Japanese subject report

2023 cohort

January 2024

Contents

Introduction

Throughout 2023, schools and the Queensland Curriculum and Assessment Authority (QCAA) continued to improve outcomes for students in the Queensland Certificate of Education (QCE) system. These efforts were consolidated by the cumulative experience in teaching, learning and assessment of the current General and General (Extension) senior syllabuses, and school engagement in QCAA endorsement and confirmation processes and external assessment marking. The current evaluation of the QCE system will further enhance understanding of the summative assessment cycle and will inform future QCAA subject reports.

The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2023 subject report is the culmination of the partnership between schools and the QCAA. It addresses school-based assessment design and judgments, and student responses to external assessment for this subject. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop student learning and assessment experiences for 2024.

The report also includes 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 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 internal and 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 senior 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 highlights

151
schools offered Japanese

84.29%
of students completed 4 units

96.78%
of students received a C or higher

Subject data summary
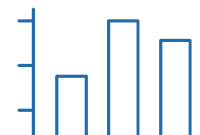
Subject completion

The following data includes students who completed the General subject.

Note: All data is correct as at January 2024. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered Japanese: 151.

Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	1,509	1,410	1,272

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	1,411	98
Unit 2	1,344	66

Units 3 and 4 internal assessment (IA) results

Total marks for IA
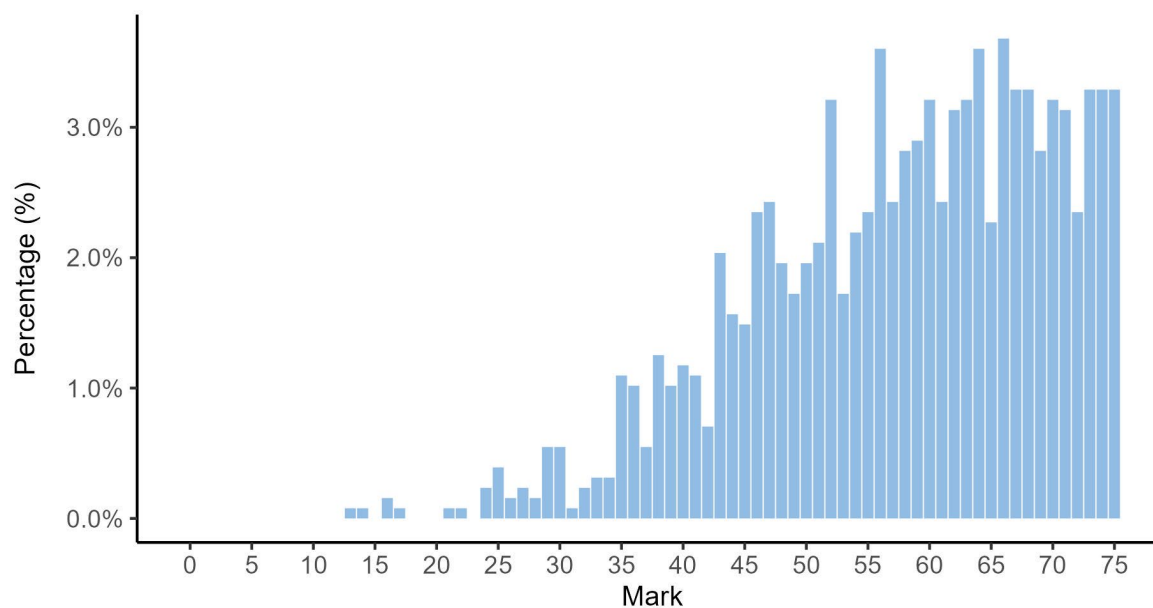
IA1 marks

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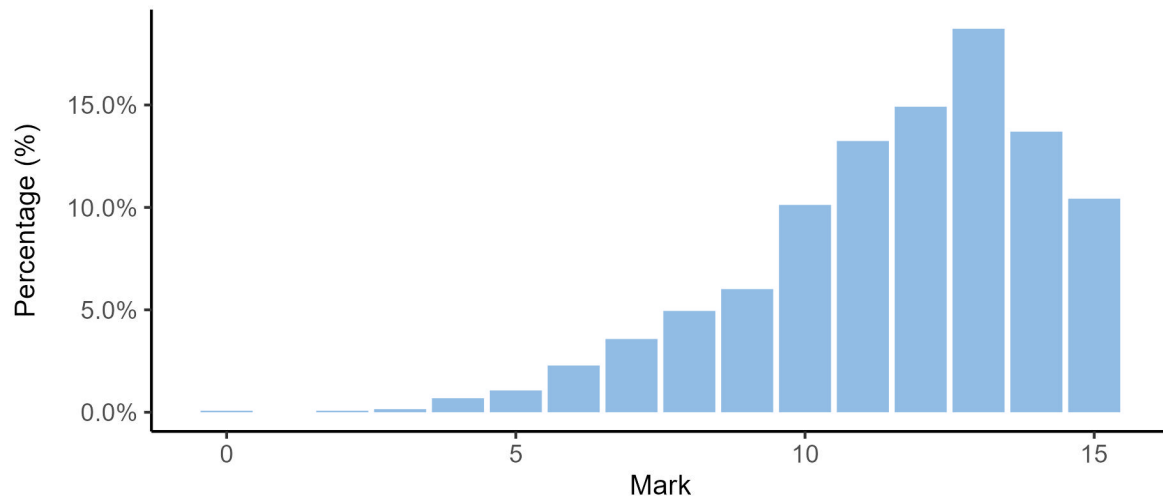
IA1 Criterion: Analysing Japanese texts in English
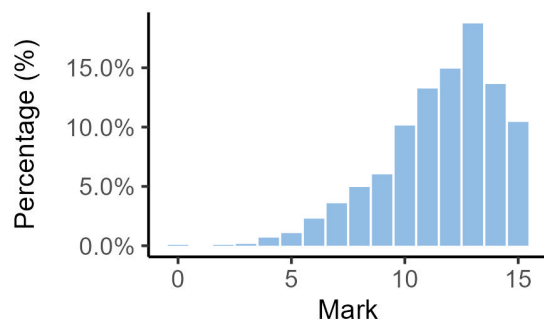
IA2 marks

