Japanese subject report

2022 cohort

February 2023

Contents

Introduction

Throughout 2022, schools and the QCAA worked together to further consolidate the new Queensland Certificate of Education (QCE) system. The familiar challenges of flood disruption and pandemic restrictions were managed, and the system continued to mature regardless.

We have now accumulated three years of assessment information, and our growing experience of the new system is helping us to deliver more authentic learning experiences for students. An independent evaluation will commence in 2023 so that we can better understand how well the system is achieving its goals and, as required, make strategic improvements. The subject reports are a good example of what is available for the evaluators to use in their research.

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

- how schools have applied syllabus objectives in the design and marking of internal assessments
- how syllabus objectives have been applied in the marking of 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, including those that demonstrate best practice.

Schools are encouraged to reflect on the effective practices identified for each assessment, consider the recommendations to strengthen assessment design and explore the authentic student work samples provided.

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 use it to 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
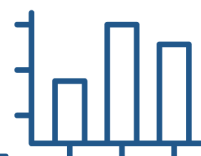
Subject completion

The following data includes students who completed the General subject.

Note: All data is correct as at 31 January 2023. 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: 158.

Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	1520	1429	1265

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	1426	94
Unit 2	1367	62

Units 3 and 4 internal assessment (IA) results

Total marks for IA
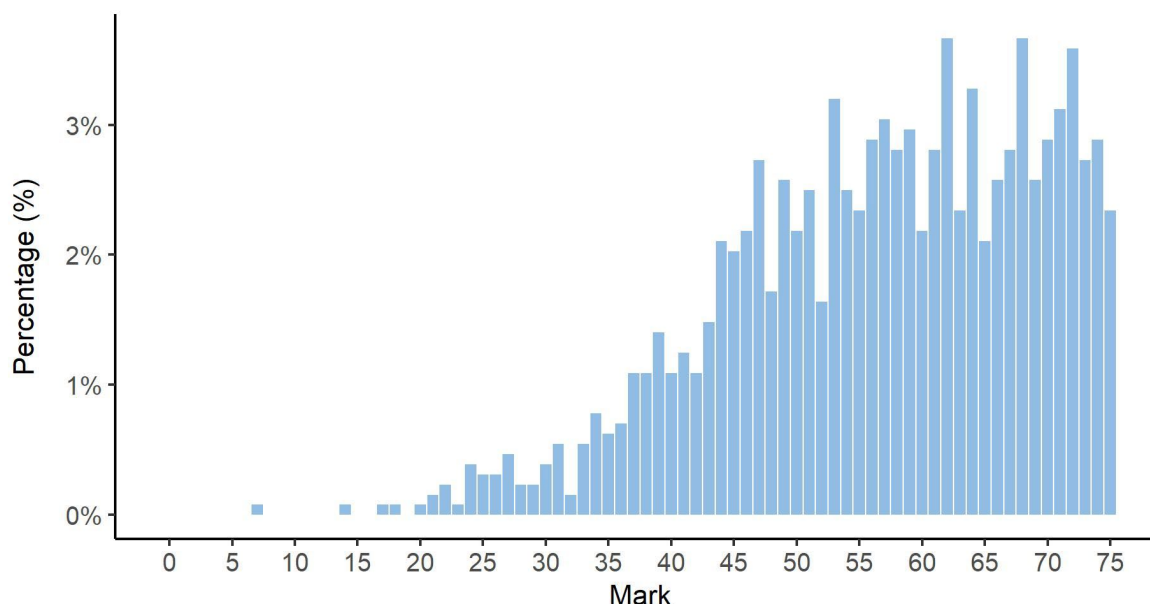
IA1 marks

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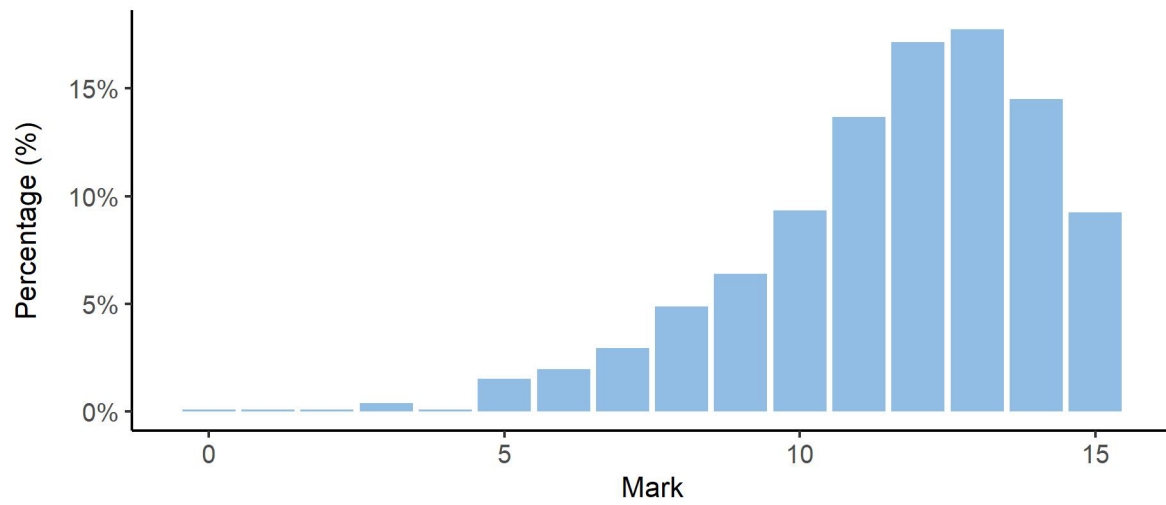
IA1 Criterion: Analysing Japanese texts in English
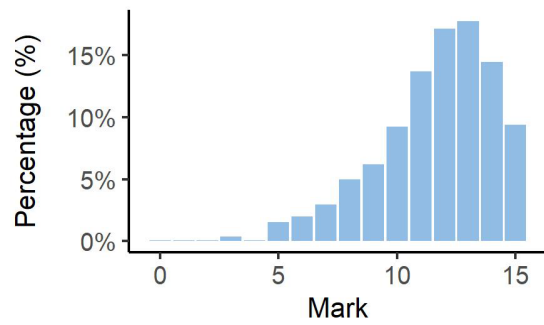
IA2 marks

