

Japanese marking guide and response

External assessment 2023

Combination response (53 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 speaker's tone is positive and appreciative when sharing his in-country living experiences. The speaker had many wonderful memories at school and with his host family in Japan.</p> <p>The most likely audience for this text would be high school students who study Japanese and are considering going to Japan for a gap year. It is helpful for these students to hear another person's experience of living in Japan.</p>	<ul style="list-style-type: none">• identifies a valid tone [1 mark]• provides a relevant example to justify the response [1 mark]• identifies a valid audience [1 mark]• provides a relevant example to justify the response [1 mark]

Q	Sample response	The response:
2	<p>The stimulus text reveals that Japanese society is underpinned by time honoured values and traditions yet is also modernised. For example:</p> <ol style="list-style-type: none"> 1. Japan has a modern public transportation system. Public transport is crowded yet convenient. People can take the bullet train if they want to travel faster. 2. There are many traditional Japanese festivals and celebrations in Japan. For example, people wear yukata (summer kimono) to attend summer festivals. They also do Bon dancing (traditional dance). 	<ul style="list-style-type: none"> • makes a valid statement about Japanese society [1 mark] • provides a relevant example to justify the response [1 mark] • makes a second valid statement about Japanese society [1 mark] • provides a relevant example to justify the response [1 mark]

Q	Sample response	The response:
3	<p>Stimulus 2 is an advertisement for an IT job in Japan. There is information relating to salary, work conditions and requirements for the position.</p> <p>An IT company based in Osaka is looking for high school graduates who are seeking a challenge. They are looking for people who are interested in IT and web design. Applicants need to send a letter and resume if they are interested in applying for the job.</p>	<ul style="list-style-type: none"> • identifies a valid context [1 mark] • provides a relevant example to justify the response [1 mark] • identifies a valid purpose [1 mark] • provides a relevant example to justify the response [1 mark]

Q	Sample response	The response:
4	<p>The stimulus indicates that the successful applicant will have the essential skills, including the ability to work in a complex, demanding IT role. The position requires the person to have effective IT skills, experience creating web design and the ability to speak both English and Japanese.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about the essential skills required [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark]

Section 2: Short response in Japanese

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
5	<p>オリビアさんは高校の時にプレッシャーをかんじてたいへんでした。友達とパーティーに行きたかったし、普通の高校生活がしたかったです。</p> <p>でも日本語の先生からアドバイスをもらって安心してがんばるようになりました。ゴールにむかって一生けんめいがんばりました。</p> <p>最後にオリビアさんはとてもうれしかったです。オリンピックのメダルはもらえなかったが、一生けんめいおよいだし、あきらめませんでした。</p>	<ul style="list-style-type: none"> • draws a valid conclusion about how the writer's feelings changed [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [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

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
6	<p>オリピアさんは学生にこの アドバイスを聞いてほしいです。</p> <p>オリピアさんの夢は水えいの選手になることでした。日本語の先生のアドバイスをもらってオリンピックに出ることができました。</p> <p>がんばっている学生に一生けんめい練習するしかないとメッセージをおくりたいです。</p>	<ul style="list-style-type: none"> • draws a valid conclusion about purpose [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark] 	• conveys meaning relevant to the question with few errors	4
			• conveys meaning relevant to the question with some errors	3
			• conveys meaning relevant to the question using some words and isolated phrases	2
			• conveys fragmented meaning	1
			• does not satisfy any of the descriptors above.	0

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 significance/traditions of the event highlights of the event their personal feelings about the event 	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"> salutations/ concluding remarks email protocols 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> the significance/traditions of the event highlights of the event their personal feelings about the event elaborates on two 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 two of the following <ul style="list-style-type: none"> salutations/ concluding remarks email protocols 	1
<ul style="list-style-type: none"> addresses and elaborates on two of the following <ul style="list-style-type: none"> the significance/traditions of the event highlights of the event their personal feelings about the event 	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 OR is in English. 	0
<ul style="list-style-type: none"> addresses two of the following <ul style="list-style-type: none"> the significance/traditions of the event highlights of the event their personal feelings about the event elaborates on one 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		

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 one of the following <ul style="list-style-type: none"> the significance/traditions of the event highlights of the event their personal feelings about the event 	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		

Sample response: Creating Japanese texts

<p>Throughout</p> <p>Meaning develops an astute response relevant to the task</p> <p>Textual conventions uses all of the following:</p> <ul style="list-style-type: none"> • salutations • concluding remarks • email protocols <p>Information addresses and elaborates on all of the following:</p> <ul style="list-style-type: none"> • significance/tradition of the event • highlights of the event • their personal feelings about the event 	<p>Question 7</p> <p>しまい校のみなさんへ</p> <p>こんにちは。お元気ですか。オスカーと申します。もうすぐ高校を卒業します。Eメールをありがとうございます。</p> <p>僕の学校では卒業する前の一週間に色々なイベントがあります。例えばフォーマルやパレディクトリー・ディナーやタイム・トンネルなどです。</p> <p>僕の一番好きなイベントはタイム・トンネルというイベントです。毎年プレップの学生から高校二年生までの学生が卒業生にさよならを言うイベントです。高校三年生は学校の中を歩きながらみんなと話します。こうはいにプレゼントをもらいます。学校の伝統的なイベントです。タイム・トンネルの一番最後に先生や両親があつまって卒業生と話します。</p> <p>卒業生はお世話になった先生や友達にありがとうと言います。いつもとてもかなしいイベントです。卒業すると先生や友達に毎日会えないからです。僕は卒業することはたのしみにしていますがタイム・トンネルでなくと思います。</p> <p>あなたの学校ではどんなイベントがありますか？</p> <p>オスカーより</p>	<p>Language elements</p> <p>uses a wide range of vocabulary and characters purposefully and with a high level of accuracy</p> <p>uses a wide range of grammar purposefully and with a high level of accuracy</p> <p>uses a wide range of tenses purposefully and with a high level of accuracy</p> <p>uses consistent register for context</p> <p>Meaning</p> <p>proficiently communicates through:</p> <ul style="list-style-type: none"> • selection of ideas • logical sequencing of ideas • synthesis of ideas
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