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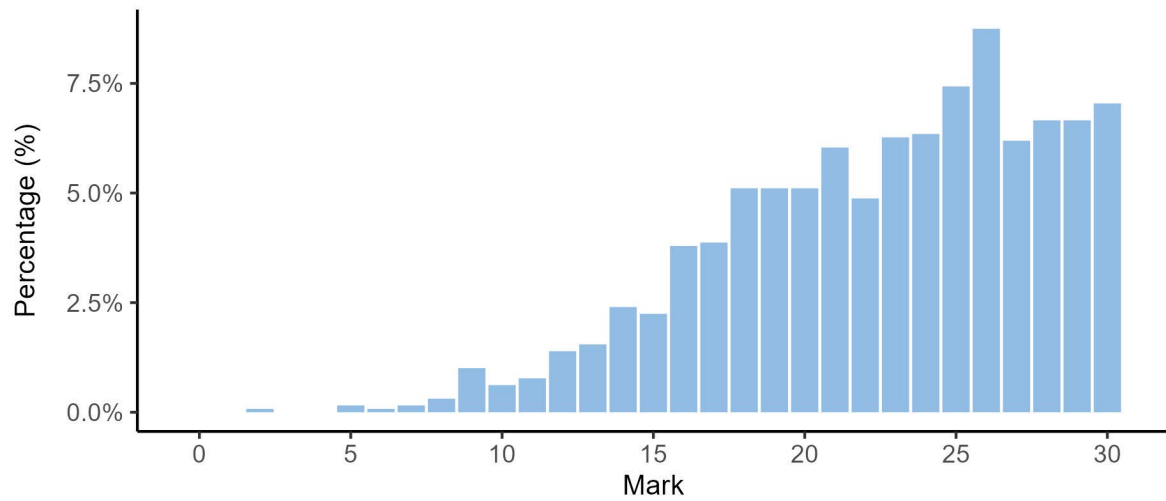
IA2 Criterion: Analysing Japanese texts in English
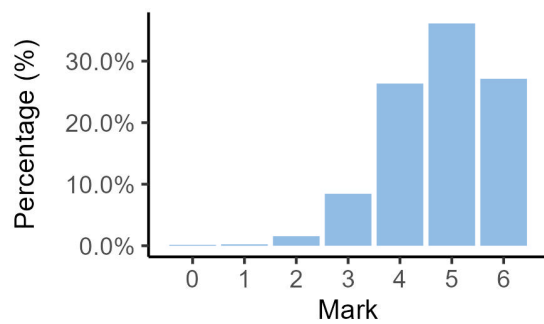
IA2 Criterion: Creating Japanese texts with Japanese stimulus
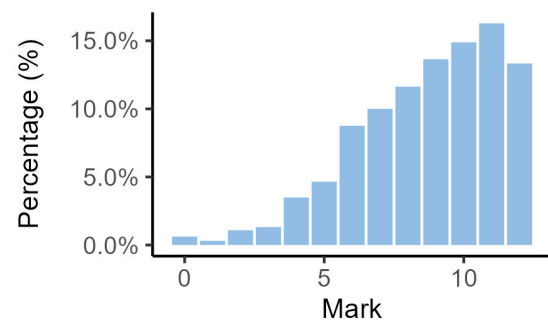
IA2 Criterion: Exchanging information and ideas in Japanese
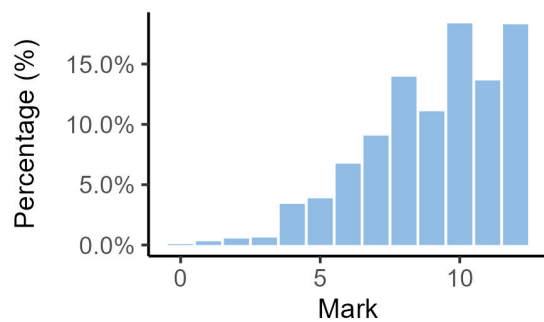
IA3 marks