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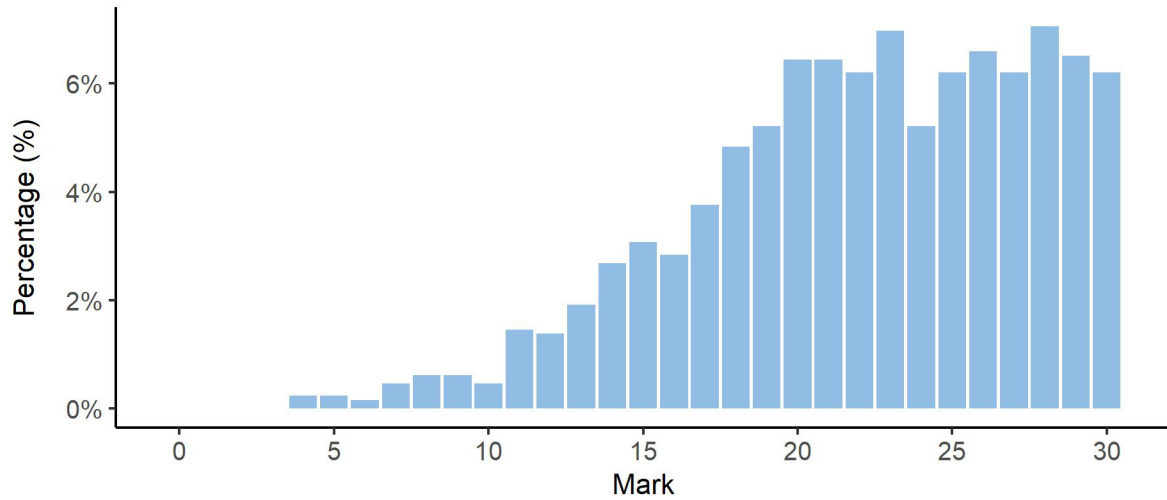
IA2 Criterion: Analysing Japanese texts in English
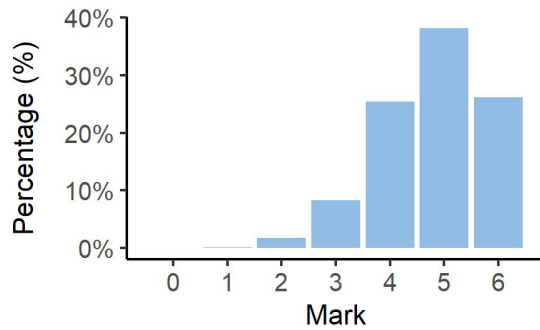
IA2 Criterion: Creating Japanese texts with Japanese stimulus
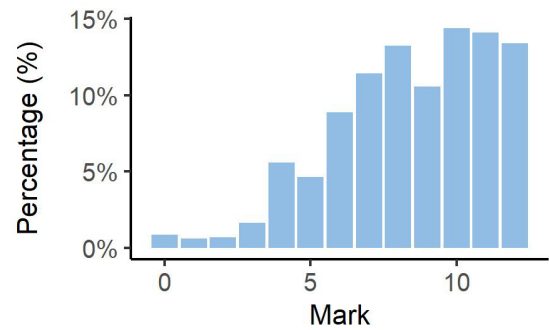
IA2 Criterion: Exchanging information and ideas in Japanese
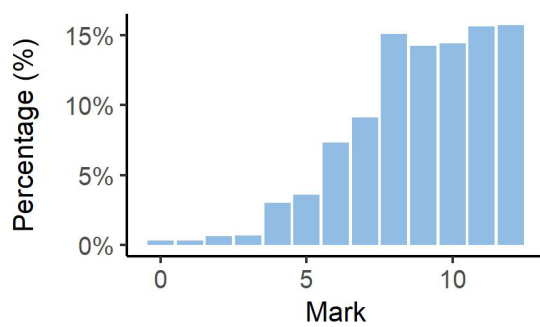
IA3 marks

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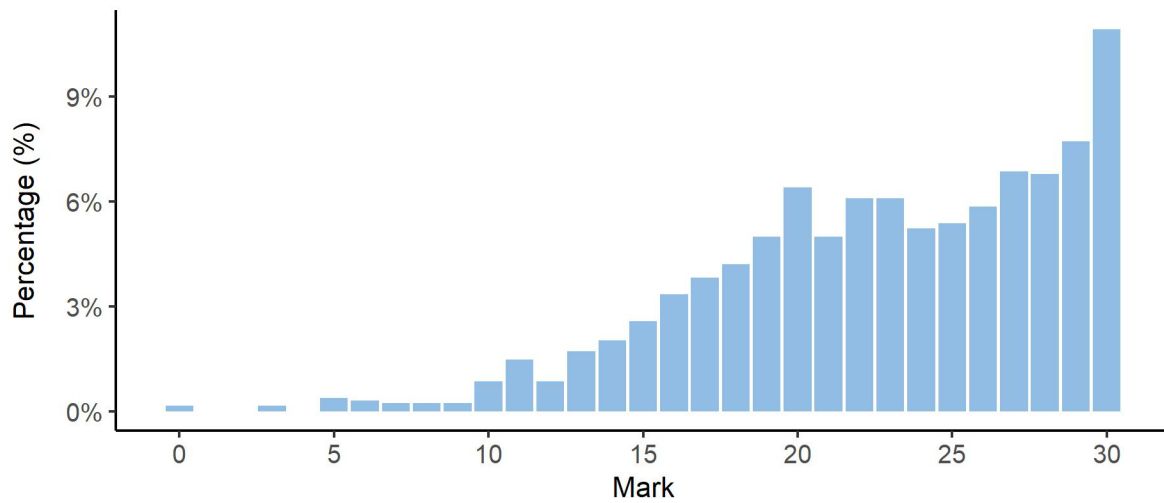
IA3 Criterion: Analysing Japanese texts in Japanese
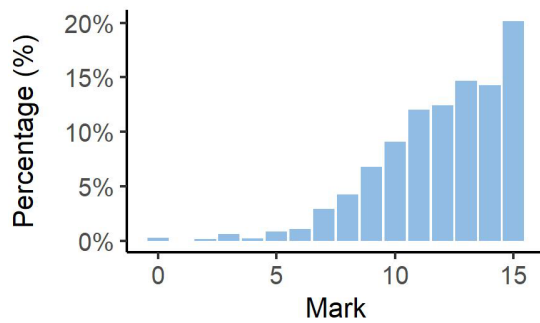
IA3 Criterion: Exchanging information and ideas in Japanese
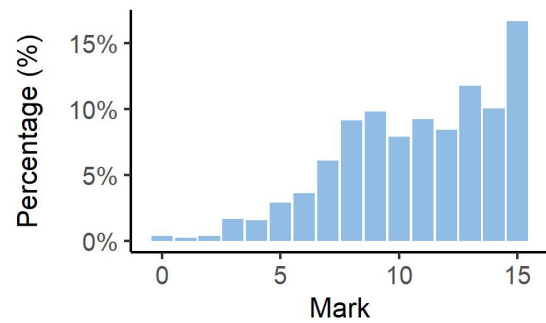
External assessment (EA) marks
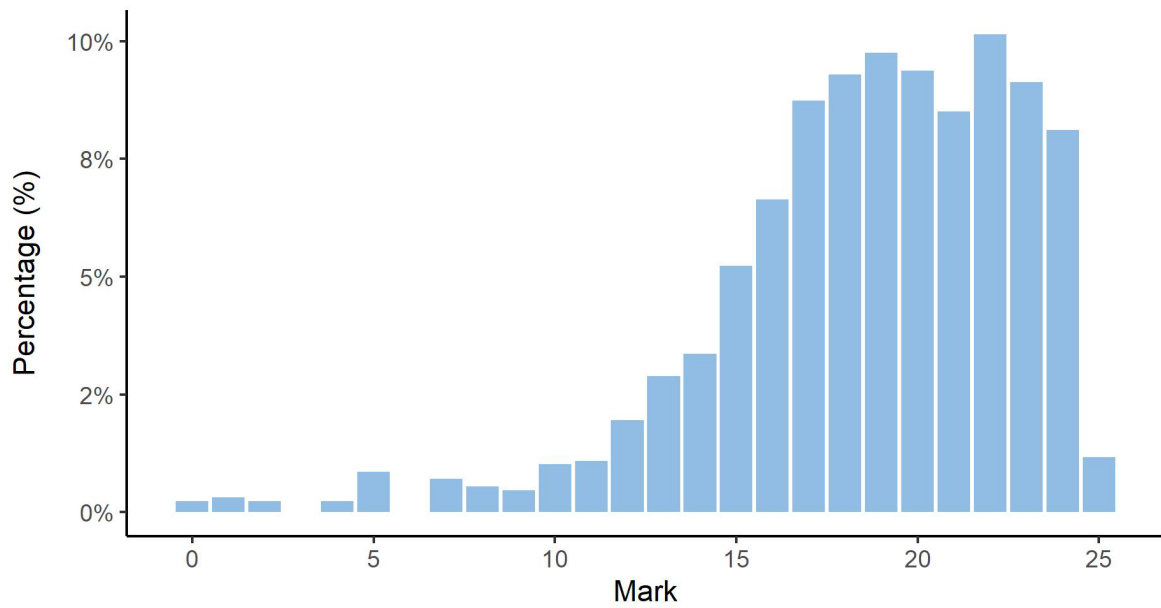
Final subject results

