyed meaning relevant to the task proficiently, demonstrating the ability to select and logically organise the student's thoughts and ideas to ensure good cohesion was achieved, and elaborated proficiently on the three points specified by the task (General and Alternative Sequence)

- used an appropriate register consistently throughout the task

- used a range of tenses, e.g. present, past, present negative, past negative, past continuous

This student response excerpt has been included:

- as it demonstrates the student's ability to flexibly respond to the task and effectively convey relevant meaning

- to show how good cohesion is achieved through the student's selection and logical organisation of their thoughts and ideas.

Creating Japanese texts (19 marks)	
- elaboration on all the information and question posed in the extended response task - proficient communication and conveying of meaning relevant to the task - purposeful use of a wide range of characters - purposeful use of a wide range of grammar - purposeful use of used a wide range of tenses - use of consistent register for context - accurate use of textual conventions	Your Japanese teacher is leaving the school at the end of the year. The school is organising a farewell and students have been asked to write the teacher a goodbye letter. You have been asked to reflect on: ・ 日本語の先生はどうしていい先生だと思いますか。 ・ 日本語のクラスとの、一番のいい思い出は何ですか。 ・ 十二年生の間、日本語の先生はどう手つだってくれましたか。 先生へ、 今まで日本語をおしえてくれてほんとうにありがとう。先生は私の一番好きな先生でした。まず、先生のおかげで、日本の文化に興味をもちました。日本を勉強し始めた前は、ぜんぜん日本の文化に興味がありませんでした。でも、先生のいいところは、じゅぎょうを楽おもしろくして、私みたいな生とも日本の文化に興味を持ちました。 私が十年生の時に日本クラスで日本に行ったことおぼえていますか？東京ディズニーランドに行っ

たり、はらじゅくの たけしたどうりを あるいたりして、とても 楽しかったです。その後、ぜったい 日本に いつか 住みたいと 思いました。それが 日本語の クラスの 一番 いい 思い出でした。先生の 一番 いい 思い出は 何ですか。

問題が あれば、先生が かならず 手つだって くれたので、ありがたいです。私は 十二年生の 始まりに、むずかしい かんじを ならうのが 苦手で なやんで いました。でも、先生の かんじ ドリルの おかげで、今 かんじを すらすら かけるように なりました。今年の 始まりの 私が 今の 私を 見れば、びっくりする と 思います。

来年から 毎週 先生と 会えないのが さびしいです。でも きっと、いつか 会えると 思います。気を つけてね！

11月15日 2021年

ケイ より

Practices to strengthen

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

- instructing students not to include personal information (e.g. given name, family name, school name) within their responses to examination questions

- providing more opportunities for students to learn writing techniques in target language that employ synonyms and antonyms. This would permit students to demonstrate knowledge of Japanese language elements and afford them the opportunity to sequence and synthesise information in the stimulus, without copying and/or plagiarising sentences

- encouraging decoding and deciphering skills. Teachers should provide ample opportunities for students to become resilient and persevere when they are met with words they do not understand in a stimulus

- for a short response in Japanese

  - instructing and encouraging students to read the task/question carefully to ensure they address what is required

  - providing learning opportunities for students to identify context, audience, purpose and tone in Japanese to convey meaning and understanding when analysing Japanese texts

- instructing and encouraging students to read the task instructions carefully to ensure they are responding in the correct language

- giving students the opportunity to practise writing unfamiliar words in katakana, to develop their capacity to demonstrate better accuracy in spelling words in katakana

- for a short response in English

  - providing opportunities for students to be exposed to a range of different texts to find words that are viable options to describe tone

  - encouraging students not to respond to a task with a hybrid response or a mix of language (where there is a mix of English and Japanese)

- for an extended response

  - instructing and reminding students to follow the correct layout for responding to a task

  - ensuring students are exposed to a wide range of genres of texts (e.g. letters, reports, diaries) and examining the textual conventions required for different genres, such as the use of Dear/From in a letter

  - guiding students to sequence their responses in a logical order for cohesion and meaning. This may include encouraging students to plan their response in English to ensure similar ideas are organised together

  - guiding students to establish a process to ensure they clearly identify all task requirements. This will enable them to address each component to be awarded maximum marks, particularly in the 'information' criteria.