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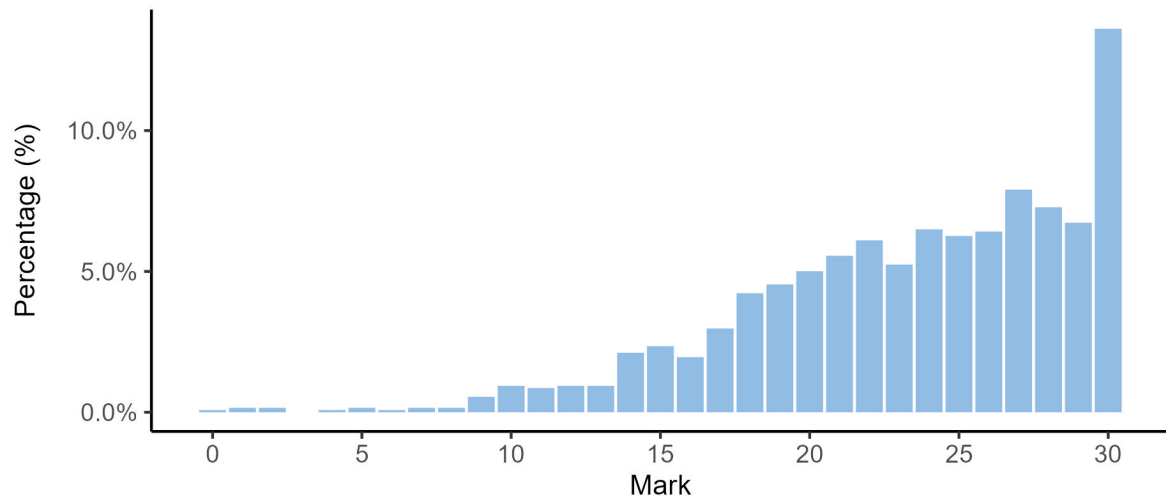
IA3 Criterion: Analysing Japanese texts in Japanese
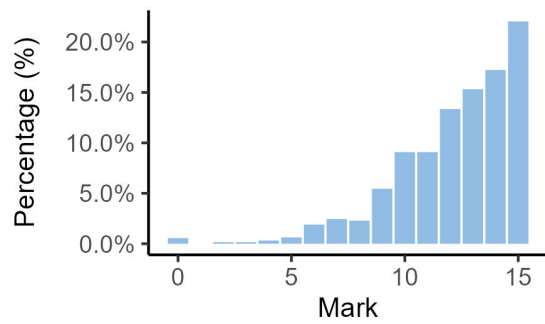
IA3 Criterion: Exchanging information and ideas in Japanese
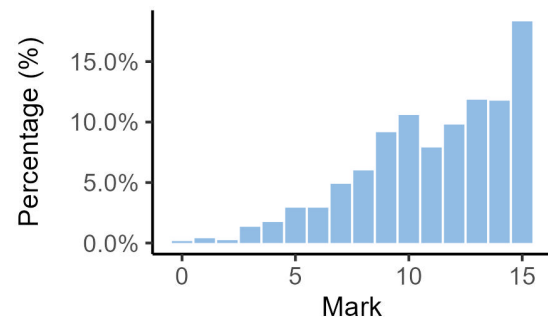
External assessment (EA) marks
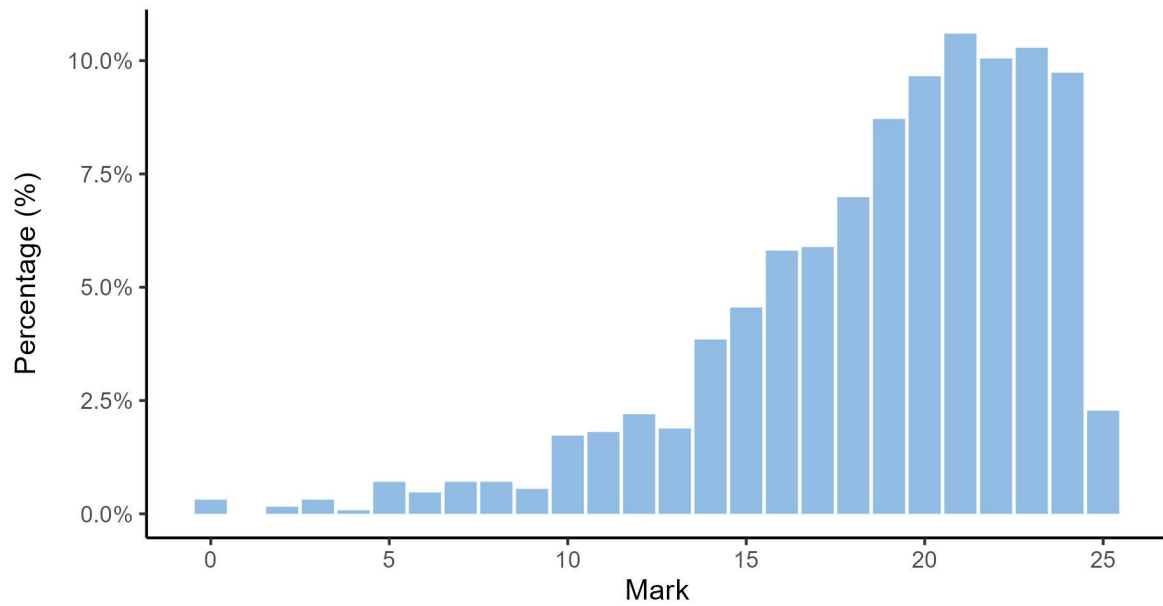
Final subject results

Final marks for IA and EA
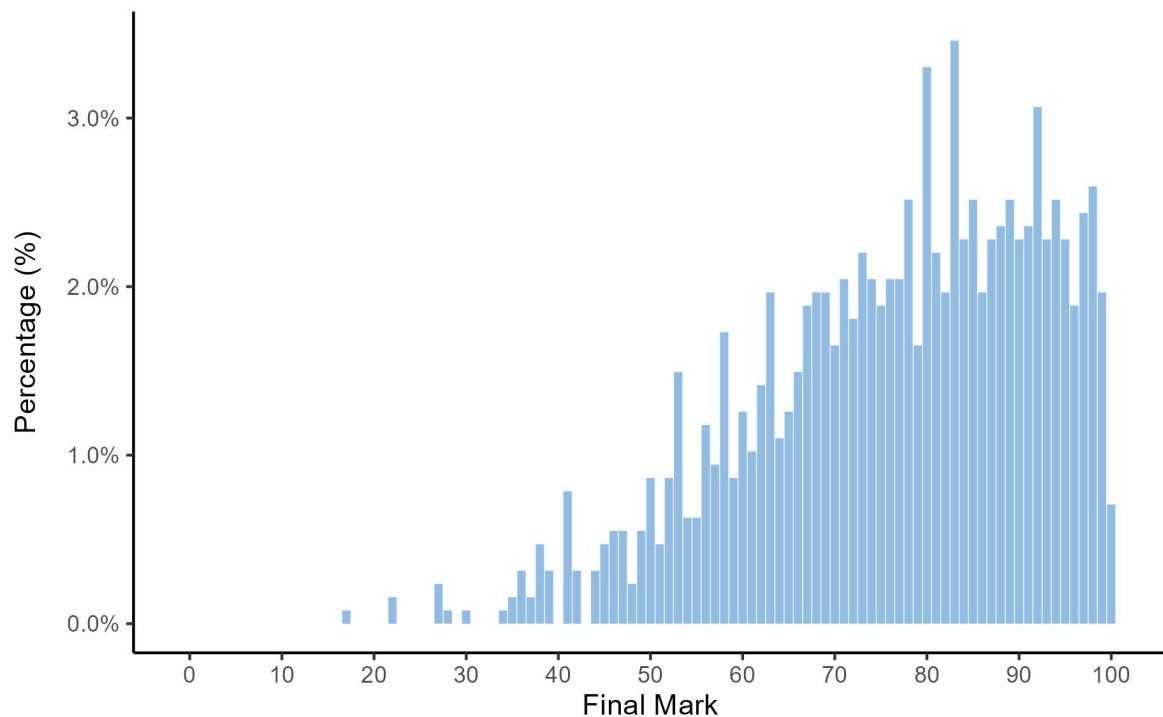
Grade boundaries

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	100–84	83–65	64–44	43–18	17–0

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	487	501	243	40	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 *QCE and QCIA policy and procedures handbook v5.0*, Section 9.6.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	149	149	146
Percentage endorsed in Application 1	43%	25%	41%

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 v5.0*, Section 9.7.

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	145	836	43	75.17%
2	145	835	7	84.14%
3	145	828	0	82.07%

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	32
Authentication	0
Authenticity	3
Item construction	8
Scope and scale	21

*Each priority might contain up to four assessment practices.

Total number of submissions: 149.