Final marks for IA and EA
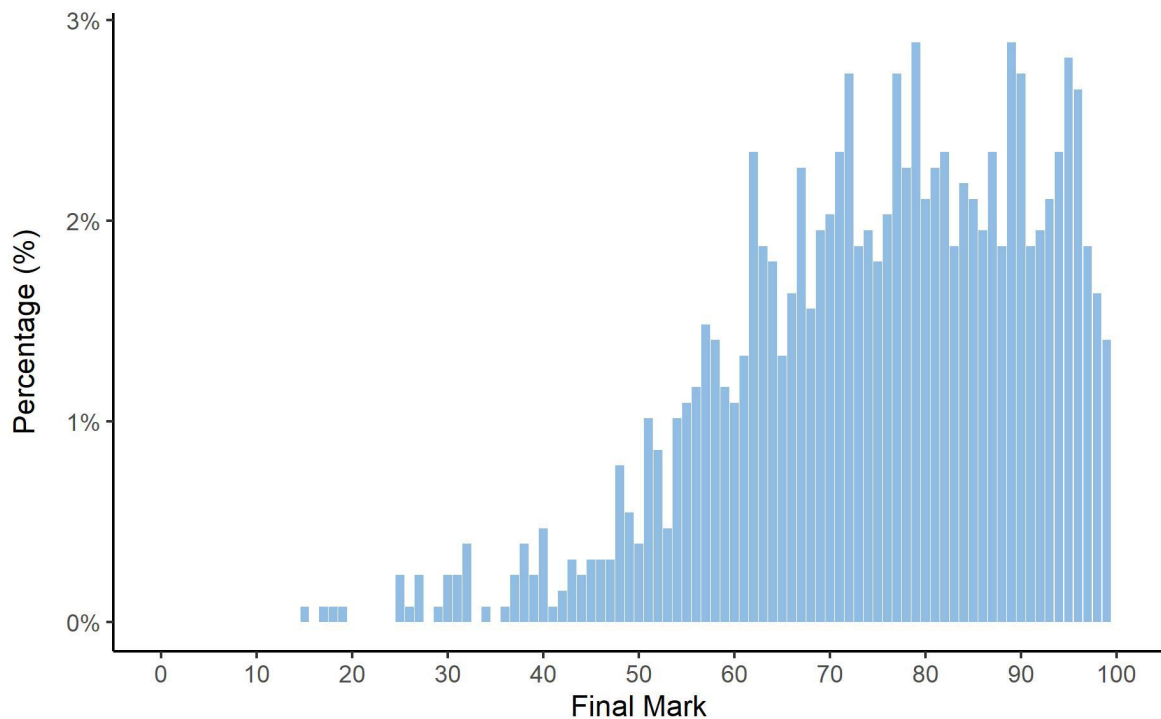
Grade boundaries

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	82–64	63–44	43–16	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	472	504	243	45	1

Internal assessment

The following information and advice relate 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	153	153	151
Percentage endorsed in Application 1	40%	26%	31%

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 instrument-specific marking guide (ISMG), and are used to make decisions about the cohort's results.

Refer to *QCE and QCIA policy and procedures handbook v4.0*, Section 9.6.

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	148	762	78	60.81%
2	145	734	81	70.34%
3	144	737	47	70.14%

Internal assessment 1 (IA1)

Examination — short response (15%)

Summative internal assessment 1 assesses subject matter from Unit 3 Topic 1: Roles and relationships.

The examination assesses the application of a range of cognitions to multiple provided items — questions related to unseen Japanese stimulus texts. 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	51
Authentication	0
Authenticity	2
Item construction	11
Scope and scale	33

*Each priority might contain up to four assessment practices.

Total number of submissions: 153.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- allowed students the opportunity to demonstrate their understanding of the subject matter for Unit 3 Topic 1 and assessment objectives, including all of Assessment objective 2: tone, purpose, context and audience

- featured three to five stimulus texts (including at least one written text, at least one audio or audiovisual text, and at least one visual text). Stimulus texts, when combined, were within 1200–1700 characters

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

- featured stimulus texts and questions that were succinct enough to allow students sufficient time to engage with them, but complex enough to allow them to achieve the range of performance-level descriptors of the ISMG with written responses within 100 words per question.

Practices to strengthen

It is recommended that assessment instruments:

- align with the syllabus requirements, assessment objectives, assessment specifications, stimulus specifications and subject matter from Unit 3 Topic 1

- provide the opportunity to cover the required assessable objectives and performance-level descriptors of the ISMG for greater alignment to the syllabus specifications

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

- include visual stimulus texts that are up to 85 characters, excluding numerals and numbers in axial

- provide the transcript for the audio stimulus. Schools are encouraged to provide indicative responses to test the validity and accessibility of the questions.

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	27
Language	9
Layout	8
Transparency	21

*Each priority might contain up to four assessment practices.

Total number of submissions: 153.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

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

- included three to five clear, accessible and legible stimulus texts, of which one was written, one was audio or audiovisual and one was visual (Syllabus section 4.6.1)

- provided clear instructions using cues that aligned to the specifications, objectives and ISMG, including all of Objective 2: tone, purpose, context and audience

- avoided bias and inappropriate content, e.g. avoided stimulus texts containing sensitive issues, stereotypes or biases, jargon, and specialist language. They also avoided colloquial language, e.g. by using kanji only from the mandatory language elements list

- included written and visual stimulus with different perspectives on the topic covering a range of opinions.

Practices to strengthen

It is recommended that assessment instruments:

- clearly label stimulus to align with questions for clarity and transparency

- include only stimulus texts that relate to Unit 3 Topic 1: Roles and relationships

- include stimulus texts that are free of errors and model accurate spelling, grammar, punctuation and other textual features

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

- avoid including subtitles in audiovisual stimulus

- avoid including URLs for visual stimulus texts as they may reveal important information in the stimulus that students are required to comprehend and understand independently.

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	60.81%	27.03%	2.7%	9.46%

Effective practices

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

- there was a shared understanding of the characteristics in the range of performance-level descriptors including the qualifiers across different mark ranges

- students demonstrated an understanding of the cognitive verbs, particularly what it means to evaluate, e.g. students made a judgment and provided appropriate justifications regarding their choice

- there was a shared understanding that student responses included specific evidence from the stimulus texts to justify their conclusion (providing specificity in the type of audience — e.g. 'young females seeking clarification about job opportunities' rather than a broader group such as 'Japanese people')

- there was a shared understanding of using valid and appropriate words and adjectives to identify tone, e.g. tone is recognised as feelings and emotion such as serious, frustrated, positive and measured rather than informative

- student responses demonstrated thorough comprehension. Paraphrasing was used effectively through analysis and evaluation rather than direct quotes from the stimulus texts.

Samples of effective practices

The following excerpts demonstrate the identification of purpose, audience, context and tone (PACT) across Questions 1, 2 and 3 to provide reasons to justify their conclusions by drawing on specific evidence from the stimulus items.

These excerpts have been included to demonstrate making inferences about the meaning, values and attitudes in the stimulus, which the students have successfully achieved through their succinct yet detailed responses. The excerpts not only demonstrate thorough comprehension, but also perceptive identification of PACT allowing Performance-level descriptor 2 to be placed in the top mark range.

For Excerpt 1, the question asked students to identify the writer's tone by drawing information from the stimulus text.

For Excerpt 2, the question asked students to identify the likely context and provide the evidence from the stimulus to support their conclusion.

For Excerpt 3, the question asked students to identify the purpose and the likely audience of the stimulus text and provide evidence to support their conclusion.

For Excerpt 4, the question students to analyse the current trend of women's role in Japan.

For Excerpt 5, the question asked students to analyse and evaluate the societal changes in the role of women in modern Japan.

Note: The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Excerpt 1

Stimulus 1 shows a woman with a troubled tone. On an online forum, she is ~~confiding~~ asking ~~in for advice on~~ what to do regarding her work. She says that she enjoys the Japanese lifestyle but working in a Japanese company is getting harder due to the need to wear high heels, make up, and the lack of proper jobs (women must greet ~~people~~ guests, make tea and clean up. ~~when the~~ Male workers do not). These circumstances ~~has~~ made her ~~G apply~~ search for jobs in Australia as she heard you can relax and enjoy the laid back lifestyle, and ~~has even~~ started attending English classes to be able to ~~its in Australia.~~ live there.

well done, great use of the content to justify your response

(100 words)

Excerpt 2

Stimulus 2's context is an advertisement for an ai companion named 'aatebox'. It is most likely an advertisement as it the the stimulus demonstrates all of the available features, including a greeting for when the buyer leaves or comes back home, the ability to turn on the TV, working as an alarm clock, a weather report, can tell you buyer to wash their face because they aren't fully awake, and can tell buyer when to leave for work. It also showed a slogan, referring to going beyond reality, suggesting an advertisement. This advertisement would be displayed on as TV commercials or aatebox's website.

