

Japanese marking guide and response

External assessment 2022

Combination response (57 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 secondary 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

Section 1: Short response in English

Q	Sample response	The response:
1	<p>The purpose of Stimulus 1 is to give ideas on how to reduce the cost of living in Tokyo. The speaker recommends various free places to go sightseeing in Tokyo, including taking photos at Shibuya Crossing, visiting Meiji Shrine and going for hanami at Yoyogi Park to look at the beautiful cherry blossoms</p> <p>The audience is people who want to move to Tokyo. The speaker suggests that the listeners cook their own meals instead of getting takeaway as they can buy fresh vegetables and fruits cheaply at supermarkets.</p>	<ul style="list-style-type: none">• identifies an appropriate purpose [1 mark]• provides an example for purpose from the stimulus to justify the response [1 mark]• identifies an appropriate audience [1 mark]• provides an example for audience from the stimulus to justify the response [1 mark]

Q	Sample response	The response:
2	<p>The speaker used real life personal experiences to share with the listeners to suggest cheaper ways to live in Tokyo. For example, the speaker suggested ways to save money by cooking meals at home rather than getting takeaways. Second, the transportation is convenient so people can take trains and subways. Lastly, due to the high electricity cost in Japan, the speaker encouraged people to use fans and open windows in summer.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about the benefit of the speaker's opinions to listeners [1 mark] • provides an example from the stimulus to justify this conclusion [1 mark] • provides a second example from the stimulus to justify this conclusion [1 mark] • provides a third example from the stimulus to justify this conclusion [1 mark]

Q	Sample response	The response:
3	<p>The context is a conversation between two students in their final Japanese class. This is evident because the female speaker asks the male speaker 'in your final Japanese class... How are you feeling?' The tone of the male speaker changes from sad to excited throughout the conversation. The male speaker responds to the first question by saying that he is 'a little sad' to be finishing school. To manage this, he is thinking positively about his future. By the end, he says that he is intending to study in Australia and is looking forward to his 18th birthday party.</p>	<ul style="list-style-type: none"> • states an appropriate context [1 mark] • draws a valid conclusion about the speaker's initial mood [1 mark] • draws a valid conclusion about the speaker's change in mood [1 mark] • provides an example from the stimulus to justify this statement [1 mark] • provides a second example from the stimulus to justify this statement [1 mark] • provides a third example from the stimulus to justify this statement [1 mark]

Q	Sample response	The response:
4	<p>I think the male speaker's final decision to stay in Australia makes it unlikely he will reach his goal of living in Japan. He has chosen to study in Australia so that he can go to university with his friends and celebrate his 18th birthday party on the Gold Coast. He also thinks it will be easier to study in Australia because his family is here. I think these are reasons that go against his apparent goal of working in Japan. For these reasons I think the speaker's decision make it much less likely that he will achieve his future goal.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about the likelihood of the male speaker achieving her post-school goals [1 mark] • provides an example from the stimulus to justify this conclusion [1 mark] • provides a second example from the stimulus to justify this conclusion [1 mark] • provides a third example from the stimulus to justify this conclusion [1 mark]

Section 2: Short response in Japanese

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
5	このリレーションシップは先ばいと後はいです。あおい先ばいはけんをインスパイアしました。これはポジティブなインフルエンسでした。中学生の時、けがをした時やさしかったです。先ばいはけんの将来の夢のアドバイスもしてくれました。さらに、けんの苦手な英語の勉強もたすけました。だから、けんは大学に行けました。	<ul style="list-style-type: none"> identifies a valid relationship [1 mark] provides an example from the stimulus to justify this response [1 mark] provides a second example from the stimulus to justify this response [1 mark] provides a third example from the stimulus to justify this response [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
6	ライターは、はずかしいから、日記に書きました。スティムラスは「お世話になりました」はありがたいの気持ちです。人に助けてもらった時に使えます。けんはあおい先輩の学校とバイトの後はいで、先輩より若いので、このフレーズを適切に使いました。先輩はけんに店のそうじの仕方や、サービス用語も教えてくれました。バイトの後に車で家まで運転もしてくれました。	<ul style="list-style-type: none"> • states a valid meaning for ‘お世話になりました’ [1 mark] • makes a valid decision about the appropriateness of the use of the term [1 mark] • states a valid tone [1 mark] • provides an example from the stimulus to justify the statement [1 mark] • provides a second example from the stimulus to justify the statement [1 mark] • provides a third example from the stimulus to justify the statement [1 mark] 	<ul style="list-style-type: none"> • conveys meaning relevant to the question with few errors 	4
			<ul style="list-style-type: none"> • conveys meaning relevant to the question with some errors 	3
			<ul style="list-style-type: none"> • conveys meaning relevant to the question using some words and isolated phrases 	2
			<ul style="list-style-type: none"> • conveys fragmented meaning 	1
			<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Section 3: Extended response — Question 7

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> addresses and elaborates on all of the following <ul style="list-style-type: none"> the most important part of high school life readiness to enter their chosen field the type of adult they want to become 	6	<ul style="list-style-type: none"> develops an astute response 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 characters purposefully and with a high level of accuracy uses a wide range of grammar purposefully and with a high level of accuracy uses a wide range of tenses purposefully and with a high level of accuracy uses consistent register for context 	8	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> an introduction a closing statement 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> the most important part of high school life readiness to enter their chosen field the type of adult they want to become elaborates on 2 of these 	5	<ul style="list-style-type: none"> develops an effective response 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 characters purposefully with few errors uses a wide range of grammar purposefully with few errors uses a wide range of tenses purposefully with few errors uses consistent register for context 	7	<ul style="list-style-type: none"> uses 1 of the following <ul style="list-style-type: none"> an introduction a closing statement 	1
<ul style="list-style-type: none"> addresses and elaborates on 2 of the following <ul style="list-style-type: none"> the most important part of high school life readiness to enter their chosen field the type of adult they want to become 	4	<ul style="list-style-type: none"> develops some parts of the response 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 characters with some errors uses a wide range of grammar with some errors uses a wide range of tenses with some 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

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> addresses 2 of the following <ul style="list-style-type: none"> the most important part of high school life readiness to enter their chosen field the type of adult they want to become elaborates on 1 of these 	3	<ul style="list-style-type: none"> demonstrates some relevance to the task through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	2	<ul style="list-style-type: none"> uses a range of characters with some errors uses a range of grammar with some errors attempts to use a range of tenses mostly uses consistent register for context 	5		
<ul style="list-style-type: none"> addresses and elaborates on 1 of the following <ul style="list-style-type: none"> the most important part of high school life readiness to enter their chosen field the type of adult they want to become 	2	<ul style="list-style-type: none"> attempts to convey relevance to the task 	1	<ul style="list-style-type: none"> uses a range of characters and grammar with errors 	4		
<ul style="list-style-type: none"> uses characters relevant to the task <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> writes extensively in Hiragana and/or Katakana 	1	<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	<ul style="list-style-type: none"> uses cohesive, simple sentences with frequent errors 	3		
<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			<ul style="list-style-type: none"> uses fragmented sentences with frequent errors 	2		
				<ul style="list-style-type: none"> uses isolated words and phrases with accuracy 	1		
				<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		



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