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 identify purpose, audience, context and tone (PACT) in their response

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

- included three to five stimulus texts, of which one was written, one was audio or audiovisual and one was visual. Stimulus texts, when combined, were within the 1200–1700 character range

- included one question that required students to refer to more than one stimulus text in their response, e.g. How do the values, beliefs and attitudes in Stimulus 1 and Stimulus 2 reflect lifestyle choices in Japanese society? Justify your response using evidence from both Stimulus 1 and Stimulus 2.

Practices to strengthen

It is recommended that assessment instruments:

- include questions that can be answered within the syllabus conditions for response length yet still allow students to provide the required depth in their response, thereby providing opportunities for students to demonstrate the highest mark range of the ISMG, e.g. Identify the purpose and context for Stimulus 1. Justify your response with relevant examples from the stimulus

- include a visual stimulus that is up to 85 characters, excluding axial numerals and numbers

- provide students with the opportunity to cover the required assessable objectives and performance-level descriptors of the ISMG for Objective 3: Analysing and evaluating information and ideas to draw conclusions and justify opinions, ideas and perspectives related to the subject matter of Unit 3 Topic 1, e.g. Evaluate the role fathers play in modern Japan in Stimulus 2. Justify your response with examples from 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	7
Language	6
Layout	4
Transparency	46

*Each priority might contain up to four assessment practices.

Total number of submissions: 149.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

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

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

  - instructions for students to respond in English

  - posing questions about purpose, audience, context and tone (PACT) separately to allow students to respond within syllabus specifications and response conditions.

Practices to strengthen

It is recommended that assessment instruments:

- avoid bias, inappropriate content, jargon, specialist language and colloquial language, e.g. using Kanji only from the mandatory language elements list from the syllabus (Syllabus section 1.2.5)

- include age-appropriate audio or audiovisual stimulus that is clear, audible and recorded at an appropriate pace for students, using judicious pausing where relevant
- include stimulus texts that are free of errors and model accurate spelling, grammar, punctuation and other textual features.

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	75.17%	14.48%	3.45%	6.9%

Effective practices

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

- students and teachers shared understanding of the characteristics in the performance-level descriptors, i.e. what it means to identify purpose, context, audience, tone (PACT) in Assessment objective 2
  - purpose: What is the goal that the text is trying to achieve?
  - audience: Who is the text designed for? Who is the text targeting with its message? This is specific to the text and not a general group — who *specifically* it is for?
  - context: What is the scenario the text exists in? Or, what is the social, cultural or historical situation that the text had been created to fit into?
  - tone: What kind of language is used to convey the text's message? Use an adjective or emotion that is not 'informative' or 'informational', 'formal', or 'informal'
- student responses included specific information and ideas from the stimulus to demonstrate thorough comprehension to justify their conclusions, providing specificity in the type of audience, e.g. fathers who are interested in learning about the ikumen
- students paraphrased effectively to provide justifications rather than providing direct quotations from the stimulus texts
- students and teachers shared understanding of the qualifiers in the ISMG, e.g. the difference between *perceptive* identification vs. *effective* identification.

Samples of effective practices

The following excerpts demonstrate the application of thorough comprehension to develop analysis and evaluation and make a valid judgment about the changes in gender roles in marriage in Japan and provides appropriate justification from the stimulus. This is a high-level response from the 14–15 mark range.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Excerpt 1

stimulus 1 shows Japanese roles of marriage are changing to be open towards "different partnerships" – "Migi's self-marriage" "same-sex marriage". This subverts traditional roles where males working at companies are most important", and "females support males by doing housework". However, stimulus 2 highlight "Ikumen" numbers are increasing, showing male roles are changing in Japan to include "raising children" as well as "working at companies". stimulus 3 also shows women's roles are shifting from domestic work, to working in companies. All stimulus' show these changing roles – working women and independent males raising children – show happiness and fulfilment can be found outside traditional gendered roles. / 99 words

Question 1
The speaker's milestone is Migi's self-wedding – marriage without a partner". Migi highlights "different forms of partnership" exist, and she wants to "live life alone", finding "happiness" in "friends, studying, and hobbies" job/career. Migi thinks despite "Japanese forms of male and female marriage", "a happy life and fulfilment lived" can be without a partner, so she "self-married". Potential audiences include "people wanting to decide to live alone" – Migi says she wants these people to "have more self-confidence" to make this decision". other audiences include "people who think not marrying is fine", same sex couples, and anyone who desires non-traditional "partnership."
99 words

Excerpt 2

Circumstances of Hinata in Stimulus 2 ~~is~~ are somewhat normal based on the evidence in Stimulus 3. ~~Evident~~ In Stimulus 2 Hinata states that she prepares , breakfast, lunch which is very common for fulltime female workers ~~like her~~ in Stimulus 3. Whereas chores ~~such as~~ like taking out ~~the~~ trash she does more often than ~~the~~ mothers in Stimulus 3. Hinata takes out the trash often often as she believes that her husband is tired. Other chores in Stimulus 3 such percentage as helping the kids, shopping are also similar to Hinata's chores. Therefore, circumstances of Hinata in S2 are somewhat ~~similar~~ / normal based on data in S3.

- reasonable conclusions drawn
- well evidenced + justified.
- specific data would have improved but still well justified.   14-15

The following excerpts demonstrate a perceptive identification of the context and tone with justifications to infer meaning, values and attitudes using examples from the stimulus to justify the conclusions. This is a high-level response from the 14–15 mark range.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Excerpt 1

Question 3
Stimulus 3's ~~probable~~ context is a poster protesting "rules of women's restrictions remaining in Japanese workplaces", and promoting the "#KuToo" movement. It would be found in Japanese workplaces wishing to initiate change, or in public to promote gender equality → on women's rules. Japanese workplaces awareness. Stimulus 3 shows ~~these women~~ the captions reveal impose strict clothing regulations on women — women must "wear skirts", "stop wearing glasses" and "~~eat~~ wear makeup as a form of manners". These demanding workplace expectations are then contrasted by #KuToo", which image states, "It's fine if you don't ~~wear~~ wear heels". This demonstrates women's strict rules in Japanese workplaces are moving towards change, ~~possibly~~ hopefully providing more autonomy to women over choosing work attire. 18. 98 words

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Excerpt 2

~~A possible~~ Context for Stimulus 1 is a Japanese radio show / ~~broadcast~~ called NHK Radio. Tone of the female speaker about the topic of working mothers was 'shocked', 'surprised'. This is evident when the reporter Matsumoto introduces himself and raise the topic, ask Aya a Japanese Australian raised, Uni Student about herself and what her opinions are on 'working mothers' Aya states that she was shocked and that both parents should help with child raising in Japan, as it was common ~~in Australia~~ around her when she was younger. Therefore, stimulus 1 is a radio ~~talking~~ now about 'working' mothers Aya was shocked and that the topic.