Excerpt 3

Stimulus 3's purpose is to spread awareness about the #kuToo movement to the likely audience of working women and women many men and women on the unfair treatment expectations of female workers. Is Its purpose is to inform on what #KuToo is about, as the text says the tag/hash hashtag is to get rid of the need for high heels and pumps. Stimulus 3 also asks the audience if they know what of the te hashtag, #kuToo, implying that the audience it may be geared towards men that have not heard of the movement. As well as infor spreading awareness, the purpose may be is to sympathesise with women facing unfair expectations. treatment at work.

Audience + Purpose well-justified using thorough comprehension

(100 words)

Excerpt 4

Stimulus 4 discusses the increase of Japan's un-married women. According to the TV, ~~wo is~~ ~~trend~~ 3 in 5 women aged 25~29 are not married in Japan, and it is now more common to not be married in 20's compared to 20 years ago. This trend has affected businesses like ~~a~~ a wedding photo studio. Although at the start of the influx in un-married women, they ~~thout~~ thought it seemed too lonely or saw it as just a trend, solo weddings shoots have become popular with women who cannot find a partner. The women range from Japanese single moters and divorced women. ~~& The current relationships of Japanese women~~

(97 words) ✓

Excerpt 5

~~It~~ shows ~~that~~
~~In~~ Stimulus 1, the role of women ~~can be seen~~ in a Japanese company is to greet ~~customers~~/guests, make tea and clean up, while the men do not have to. ~~Both~~ Stimulus 1 and 3 discuss the need for women to wear high heels at work. These roles have demonstrated
had social impact, and ~~can be seen~~ is ~~shown~~ in stimulus 4, where ~~so young~~ women are deciding not to get married in 20's, or move to Australia to escape the strict working environment in Japan (stimulus 1). This change in society ~~in Japan~~ has been impacted by movements like
~~such as~~ #KuToo ~~shown~~ ~~it~~ (stimulus 3), where women can finally speak up. in modern Japan.

Good connection of each stimulus mentioned with appropriate summary - demonstrates discerning analysis + evaluation.

100 words

Practices to strengthen

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

- the highest performance level cannot be awarded when hybrid responses are used (e.g. students do not provide scripted evidence as part of their justification), as this cannot measure a student's level of comprehension of the stimulus texts

- if a student response does not include either the identification of context or audience, the response cannot be awarded anything higher than the 6–7 range for Assessment objective 2, e.g. if the student has identified tone, purpose and context, but not audience.

Additional information

- Schools are encouraged to upload indicative responses to assist with the confirmation process.

- Teachers are encouraged to ensure that the identification of PACT is accurately reflected in the indicative responses, e.g. a description of the context of a stimulus must include where the stimulus is likely to be encountered, or in the case of a text is created or responded to as opposed to a summary of the stimulus text.

- Teachers are strongly encouraged to annotate both the student work and ISMG to show how the evidence in the student work has been matched to the ISMG so that the provisional results can be best supported.

- To ensure student responses are succinct, students should be encouraged to structure their response by first responding to the cognition, and then giving evidence to justify their response.

- Teachers were able to match evidence in student work flexibly even if this was not part of the indicative responses.

- When student responses demonstrated characteristics across three different mark ranges, the lower mark in the middle mark range should be awarded.

- The school's assessment policy should be applied when responses exceed syllabus specifications to appropriately match qualifiers, e.g. discerning vs. effective in the Analysing Japanese texts in English criterion.

- The syllabus definition of PACT must be applied when teaching and marking IAs, i.e.

  – purpose: what is the goal that this text is trying to achieve?

  – audience: who is the text designed for? Who is the text targeting with its message? This must be specific to the text and not a general group — who specifically is it for?

  – context: what is the scenario in which the text exists? What is the social/cultural/historical situation that the text has been created to fit into?

  – tone: what kind of language is used to convey the text's message? An adjective/emotion — not informative or informational, formal, or informal.

Internal assessment 2 (IA2)

Examination — combination response (30%)

Summative internal assessment 2 assesses subject matter from both:

- Unit 3 Topic 2: Socialising and connecting with my peers
- Unit 3 Topic 3: Groups in society.

The examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and/or problems related to unseen Japanese stimulus texts, i.e. written, audio, audiovisual or visual.

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

This instrument is designed to be delivered over two sessions, but schools must ensure that the integrity of the examination is not compromised.

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	97
Authentication	0
Authenticity	12
Item construction	9
Scope and scale	26

*Each priority might contain up to four assessment practices.

Total number of submissions: 153.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- featured meaningful and realistic contexts that provided opportunities for unique student responses by using open-ended questions. Students were instructed to analyse and evaluate information, draw conclusions and provide personal responses by using evidence from the stimulus texts
- included cognitions in the questions to provide students with opportunities to achieve 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
- included a range of open-ended questions in Session 2 that allowed students to link their response to the Session 1 and 2 stimulus texts.

Practices to strengthen

It is recommended that assessment instruments:

- provide written texts (including the visual text) and transcripts that adhere to the combined character limit of 1200–1700. The audiovisual stimulus must not include subtitles
- include instructions that align with the syllabus specifications, e.g. Session 1 Part 2 requires students to justify their response using ideas from more than one stimulus text from Session 1. The stimulus provided in Session 2 must represent a different perspective from the stimulus texts provided in Session 1 (Syllabus section 4.6.2)
- instruct students to refer to the new stimulus in Session 2 as well as a minimum of one stimulus used in Session 1 Part 1
- use an unseen written or visual stimulus text in Session 2 that contains no more than 85 characters in Japanese or 60 words in English
- include open-ended unseen questions in Session 2 that provide opportunities for students to sustain communication, exchange meaning and provide a spontaneous and unique personal response to the stimulus.

Accessibility

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

Reasons for non-endorsement by priority of assessment

Accessibility priority	Number of times priority was identified in decisions*
Bias avoidance	14
Language	16
Layout	11
Transparency	37

*Each priority might contain up to four assessment practices.

Total number of submissions: 153.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- incorporated cognitions that provided students with the opportunity to demonstrate their understanding of the topic through a unique response
- used clear, appropriate language and accurate grammar while avoiding unnecessary jargon, archaic expressions, and colloquial or specialist language, e.g. by using only characters from the mandatory language elements list
- had stimulus items that used accessible language and layout for a diverse range of learners
- modelled accurate spelling, grammar, punctuation and other language conventions
- used bold, italics and other formatting features only where relevant.

Practices to strengthen

It is recommended that assessment instruments:

- include instructions in the task description to outline the requirements of Sessions 1 and 2, e.g. to answer Part 1 questions in English and Part 2 in Japanese

- include an authentic audio or audiovisual stimulus text without background noise or subtitles and delivered at an appropriate pace suitable for students in the summative phase of learning (slower than background speaker pace, but not excessively slow or fast)

- provide opportunities for students to sustain communication, exchange meaning and provide a spontaneous and unique personal response to the stimulus texts in Session 1 and Session 2. Teachers are advised to prepare a number of different questions for different students and adapt to individual students' performances

- Part 2 sample questions should differ significantly from the QCAA samples and be unique to each school's cohort in that year, which will enable students to produce individual responses.

Additional advice

- Files submitted by schools should be labelled according to stimulus number. It is also useful to students when schools include the stimulus number in the title.

- Schools should remove URLs from stimulus texts as these can reveal the text's content.

- Written and visual stimulus texts should not include a vocabulary list with English translations. Schools should prepare students by embedding vocabulary into the teaching and learning process.

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 tests in English	88.28%	9.66%	2.07%	0%
2	Creating Japanese texts with Japanese stimulus	79.31%	8.97%	4.14%	7.59%
3	Exchanging information and ideas in Japanese	74.48%	9.66%	4.83%	11.03%

Effective practices

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

- annotations were provided in the student response and ISMG to match evidence of student responses in Session 1 and Session 2

- in both Session 1 Part 1 and Session 1 Part 2, student responses were written logically to achieve a range of performance-level descriptors, e.g. cognitions were answered in the first sentence followed by elaborations with evidence/justifications from the stimulus texts

- in the Exchanging information and ideas in Japanese criterion in Session 2, the teacher employed open-ended questioning techniques and opportunities, allowing students to generate and maintain conversation with spontaneity

- audio recordings adhered to the submission requirements of the Confirmation application using the required format: MP4, MOV, AVI or MP3.

Samples of effective practices

The following excerpts have been included to demonstrate the student's understanding of the assessment instrument, assessment objectives and ISMG in each of the criteria to achieve the range of the performance-level descriptors. The teacher provided unprepared or unrehearsed open-ended questions allowing students to generate and maintain conversation.

Excerpt 1 shows the student's use of proficient and complex Japanese to create a blog post about the use of mobile phone and technology, referring to their own personal experiences and information from the stimulus texts.

Excerpt 2 shows the teacher's use of unseen and opened-ended questions asking the student to refer to one of the chosen stimulus texts to justify their reasons and conclusions.

Note: The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Excerpt 1

オーストラリア人が使うテクノロジー、べんりだからオーストラリアにはテクノロジーが人気です。毎日色々な目的にテクノロジーを使います。若者にとって、スマホが一番人気です。最近、たくさんの若者はスマホ依存になってしまいます。たとえば、SNSをチェックしたりネットをしたりします。しかし、私は

私はあまりスマホを使いません。毎日スマホの使う時間を一時間ぐらいにします。家族とすごした方がいいと思うからです。でも、人がスマホ依存症になる時、家族とけんかして、友だちとでかけるより、ネットを使うことを選びます。あなたはスマホ依存症になったら、大きい問題があります。だから、私はスマホを使わないように

Grammar

Excerpt 1 (continued)

してい ます が テ ク ノロ ジ ー を 使 いす ぎ る 高 校 生 が 多 い で

す。 あな た は スマ ホ 依 存 症 が あ り ま す か。

スマ ホ を 見 すぎ て は い け ま せ ん。

Excerpt 2

0:20 ~ 1:14

T：〇〇さん、このスティミュラス、この絵を見てください ね。絵の中インターネットで一番便利な事 は何だと思いますか？

S：えーと、インターネットの一番便利なところは グーグルだと思います。えーと、グーグルでゲー ムをしたり、えーと、情報を調べたりする事が出 来ます。えーと、そして、勉強するために、グー グルを（は）使いやすいですよ。

T：あぁ、そうですね
(Oh I see)

S：えーと、先生はどう思いますか？

Audio content: (35 secs) https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr_japanese_22_subj_rpt_ia2_snip1.mp3

3:20-4:07
S：勉強する時、私はスマホを使いません。えー と、先生はどう思いますか？

T：そうですね、まぁ、先生も先生が高校生の時、 勉強する時に、いつもパソコンとスマホを使って いしたね。例えばインターネットとか SNS とか友 達と話したり、あの、勉強の色々な事を・・色々 な事について話しましたよね。

S：えーと、あの、先生はスマホ悪いと思います か？

Audio content (29 secs) https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr_japanese_22_subj_rpt_ia2_snip2.mp3

Practices to strengthen

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

- for the Analysing Japanese texts in English criterion (Session 1 Part 1)

    - the school assessment policy is applied consistently to manage response lengths exceeding syllabus conditions in both Session 1 and Session 2. This includes providing annotation indicating where the marking has stopped. The same strategy should be enforced for Session 2, e.g. a timestamp, such as 'student response has been marked from 1:30–7:30 minutes' or 'marking stopped at 7:00 min'

    - there was a shared understanding of what it means to identify the context. The context of a text must identify the environment in which the event occurs/stimulus would be found, rather than a summary of the stimulus itself

- there was a shared understanding of how tone should be appropriately described and identified using descriptive words and emotions, e.g. 'informative' or 'formal/informal' are not acceptable as a description of tone

- for the Creating Japanese texts with Japanese stimulus criterion (Session 1 Part 2)

  - students draw information from both stimulus texts from Session 1 Part 1 to construct their response to achieve the range of performance-level descriptors

  - students should paraphrase information from the stimulus texts to construct their response, rather than give direct quotations. Characteristic 3, adequate selection of details from the texts in mark range 5–6, should be awarded when students provide direct quotations from stimulus texts

- for the Exchanging information and ideas in Japanese criterion (Session 2)

  - teachers provided information and ideas from more than one stimulus text allowing students to construct their response and meet syllabus specifications including the opportunity to refer to stimulus texts from both Session 1 and Session 2

  - the student-centred conversation is an unprepared task. Students are being assessed on the spontaneity of a personal response. Sample questions should not be provided prior to administering the assessment instrument

  - teachers accurately match the student response to the characteristics in the ISMG in the range of performance levels, e.g. a minimal student response may still be eligible to be awarded marks at the 1–2 mark range if the student demonstrates the use of some isolated Japanese words or phrases

  - students are informed about the assessment conditions. Explicit teaching focuses on developing communicative skills to manipulate the spoken language spontaneously, rather than prepare rehearsed responses

  - students who require occasional and/or frequent prompting, rewording or repetition to maintain communication should be awarded the 7–8 or 5–6 mark range.

Additional advice

- Teachers are encouraged to provide a clean copy of one of the stimulus items from Session 1 to students during planning time in Session 2.

- Teachers should match the student response and evidence against all characteristics in the ISMG by examining the student response across all the questions, rather than looking at specific ones, as comprehension and analysis of stimulus texts is embedded in all questions.

- Teachers should explicitly model well-constructed responses to reflect flow and cohesion. This includes a logical transition from one idea to another. This may include teaching students relevant conjunctions and grammatical structures to convey meaning.

- Teachers should ensure the clear and audible quality of the student-centred conversation in Session 2 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.

Internal assessment 3 (IA3)

Extended response (30%)

Summative internal assessment 3 assesses subject matter selected from:

- Unit 4 Topic 1: Finishing secondary school, plans and reflections

- Unit 4 Topic 2: Responsibilities and moving on.

This assessment focuses on the communication and exchange of ideas and information. It is an open-ended task responding to three Japanese stimulus texts. While students may undertake some research when developing the extended response, it is not the focus of this technique.

Student responses must be completed individually and in a set timeframe.

Students may choose to support their response with additional resources; these do not form part of the stimulus for the task.

This assessment occurs over an extended period of time. Students may use class time and their own time to develop a response. Some parts of the preparation time for the response may be conducted under supervised conditions to ensure authenticity.

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	97
Authentication	3
Authenticity	4
Item construction	12
Scope and scale	1

*Each priority might contain up to four assessment practices.

Total number of submissions: 151.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included appropriate and authentic stimulus texts covering a range of text types. The stimulus text to be studied in class must be chosen from the list (Syllabus section 5.5.1). The other two stimulus texts must be unseen materials with a combined length of 1000–1500 characters in Japanese, with one being written and one being audio or audiovisual or a series of visual

texts. A series of visual texts is two or more standalone visual texts, with each visual stimulus containing up to 85 Japanese characters

- included an open-ended focus question in Part 1 that prompted analysis and evaluation of stimulus from the student's personal perspective based on the ideas and information from the three stimulus texts. Instructions also directed students to complete their extended response individually with 2–3 weeks of preparation, including both in-class and out-of-class time

- labelled stimulus files to indicate seen and unseen stimulus texts

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

Practices to strengthen

It is recommended that assessment instruments:

- are aligned with the assessment objectives, syllabus specifications and subject matter to provide opportunities for students to demonstrate the knowledge and skills required for Unit 4 Topic 1: Finishing secondary school, plans and reflections and for Topic 2: Responsibilities and moving on

- specify Part 1 and Part 2 requirements in the task statement, thereby providing clear directions to students

- include clear instructions in item construction to prompt students to identify tone, purpose, context and audience to infer meaning and attitudes within the stimulus texts (Assessment objective 2)

- include a seen stimulus text from the authentic text types listed in the syllabus (Syllabus section 5.5.1). The seen stimulus should provide rich exposure to Unit 4 subject matter with opportunities for in-depth and explicit teaching of content and skills. Audiovisual texts must not include subtitles

- ensure Part 2 sample questions are different from the QCAA sample to allow for unique student responses.

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	5
Language	1
Layout	0
Transparency	2

*Each priority might contain up to four assessment practices.