Context → Tone are perceptive. Discerning use of stimulus evidence + justify

14–15

Practices to strengthen

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

- hybrid responses (where the student answers in both Japanese and English) that are used for justification, analysis and evaluation of stimulus texts are matched to the performance levels below the 12–13 mark range as these responses do not measure a student's level of comprehension nor analysis and evaluation

- responses where the identification of context or audience is missing are matched to the 6–7 mark range or lower for the second descriptor in the ISMG, e.g. the student has identified tone, purpose and context, but not audience across the entire response

- responses that describe tone with valid adjectives or words of feelings, emotions or expressions (e.g. excited or concerned) and provide evidence from the stimulus to infer meaning, values and attitudes and to validate the word choice are matched to the upper performance level

- responses that identify purpose, audience, context and tone (PACT) in the relevant questions posed are awarded marks for the second descriptor, i.e. marks should not be awarded because a student coincidentally writes a valid word for tone for a question which asks for context.

Additional advice

- Schools

  – should use the best-fit approach to annotate the ISMG when marks are across different mark ranges. Marked ISMGs should be annotated to indicate the descriptors evident in the student response and the mark awarded for each criterion (Syllabus section 1.3). For further information and guidance, see

    ▪ *QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.1

    ▪ *Making judgments* webinar resource, in the Syllabuses application (app)

    ▪ *Module 3 — Making reliable judgments*, in the Assessment Literacy app

  – must use the endorsed assessment instrument and ISMG from the Endorsement app rather than creating their own copy of the ISMG, to ensure the validity of the assessment instrument (*QCE and QCIA policy and procedures handbook v5.0*, Section 8.3 and 7.3.3).

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	71
Authentication	0
Authenticity	6
Item construction	12
Scope and scale	12

*Each priority might contain up to four assessment practices.

Total number of submissions: 149.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included cognitions in the questions that provided students with opportunities to demonstrate the required assessable objectives and achieve the range of ISMG performance-level descriptors across all three criteria
- included stimulus texts that were relevant to the task and of suitable scope, aligned with subject matter from Unit 3 Topics 2 and 3
- provided written and visual stimulus texts and transcripts that adhered to the syllabus condition of a combined length of 1200–1700 characters.

Practices to strengthen

It is recommended that assessment instruments:

- include a new stimulus for Session 2 that is either written or visual, which presents new information to the student. Any written text must have up to 85 Japanese characters or up to 60 words in English. The stimulus provided in Session 2 must represent a different perspective to the stimulus provided in Session 1

- for both Session 1 Part 1 and Part 2 and Session 2, include instructions that match 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

- include questions that can be answered within the syllabus time conditions while still providing the required depth to demonstrate the highest mark range of the ISMG in the Analysing criterion

- include a range of open-ended questions in Session 2 that allow students to generate a personal response in relation to Session 1 and 2 stimulus texts.

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	9
Language	3
Layout	3
Transparency	52

*Each priority might contain up to four assessment practices.

Total number of submissions: 149.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used clear, appropriate language and accurate grammar while avoiding unnecessary jargon, archaic expressions, and colloquial or specialist language, e.g. using only characters from the mandatory language elements list in the syllabus (Syllabus section 1.2.5)

- used cognitions that provide students the opportunity to demonstrate their understanding of the topic through a unique response

- contained stimulus texts of suitable scope and scale that were aligned with the Unit 3 Topics 2 and 3 subject matter and the mandatory language elements list.

Practices to strengthen

It is recommended that assessment instruments:

- include audio or audiovisual stimulus that is clear, audible and recorded at an appropriate pace for students, using judicious pausing, and in the case of a conversation, uses two distinguishable speakers to allow students to identify each speaker's tone and/or purpose

- include instructions that outline the requirements of Session 1 and 2, e.g. to answer Part 1 questions in English and Part 2 in Japanese
- are free of errors and model accurate spelling, grammar, punctuation and other textual features.

Additional advice

- Schools
  - should label files appropriately according to the stimulus required in Session 1 and Session 2 to provide clarity and accessibility for students when responding to stimulus texts provided in different sessions in the assessment
  - should remove URLs from stimulus texts as these can reveal content that leads students to a predetermined response.

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	95.17%	3.45%	1.38%	0%
2	Creating Japanese texts with Japanese stimulus	92.41%	2.76%	2.07%	2.76%
3	Exchanging information and ideas in Japanese	88.97%	5.52%	3.45%	2.07%

Effective practices

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

- for Analysing Japanese texts in English in Session 1 Part 1
  - students responded succinctly to the question by paraphrasing and synthesising information from the stimulus to demonstrate their comprehension of the stimulus texts
  - the student's analysis and evaluation were structured coherently to draw conclusions clearly, e.g. cognitions were answered in the first sentence, followed by elaborations with evidence and justifications from the stimulus text/s
- for Exchanging information and ideas in Japanese in Session 2

– teacher-guided open-ended questions allowed students to incorporate stimulus items from both Session 1 and Session 2 in a spontaneous personal response

– teachers provided opportunities for students to sustain communication and exchange meaning in response to unseen, unprepared questions, e.g. students synthesised information and ideas from the stimulus texts to generate the conversation and provide personal response.

Samples of effective practices

The following excerpts demonstrate:

- understanding of the assessment instrument, assessment objectives and ISMG in each of the criteria to achieve the range of the performance-level descriptors

- ability to construct a structured, coherent and succinct response by responding to the cognition in the question, followed by the justification or evidence from the stimulus, and maximised their management of time to demonstrate comprehension through analysis and evaluation

- discerning application of conventions and language elements to respond to the task through the establishment of a cohesive and detailed personal perspective that has sequenced and synthesised details from the stimulus texts

- discerning application of language features and incorporation of personal response to each of the open-ended questions.

This is a high level response at mark range 6 for the short response, and at mark range 11 – 12 for Exchanging.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Excerpt 1

The purpose of stimulus one is to encourage parents to register for an online seminar. These parents may be concerned for their children's safety online, and may also be unsure about how they can effectively ~~protect their children from the dangers of online us.~~ internet usage. The online seminar ad encourages/~~parents~~ [concerned] parents to register by making them ~~parents~~ question the extent of their knowledge surrounding ~~the internet~~ [online, usease] [JI] and its dangers, and then claiming that ~~it's~~ [the] seminar can help parents to talk to their children about filtering, and the dangers of online usage, helping to keep their children safer and happier.