Total number of submissions: 151.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- avoided inappropriate content, unnecessary jargon, specialist language and colloquial language. An example of how to ensure this in unseen stimulus is to use only kanji from the mandatory language elements 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:

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

- avoid the inclusion of English, including URLs, in stimulus texts. This could provide translation or reveal some context

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

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	81.94%	10.42%	5.56%	2.08%
2	Exchanging information and ideas in Japanese	75.69%	12.5%	3.47%	8.33%

Effective practices

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

- in Part 1, the multimodal presentation included a personal response, featuring the student's own perspectives on the ideas and information offered in the three stimulus texts

- in Part 2, the teacher asked unique questions relevant to the student's multimodal presentation to engage in the student-centred conversation

- schools demonstrated a shared understanding of the assessment requirements for the multimodal presentation (Part 1), which included comprehending the stimulus texts by

identifying PACT at least once across the stimulus texts in addition to analysing and evaluating the stimulus to achieve the range of the performance-level descriptors

- schools demonstrated an effective understanding of the assessment requirements for the student-centred conversation (Part 2), which allowed students to engage in unprepared/spontaneous communication to exchange information in Japanese to generate and maintain communication based on their personal response in Part 1.

Samples of effective practices

The following excerpts have been included to:

- demonstrate an authentic personal response in the highest mark range, meeting all the assessable objectives and characteristics in the ISMG in both criteria

- demonstrate a comprehensive understanding of the stimulus texts, as evident in the student's identification of PACT and their analysis and evaluation of all three stimulus texts

- demonstrate perceptive identification of PACT across the three stimulus texts where the relevant information is evident

- demonstrate discerning analysis and evaluation of the stimulus texts to justify and relate back to their personal experience as a basis of Part 2.

Note: The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Excerpt 1

こんにちは、しんじょうアカデミーのみなさん。
私はアラナです。
高校の最後の年にいます。
今日、高校のプレッシャーと　卒業後の生活と高校を終わる　お祝いすることについて話します。

私の将来
アラナ　タイ

Stimulus 1
Tone:
テキストーは入学試験に兄がせいこうすることを見たい妹についてです。
テキストを聞いた時、ストレスと不安のかんじょうをかんじる事　が出来ます。
パパのきたいは重すぎるからです。
たとえば、パパはいりえくんが　東大に入学するけど、いりえくんは　行きたくないそうです。
私は同じで、ストレスもかんじています。
勉強しながら、私はアルバイトをします。とてもいそがしいですよ。
私の結果がどんなにわるくても、親はサポートします。
しかし、いりえくんの妹の語ちょうは明るいです。
いりえくんを助けるために、おまもりを作ったり、アドバイス　をあげたり、「がんばります」と言ったり、しました。
また、国立センター試験のアプリケーションを作る　時、妹はしあわせになりました。
　私は宿題を困る時、私の姉は助けます。

Audience:
テキストーのターゲットそうは試験のじゅんび　をする学生だと思います。
高校三年生の将来のために、トピックは大切だからです。
試験前の夜に、いりえくんは　ねむる　かわりに、本も読むし、勉強するし、大変みたいですね。
私は六つの　かもくの試験があるから、一生懸命　勉強しています。
先週、りかの試験で五十パーセントだけ　とりました。
ビデオゲームをあそびすぎ　てしまいました。勉強をつづけるべきでした。
いい大学に入学したいなら、いい結果をとらなければなりません。
だから、どんなにむずかしくても、私は試験を一生懸命します。

テキストー
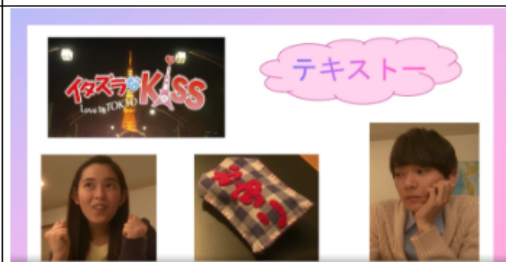
Stimulus 2
テキストニは卒業の後で色々なつうろについて教えるために書かれていると思います。
卒業する学生のつうろのじょうほうをあげるからです。
たとえば、このグラフによると、オーストラリアの高校生の中で、十三パーセントしか旅行しなかったそうです。
そして、女性より男性の方が旅行しました。
ギャップイヤーをとらない　方がいいと思います。
大学も行きたくなくなるし、勉強もわすれるし、スケジュールもちがうし、わるいですよ！
テキストによると、日本の女子の高校生の中で、一番人気な将来になりたい職業は公務員だそうです。
テキストと違って、私は　将来に教師になるつもりです。
学校の友達のおかげで、たくさんいい思い出があるけど、大学の生活を経験したいです。

テキストニ

2020年高校を卒業した
オーストラリア人の通路（％）

将来なりたい職業（日本の高校生）
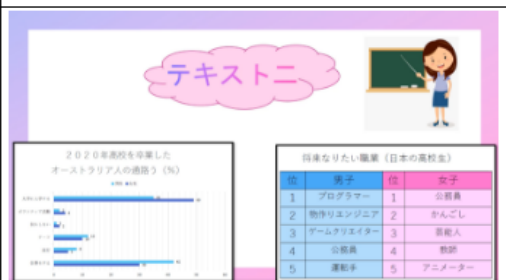
Excerpt 1 (continued)

Stimulus 3: context

テキスト三にオーストラリアと日本の高校を終わるお祝いし方 について話します。

試験のストレスとフォーマルのじゅんびと卒業のお祝いすることの テキスト メッセージ で読む事が出来ると思います。

エイミーさんは友達にほしいドレスの写真とみじかいメッセージを送ったからです。

メッセージは携帯電話でソーシャルメディアから送ると、インスタグラムやスナップチャットやフェイスブックなどで読めると思います。

エイミーさんの日本人の友達にとって、高校三年生のことの中で、いい結果をとることが一番大切ようです。

そして、日本で 卒業式をお祝いし方はとてもしんけんで、スピーチを聞くことと卒業証書をもらうことをします。

終わったら、パーティーをするかわりに、家族と好きなレストランでえんかいをします。

でも、エイミーさんによると、フォーマルのじゅんびはとてもいそがしくて、困っているそうです。

たとえば、ドレスとくつと色々なアクセサリーを買ったり、メークとネイルをよやくしたり、しなければなりません。楽しいけど、たくさんストレスですね。

私は同じです。

今日、オンラインできれいなフォーマルドレスを買って、もらうことが楽しみにしていますよ。

フォーマルの前に、かみさまからのブレッシングのために、教会でTCCの卒業ミサはお祝いします。

その後で、パートナーも家族とプロフェショナルの写真をとるし、かっこいい車もつけるし、フォーマルはかっこいいようです。

オーストラリアに高校のしゅうかんのフォーマルにみんなはしゅっせきします。

テキスト三
❖ 試験のストレス
❖ フォーマルのじゅんび
❖ 卒業のお祝いすること
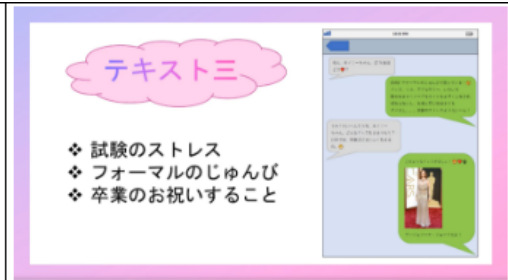
Conclusion:

私は 高校のプレッシャーと卒業後の生活と高校を終わるお祝いすることについて話しました。

また、テキストの目的と聞き手と状況と感情を勉強しました。

私もテキストも同じ経験があります。

高校のプレッシャー

卒業後の生活

高校を終わる
お祝いすること
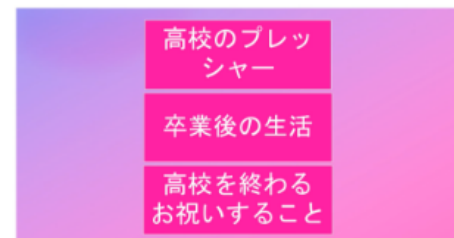
Video content: (7 mins, 06 secs) https://youtu.be/TIMak2zyx7c