Excerpt 2

The speaker communicates the significant impact of digital communication technologies on young people's lives. The explanation meeting highlights that social media is becoming a big problem, especially for young people. The lifestyle of teenagers is vastly changing due to the overuse of internet and social media. Young people's communication skills are not good, family relationships are not good, and they don't have the ability to converse with other people. Also, many teenagers feel isolated and lonely because of digital communication technologies. Face to face contact has decreased heavily and been replaced with screen time.

The purpose of this email is for the sender, Jack to share his experience of balancing his life and the pressures he feels and gain insight into the pressures felt by his Japanese high school student friend, Kazuhiko. Jack asks 'how you are' and illudes that the pair are ✓ friends as they follow each other on Instagram. Details about jacks life include his new job at GYG and how he likes to spend time with both his new work friends and his school friends. But he does illude to the pressures he feels from his parents and friends and wonders if his Japanese friend feels the same.

Excerpt 3

Stimulus 2 is an online article published by The Teen Magazine. The article discusses positive and negative aspects of technology and SNS. The author, Akira Hashimoto believes that technology is an essential part of life for ~~teenagers~~ young people, particularly for their education and future. Hashimoto does, however, ~~also~~ discuss negative aspects of SNS and technology that parents tend to worry about, such as depression and anxiety, amongst others. This balanced perspective which recognises both positive and negative aspects of technology and SNS solidifies Hashimoto's position as one of reason; it presents the topic as a whole, rather than a single perspective.

Stimulus 2 holds a positive tone, as demonstrated by the author highlighting technology's good points, such as allowing young people to express their creativity and imagination, and enabling students to continue safely learning ~~from home~~ during the pandemic. Stimulus 2 also holds concerned and optimistic tones. ✓ 1

Concern is shown through the statement that depression and anxiety amongst young people is increasing. The author is then optimistic, though, claiming ~~that~~ these feelings can be corrected through ~~the use of~~ technology to more easily meeting by new people, and laughing at videos of cute animal videos. ✓ 2

Therefore, the author's overall attitude towards technology is positive; claiming some ~~disadvantages~~ but recognising their solutions. ✓ 3

> The concerns of stimulus 1, specifically "regarding the dangers of the internet are justified by stimulus 2, which claims that depression and anxiety amongst young people is increasing. Therefore, Stimulus 1 and 3's suggestion of filtering to protect children may "assist in" easing their concerns. Parents who value their children's safety may share in this concern, making them eager to undertake the suggestion to use filtering. Using methods such as these that may reduce concern enables parents to hold a positive attitude towards technology, recognising the good aspects of technology.

Excerpt 4
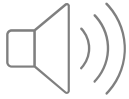
🔊

Audio content: (1 min, 16 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_japanese_ia2_e1_p1.mp3

🔊

Audio content: (1 min, 16 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_japanese_ia2_e2_p2.mp3

Practices to strengthen

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

- for Creating Japanese texts with Japanese stimulus in Session 1 Part 2, students need to incorporate their personal perspective/s and use the stimulus items as specified in the syllabus, to develop detailed responses appropriate to the context of the extended response text type in order to demonstrate the range of performance-level descriptors.

Additional advice

- Teachers

    – must place the microphone facing the student to ensure a clear and audible recording of the student response when administering Session 2: Student-centred conversation.

    – should match the student response with evidence against all descriptors in the ISMG by examining the student response as a whole, across all questions for each session, as the comprehension and analysis of stimulus texts is embedded through all questions (*QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.1).

- Schools

    – must use the ISMG without modifications or adjustments directly from the Endorsement app. ISMGs should not be retyped by the school or changes made to the ISMG content descriptors

    – should apply their school assessment policy when student responses exceed the specified syllabus conditions. This should be clearly annotated on the student response with a timestamp recorded on the ISMG for Session 2 as the spoken student response in Japanese must not exceed 7 minutes

    – should ensure the audio file for Session 2: Exchanging information adheres to the supported audio file formats (e.g. MP3) and opens correctly for confirmation processes

    – should check each student response paper to ensure it is fully scanned (without missing pages) for the prompt return of confirmed results to schools.

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	65
Authentication	0
Authenticity	1
Item construction	8
Scope and scale	3

*Each priority might contain up to four assessment practices.

Total number of submissions: 146.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included stimulus texts which provided students with the opportunity to demonstrate their understanding of the subject matter and achieve the assessable objectives

- included a task statement with a specific question and context which prompted analysis and evaluation of stimulus from the student's perspective

- labelled stimulus files to indicate the seen and unseen stimulus.

Practices to strengthen

It is recommended that assessment instruments:

- include task instructions about Part 2. Students should be advised they are required to engage in an unprepared student-centred conversation in Japanese with their teacher that relates to the student's Part 1 response and Unit 4 subject matter

- include seen stimulus 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, e.g. The language presented to students in the seen stimulus must be suitably complex for Unit 4, and must allow them to draw their own valid conclusions from its content

- include unseen stimulus texts that have a combined character count of 1000–1500 characters and align with assessment specifications — one of which is to be written, and the other to be audio, audiovisual or a series of visual texts. A series of visuals includes two or more standalone visual stimulus. Each visual stimulus must contain up to 85 Japanese characters, excluding numerals and axial numbers

- instruct students to identify purpose, audience, context and tone (PACT) to infer meaning and attitudes within the stimulus (Assessment objective 2).

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	4
Language	0
Layout	1
Transparency	26

*Each priority might contain up to four assessment practices.

Total number of submissions: 146.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- avoided inappropriate content, unnecessary jargon, specialist language or colloquial language, e.g. in unseen stimulus texts, kanji was only from the mandatory language elements list in the syllabus (Syllabus section 1.2.5) and furigana was included for any kanji beyond this 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:

- avoid the inclusion of English, including URLs, in stimulus texts as these can provide translations, clues or reveal content that may lead students to a predetermined response

- 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	94.48%	3.45%	1.38%	0.69%
2	Exchanging information and ideas in Japanese	84.83%	9.66%	1.38%	4.14%

Effective practices

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

- for Analysing Japanese texts in Japanese (Part 1)

    – a personal response was evident that featured the student's own perspectives, analysis and evaluation of information and ideas from the teacher-provided stimulus texts and the assessment task

    – purpose, audience, context and tone (PACT) elements were identified at least once across relevant stimulus texts to infer meaning, values and attitudes about the student's future plans and life after school.