Excerpt 2

0:00-1:41
T: テキスト１と２と３の中で、一番好きなテキストはどっちでしたか？
S: テキストの中で、一番関係があるのはテキスト１です。テキスト１によると、試験前の夜に、いりえ君は寝る代わりに本を読むし、勉強するし、するそうです。あのー、チャレンジを感じすぎると、あのー、burn outになる事が出来ます。忙しいスケジュールからです。大変みたいですね。
T: そうですね。
S: あのー、私は同じです。私は六つの科目の試験があるから一生懸命勉強しています。あのー、そして、勉強しながら私をアルバイトをします
T: ああ、そうですか
S: とても忙しいですよ。でも、学校から多くのいい思い出があって、最後の年を楽しいでした。先生、高校生活のいい思い出は何でしたか？
Audio content: (1 min, 41 secs) https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr_japanese_22_subj_rpt_ia3_snip1.mp3

4:48-6:14

T: じゃあ、あの、〇〇さんの夢は何ですか
S: あのー、将来教師になりたいです。ブリスベンで大学に行く事がかっこいいそうですが、とても高いですね。
T: ああ、高いですか
S: テキスト２によると日本の女子の高校生の中で四番人気になりたい職業は教師だそうです。
T: あぁ
S: 私は同じです。
T: そうですね。
S: あの、それが出来るために、いい結果を取ったり、大学に入学したり、しなければなりません・・・あのー
T: そうですね。
S: あのー、成功する事は大切だと思うから、あのーストレスとプレッシャーを感じています。でも大学の生活を経験する事を楽しみにしています。
T: いいですね。
S: 先生はどうですか？
Audio content: (1 min, 41 secs) https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr_japanese_22_subj_rpt_ia3_snip2.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 consider that the second characteristic in the Analysing Japanese texts in Japanese criterion includes the use of proficient and complex Japanese, such as grammar and pronunciation

- students should be made aware that in Part 1, the analysis and evaluation of the stimulus texts needs to be more than a summary of the stimulus texts. They need to provide conclusions with justification and perspectives related to Unit 4 subject matter

- in Part 2, a student-centred spontaneous conversation, students should not have access to sample questions during or prior to the assessment. In order to meet the syllabus specifications, teachers are encouraged not to over-scaffold in preparing students for this component of the assessment

- in Part 2, teachers should ask relevant questions to direct the conversation away from the student repeating parts of their presentation, as such repetition does not allow opportunity for the student to engage in a spontaneous conversation.

Additional advice

- Teachers are encouraged to check the student submission to ensure the multimodal presentation includes working audio. Any personal notes/details about the student, including their name and LUI number, should be removed for confidentiality and the Confirmation review.

- Advice should be provided to students that when they are recording their multimodal response, the information on the screen and their voice recording should be embedded in one file, rather than an audio file and a separate PowerPoint file, so the dialogue matches the information presented in the PowerPoint. If it is a video recording, the recording should not just be a video of the student speaking, as this does not meet the requirements of a multimodal response (refer to syllabus glossary). Instead, the video could be of a PowerPoint presentation (or equivalent)

- Teachers should ensure the clear and audible quality of the recorded student-centred conversation in Part 2 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.

- Teachers should double-check the submitted files in the Confirmation application before finalising the submission to ensure that

  - the quality of the recording is adequate and audible, meeting the submission requirements

  - the file contains no errors, e.g. only the first 10 seconds can be accessed

  - duplicate files have not been accidentally uploaded, e.g. Student A's files have been uploaded across multiple students or Part 1 file is uploaded for both Part 1 and Part 2.

- The assessment policy regarding word length or time limit should be applied consistently across both Part 1 and Part 2, remembering that Part 1 should be no longer than 8 minutes, and Part 2 should be no longer than 7 minutes.

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 — combination response (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 in English (18 marks)
- Paper 1, Section 2 consisted of short response questions in Japanese (18 marks)
- Paper 1, Section 3 consisted of an extended response task in Japanese (21 marks).

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

The assessment required students to show comprehension and analysis of stimulus texts and to create a written extended response.

There were two audio stimulus texts in Japanese in Section 1, with four associated questions. The stimulus for Section 2 consisted of one written stimulus 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:

- the requirement to provide the specified number of examples required to justify their conclusions
- flexibly use familiar language to respond creatively to questions in a way that ensured the intended meaning could be determined
- address and elaborate on the information sought by the three points of the question and the textual conventions requirement of the extended response.

Samples of effective practices

Short response

The following excerpts are from student responses to Questions 1–4. Together, these questions required students to identify PACT with valid and justifiable conclusions using evidence from the stimulus texts.

Effective student responses:

- stated valid conclusions, and provided the number of examples specified in the task

- were succinct and structured clearly

- demonstrated a clear understanding of purpose, audience and context, using valid words and phrases to describe the required PACT elements

- demonstrated an effective understanding of the stimulus through analysis.

These excerpts have been included:

- to demonstrate the students' comprehension and analytical ability to flexibly respond to the task to convey meaning relevant to the questions

- to demonstrate responses clearly addressing all requirements of the questions with reference to the stimulus through paraphrasing and well-substantiated justifications.

Excerpt 1

QUESTION 1 (4 marks)

Identify the purpose of and likely audience for Stimulus 1. Justify your response with one example for purpose and one example for audience from the stimulus.

The likely audience is someone who would like to live in Tokyo but & struggle financially or would like to save more money. This is because the speaker gives tips on how to save money in Tokyo such as making your own food at home and buying groceries from the supermarket where fruits and vegetables are cheap instead of eating out everyday. The purpose is to help people financially so they can actually live in & Tokyo as they would like to and helping with the financial barrier to do so. This is because many people believe that living in Tokyo is expensive when there are many alternatives to help save money.

- Audience is clearly identified
- Justification for audience
- Purpose is clearly identified
- Justification for purpose

Excerpt 2

QUESTION 2 (4 marks)

In what way could the information presented in Stimulus 1 benefit its listeners? Justify your response with three examples from the stimulus.

It could be beneficial as people can make alternatives to help save money living in Tokyo instead of not financially being able to live in Tokyo at all, while still enjoying their time there. An example is using public transport such as the subway and train which is cheap. Another is utilising free wifi which has become readily available in public areas. Furthermore there are many free activities for tourism such as the Shibuya intersection, a shrine called Meiji Jingu and the Yoyogi park in spring to see flowers and the sakura is pretty there.

- States how the information could be beneficial
- Example 1
- Example 2
- Example 3

Excerpt 3

QUESTION 2 (4 marks)

In what way could the information presented in Stimulus 1 benefit its listeners? Justify your response with three examples from the stimulus.

The information in Stimulus 1 would highly benefit its listeners as it provides ways to save money and live on a budget in Tokyo. It gives alternatives to expensive activities, such as cooking at home instead of eating out, and buying second hand clothes from a recycle shop rather than from the department store. It also shows how convenient it is to live in Tokyo, stating the convenience of public transport. This would benefit listeners as it provides an ease in anxiety of getting places one may not know. Additionally, the stimulus also provides tips such as buying and states alot of places have wifi that you don't need to pay for. a blanket for the winter. The stimulus provides activities that don't cost alot of money such as going to the shibuya crossing, temples, big shrines and paies to see the sakura flowers. Therefore the listeners would benefit from the tips to save money and how to live in Tokyo.

- States how the information could be beneficial
- Example 1
- Example 2
- Example 3
- Additional information that could count as evidence

While both examples are high level responses awarded full marks, it illustrates how students can use different types of information to obtain their marks

Excerpt 4

QUESTION 3 (6 marks)

How does the context of Stimulus 2 change the male speaker's mood? Justify your response with three examples from the stimulus.

Initially the speaker feels sad about finishing High school, but becomes excited when talking about his future. The speaker says that even though the last class was fun, he's sad, because he won't (also) see his teacher. However, he begins talking about his future plans of going to university and says he's excited and looking forward to it. He's also confused because he doesn't know what university he wants to go. He wants to work for a Japanese company because he loves Japanese, but wants to live in Australia and go to university with his Australian friends as he thinks it will be easier to live. He stays excited when saying his 18th birthday plans of going to the Gold Coast.

- Draws a valid conclusion about the speaker's initial mood
- Draws a valid conclusion about the speaker's change in mood
- Example 1
- Example 2
- Example 3

The context would need to be identified (e.g. a conversation between 2 students of which one is a senior and the other a junior) to be awarded a full mark.

Excerpt 5

QUESTION 4 (4 marks)

How likely is it that the male speaker in Stimulus 2 will achieve his post-school goals? Justify your response with three examples from the stimulus.

It is possible that he will achieve his post-school goals and is likely to achieve his university goals but unlikely to achieve his goals regarding Japan. This is because he wants to go to university with his friends and has his family and pet in Australia so he is likely to go to university in Australia. It is possible for him to work at a Japanese company and live in Japan as he loves Japanese and has passion for it. However, it is unlikely as going to university in Australia makes it very difficult to have a job in Japan as Japanese companies value past experiences and university records a lot.

- States the likelihood of the speaker achieving his post-school goals
- Example 1
- Example 2
- Example 3

The following excerpts are from student responses to Questions 5 and 6. These questions required students to analyse Japanese texts in Japanese.

Effective student responses:

- demonstrated the student's ability to identify and incorporate key words, phrases and ideas from the stimulus into their responses

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

- used katakana words to substitute for words they were unable to recall or did not know in Japanese, e.g. relationship

- were clearly structured and met task criteria.

These 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

- to demonstrate that students are able to obtain marks for a response depending on the information presented in the receptive mode and how much their meaning can be conveyed in the productive mode.

Excerpt 1

QUESTION 5 (8 marks)

Identify the relationship between the two people in Stimulus 3 in the stimulus book. Justify your response with three examples from the stimulus.

健くんと葵先輩のかんけいは なかのいい 先輩とこうはいで 先輩が こうはい の めんどうを見て こうはいは 先輩に あこがれる かんけいです。たとえば 健くんが バスケ部で けがをした時、先輩は バンドエイドをあげました。健くんが コンビニのバイトで ミスが多くても先輩は店のそうじや、サービス用語を教えました。将来の夢についても 健くんは勉強が苦手だけど「健くんは美術が得意だから、デザインの道はどう?」とアドバイスをしました。そう言う先輩のポジティブな エネルギーが 好きで 健くんは 先輩にあこがれています。

- Identifies a valid relationship
- Example 1
- Example 2
- Example 3

- The response has addressed all components of the question
- The response is accurately composed; the student conveys meaning relevant to the question with few errors.
- The response demonstrates effective writing skills with a conclusion to summarise the response.

Excerpt 2

QUESTION 6 (10 marks)

Explain the meaning of 「お世話になりました」and decide whether it is appropriate for the tone of Stimulus 3. Justify your response with three examples from the stimulus.

「お世話になりました」と 言うの は 葵先輩がいままで 健くんのために してくれたこと にたいしての ありがたさをしめしています。たとえば バイトの後 健くんの 苦手な 英語を教えてくれて そのおかげで 大学に 健くんは 行けました。先輩はバイトを やめて留学をしに行ったので おわかれに いままでの かんしゃの 気もちをつたえています。さらに 初めて会ったのが 健くんが 中学一年生の時だったので ながいつき会いなので「お世話になりました」と言うのが もっと しげきてき で このぶんにすごくあっています。

- States a valid meaning for お世話になりました
- Makes a valid decision about the appropriateness of the use of the term
- States a valid tone
- Example 1 (links with meaning of お世話になりました)
- Example 2 (links in with meaning of お世話になりました and tone)
- Example 3 (links with meaning of お世話になりました)

- The response has addressed all components of the question
- The response is accurately composed; the student conveys meaning relevant to the question with few errors.

Extended response

The following excerpt is from a student response to Question 7. It required students to write a message to their future self in Japanese in a school time-capsule project. Students were required to address the three points stated in the task: the most important part of high-school life, their readiness to enter their chosen field, and the type of adult they want to become.

Effective student responses:

- demonstrated the student's ability to apply knowledge and language elements to respond purposefully and convey meaning effectively

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

- used an appropriate register consistently throughout the task

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

This excerpt has been included:

- to demonstrate the student's ability to flexibly respond to the task and effectively convey relevant meaning using a wide range of language elements

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

- to demonstrate the ability to successfully convey meaning relevant to the task, the ability to select and logically organise thoughts and ideas to ensure good cohesion, and elaborate on the three points specified by the task.

QUESTION 7 (21 marks)

Your school is making a time capsule to be opened in 20 years. As a graduate of the 2022 Japanese class, you have been asked to write a message to your future self addressing the following areas:

- 高校生活の中で、何が一番大切でしたか。
- 将来、決めた道にすすむじゅんびは出来ましたか。
- 将来、どんな大人になりたいですか。

私へ、

私は今高校生活をすごく楽しんでいます。中でも友達や先生との時間を一番大切にしています。ほかにも私のことをたくさんにやさしくしてくれたり、勉強を教えてくれたり、おちこんでいる時にはげましてくれたりした先輩のこともすごく大切です。今は将来い療道にすすみたいのでまずは大学でいがくぶに入りたいです。でも、いがくぶはすごくむずかしいので勉強は苦手だけどできるだけがんばります。あと、しごとのけいけんもほしいのでせっきょくでバイトをしてみたいです。なので将来のじゅんびはまだすべてできていません。私の友達でおなじい療はなりたい人がたくさんいるのでみんなで一緒になれるといいんです。高校をそつ業したらみんなで日本にも友達

行ってみたいです。みんなアニメや日本語が大好きなのでたくさん楽しめると思います。将来先輩みたいなポジティブでやさしい人になっていつかけっこんして子どもがほしいです。できたら子どもは女の子と男の子がいいです。そしてりっぱなおよめさんとお母さんになりたいです。今の私はこの夢をかなえれていますか？できなかったとしてもそれでもハッピーでいて頭を上げ、前をむいて進んでほしいです。

がんばってね！

私より。

Information
- Addresses 3 topics and elaborates on all 2 dot points
  - Most important part of high school life
  - Readiness to enter their chosen field
  - The type of adult they want to be (while the student mentions what type of person they would like to become, there is a lack of elaboration on this dot point)

Meaning
- The student has effectively communicated through their selection of ideas, logical sequencing of ideas
- Effective synthesis of ideas (bringing together the ideas to form a new understanding; bringing it all together; where to from here)

Language Elements
- The student has accurately formed their characters (writing is highly accurate)
- A wide range of grammar has been used, accurately
- The student has used 3 tenses (present, present continuous and past)
- Register is consistent

Textual Conventions:
- Introduction (Dear me. I am really enjoying my current senior high lifestyle right now)
- Closing Statement (Do your best! From me)

Practices to strengthen

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

- providing opportunities for students to learn how to effectively paraphrase information from the stimulus texts. This would allow students the opportunity to demonstrate both their comprehension and composition skills without reproducing sentences from the texts (in both Japanese and English)

- providing opportunities for students to learn how to deduce meaning of unfamiliar words and kanji characters from context. Teachers should encourage students to develop resilience,

perseverance and the skills to comprehend the meaning of unfamiliar words based on the context of the text surrounding the unfamiliar word or character

- encouraging students to read the questions carefully to ensure they are addressing it properly, e.g. if students are asked to identify the audience of a text, this is the element they should focus on, rather than providing other elements of PACT

- providing opportunities for students to learn words, expressions and grammatical features to express PACT in both English and Japanese

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

- encouraging and reminding students not to respond to a task with a hybrid response or a mix of languages

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

- for the short response in English

  - providing learning opportunities for students to effectively evaluate. This includes coming to a clear conclusion, and providing relevant evidence to justify the conclusion

- for the short response in Japanese

  - providing learning opportunities for students to practise writing English words into katakana to develop their capacity to demonstrate better accuracy in the spelling words in katakana

  - providing opportunities for students to write in variety of tenses in short responses

- for the extended response in Japanese

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

  - providing learning opportunities to guide and help students develop writing skills 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

  - providing opportunities for students to write in variety of tenses in extended responses

  - 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 criterion

  - encouraging students to attempt the task in the target language so they can be awarded some potential points, rather than being awarded 'NA'.