Samples of effective practices

The following excerpts have been included to demonstrate comprehensive understanding of all stimulus texts with discerning analysis and evaluation throughout. The following excerpts are high-level responses from the 14–15 mark range.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Excerpt 1

🔊

Audio content: (1 min, 39 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_japanese_ia3_e1.mp3

私の将来と卒業後進路	はじめまして。こんにちは。私は〇〇と申します。〇〇の十二年生です。このプレゼンテーションは私の将来と卒業後進路についてです。このプレゼンテーションでは高校卒業後の様々な将来進路について話すために、三つスティミュラスを参照したいと思います。
色々将来進路 Image redacted for copyright	このスティミュラスのコンテキストはウェブサイトの記事ですので、三つのセクションがあります。まず、高校卒業後の進路の実態が書いてあってとりあえず、進学すれば就職できると考えられ、色々なメリットとデメリットを知らせています。例えば、給料について、大卒の方が高卒よりも一ヵ月平均給料は１０万円程度高くなっています。さらに、留学のメリットとデメリットについても書いてあります。次のセクションは進路が決まらない人の場合、考えられる方法だと説明しています。そのうえに進路が決まらない時、取りたい四つのアクションについてです。この記事のまとめによると、将来進路について迷っている時に、ただ悩むのではなく、色々な進路を調べたり、周りの人に相談したり、インターンシップに行ったりなど試してみるのをお勧めしています。しかし、どんな進路を選ぶのかは人生にとってとても大切な選択なので、焦らず、じっくり考える必要があると思います。そのため、この記事は現代の若者の将来に役に立つような大事なアドバイスをしています。

Excerpt 2

🔊

Audio content: (1 min)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_japanese_ia3_e2.mp3

高校卒業生の進路選択 Image redacted for copyright Image redacted for copyright	このウェブサイト「エデュケアポイント」に書いてある記事の目的は高校卒業後の進路について知らせる事です。このオンライン記事を読む事によって、多数の高校生はストレスを解消するでしょう。このウェブサイトによると、進路を考える時に、多くの高校生は不安な気持ちになるみたいです。文部科学省の調査によると、ほとんど半分の生徒は進路を考えることで、不安な気持ちがあります。これは日本とオーストラリアの高校生みんなに当てはまることだと思います。ですので、このスティミュラスは高校卒業後にどのような進路があるかを紹介しています。私は将来医者になりたいので、来年ＵＱ大学に入りたいと思います。そのため、毎日勉強で、忙しくて大変ですが、一生懸命頑張りたいと思います。ですから、個人的にこのスティミュラスはかなり有用だと思います。
珍しい将来進路 Image redacted for copyright Image redacted for copyright	このブログの読者はオーストラリアと日本の若者です。とくに、高校卒業生だと思います。なぜならば、サム君の卒業後の進路について書いてあるからです。高卒後、サム君は将来に何がしたいのか分からなかったらしいです。ですから、オーストラリア国内をトラクターで回ることを計画したようです。卒業後の進路にとってオーストラリアと日本でこの進路はかなり珍しいと思います。オーストラリアで人気な卒業後の計画は大学やフリーターや専門学校への進学だと思います。それでも日本とオーストラリアで沢山の卒業生はまだ将来に何がしたいか分かりません。このスティミュラスはその人々に珍しい将来進路を勧めています。その理由でこのブログは卒業後に普通の道を進みたくない人々にとって有益だと思います。

Excerpt 3

Audio content: (1 min, 38 sec)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_japanese_ia3_e3.mp3

高校卒業生の進路選択 	このウェブサイト「エデュケアポイント」に書いてある記事の目的は高校卒業後の進路について知らせる事です。このオンライン記事を読む事によって、多数の高校生はストレスを解消するでしょう。このウェブサイトによると、進路を考える時に、多くの高校生は不安な気持ちになるみたいです。文部科学省の調査によると、ほとんど半分の生徒は進路を考えることで、不安な気持ちがあります。これは日本とオーストラリアの高校生みんなに当てはまることだと思います。ですので、このスティミュラスは高校卒業後にどのような進路があるかを紹介しています。私は将来医者になりたいので、来年ＵＱ大学に入りたいと思います。そのため、毎日勉強で、忙しくて大変ですが、一生懸命頑張りたいと思います。ですから、個人的にこのスティミュラスはかなり有用だと思います。
珍しい将来進路 	このブログの読者はオーストラリアと日本の若者です。とくに、高校卒業生だと思います。なぜならば、サム君の卒業後の進路について書いてあるからです。高卒後、サム君は将来に何がしたいのか分からなかったらしいです。ですから、オーストラリア国内をトラクターで回ることを計画したようです。卒業後の進路にとってオーストラリアと日本でこの進路はかなり珍しいと思います。オーストラリアで人気な卒業後の計画は大学やフリーターや専門学校への進学だと思います。それでも日本とオーストラリアで沢山の卒業生はまだ将来に何がしたいか分かりません。このスティミュラスはその人々に珍しい将来進路を勧めています。その理由でこのブログは卒業後に普通の道を進みたくない人々にとって有益だと思います。
夢を叶える日まで 	スティミュラス２のトーンはよく的で補佐的だと思います。なぜならば、後先が見えなくて、悩む時には旅をして、本当に自分がしたい事を見つけることはサム君のおすすめです。更に、このスティミュラスの確信的なメッセージは自分の夢を叶える日まで頑張る事です。そしてオーストラリアを回りながら、サム君はお金を１０万ドル集めました。田舎に住んでいる人々のメンタルヘルスのためにいくつかのチャリティーに寄付します。そしてサム君はこれからも寄付を頑張りたいですからこのテキストのトーンは補佐的で、シンパセティックだと思います。これはやさしさを示して、サム君が田舎に住んでいる人達を大切にしている事が伝えています。
興味は時間と共に変わる 	このスティミュラスのコンテキストはポッドキャストです。このポッドキャストでは作者が学校卒業後の２０代について話しています。しゅん先生は仕事にしょうてんではなく、行きたい場所に旅行しました。しゅん先生の興味は時間と共に変わると言って、その時にやりたいことをする事がもっとも重要だと伝えています。過去にしゅん先生は自由が欲しくて、一人で旅行をする時に、もっとも自由を感じると言っています。３０代になって、しゅん先生は仕事に集中することを選びました。なぜならば、旅行よりも、仕事の方が今は楽しいからです。しゅん先生は３０代を２０代のように自分がやりたい事にしょうてんするを望んでいます。それは私も一部同意します。なぜならば、私も同じことをしたい一方で必要な事がいつも楽しいとは限らないからです。

The following excerpt has been included to demonstrate discerning application of conventions and language features in spoken conversation. They illustrate strategies to generate and maintain conversation referring to the multimodal presentation. This is a high-level response at 14–15 mark range.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Audio content: (6 min, 30 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_japanese_ia3_e1_conv.mp3

Practices to strengthen

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

- for Exchanging information and ideas in Japanese (Part 2)

  - students make clear reference to their multimodal presentations as part of their engagement in the student-centred conversation

  - teachers provide open-ended questions allowing students to generate and maintain communication about their multimodal presentations and Unit 4 Topic 1 and Topic 2 subject matter

  - teachers provide adequate time for students to respond to the initial question before providing further prompts. To ensure spontaneity, students should not have access to the sample questions during or prior to the spoken conversation

  - teacher-posed questions should be clear and succinct, allowing students to comprehend and respond to them clearly. This includes questions prompting students to refer back to their multimodal presentation to achieve the ranges of performance-level descriptors in the ISMG.

Additional advice

- Schools

  - are encouraged to check the audibility of the recordings for both Part 1 and Part 2. Speakers on the laptop or recording device should be placed closest to the student to ensure the student's response is recorded clearly

  - are responsible for ensuring that students are aware of the school's assessment policy and procedures for the management of response length and consistently apply their school-based assessment policy to manage response length. Part 1 must not exceed 8 minutes and Part 2 must not exceed 7 minutes as specified in the syllabus (Syllabus section 5.5.1). Where student responses exceed Syllabus specifications, clear annotations indicating a timestamp to show when the marking began and was stopped must be provided by the teacher. Further information about managing assessment response length is in the *QCE and QCIA policy and procedures handbook v5.0*, Section 8.2.6.

  - are responsible for ensuring the quality, accuracy and accessibility of the required files for confirmation, including submitting files in the specified multimodal format for Part 1 (MP4, MOV, AVI files) and should refer to the *QCE & QCIA policy and procedures handbook v5.0*,

Section 9.7.3 and the *Confirmation submission information* for Japanese (available in the Syllabuses app) to ensure

– the multimodal presentation file includes both visual and audio being recorded simultaneously

– the correct file has been uploaded for the student to avoid duplicate files and incorrect files, e.g. from the previous year or assessment

– that there are no errors in the file, e.g. the file cuts off after 20 seconds.

External assessment

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

Examination — (25%)

Assessment design

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

- Paper 1, Section 1 consisted of short response questions in English (16 marks)

- Paper 1, Section 2 consisted of short response questions in Japanese (16 marks)

- Paper 1, Section 3 consisted of an extended response question in Japanese (21 marks)

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

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

The stimulus texts for the Section 1 short response in English consisted of one audio text and one written stimulus in Japanese with four associated questions. The stimulus text for the Section 2 short response in Japanese was a written text 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:

- understanding the language in the stimulus texts, using a range of evidence to respond, including direct quotations

- the short response in Japanese by using familiar language to minimise errors in spelling and/or grammar

- questions that required identification of purpose, audience, context and tone (PACT) in English and Japanese, reflective of quality feedback received from internal assessment

- the three dot points specified in the extended response by drawing on relevant personal experiences.

Samples of effective practices

Short response in English

This section required students to respond in English to four questions referring to two written stimulus: These constituted Questions 1, 2, 3 and 4 of the paper.

Question 1

This question required students to identify the tone and audience of Stimulus 1 and to justify their response with two examples (one each for tone and audience) from the stimulus.

Effective student responses:

- identified that the Stimulus 1 article was a nostalgic account of the speaker's experience living in Japan, designed for listeners considering a similar post-school option. Other responses based on a valid interpretation of the text were accepted

- provided two different examples in English justifying their decision, such as:

  – the wonderful memories made at his host school and the friendships he made on the basketball team

  – foreigners who are interested in visiting or living in Japan to experience its culture would be keen to hear about such positive experiences.

  Other responses based on a valid interpretation of the text were accepted.

Question 2

This question required students to draw two conclusions about Japanese society using Stimulus 1. Each conclusion required justification using one example from the stimulus.

Effective student responses:

- made two valid statements about Japanese society, such as
    - 'Japan is safe'
    - 'Students in Japan spend long hours at school'
    - 'Japanese people respect the environment'.

    Other responses based on a valid interpretation of the text were accepted

- provided a relevant example to justify each statement, such as
    - 'People walk home late at night from the train station'
    - 'Students stay until night-time to train for club activities'
    - 'Students in Japan clean their classrooms to show care'.

    Other responses based on a valid interpretation of the text were accepted.

The excerpt has been included:

- to exemplify a well-judged conclusion with two discrete examples which support the conclusion.

Japanese society may be described as very polite. This is evident by the speaker's experience with his host family, who he says were very kind, and that he has lots of amazing memories. This implies that the society was very nice to him. Japanese society may also be described as very particular and pedantic, as demonstrated by the constant cleaning that occurs, particularly in schools. The speaker discusses his experience that cleaning occurred everyday in school, meaning that it was always tidy. This implies that Japanese society is very particular about cleanliness.

Question 3

This question required students to identify the context and purpose of Stimulus 2 and justify their response with two examples (one for context and one for purpose) from the stimulus.

Effective student responses:

- identified that the context was an advertisement for an IT job in Japan

- identified that the purpose was to seek high school graduates for an Osaka IT company

- provided two different examples justifying their decision, using phrases such as

  – 'hiring part-time workers'

  – 'submit a resume/letter'

  – 'find your challenge after graduation'

  – 'someone who has an interest in IT/web design'.

  Other responses based on a valid interpretation of the text were accepted.

These excerpts have been included:

- to illustrate two different supporting examples which link directly with the accurate identification of context and purpose.

Excerpt 1

Stimulus 2 is a job advertisement for a software and web design company based in Osaka. This is demonstrated by the header ~~stating~~ advertising a part time job, and by the application instructions, informing people to submit a letter and resume if interested. The purpose of the stimulus is to recruit individuals with the skills necessary to complete the tasks required from the job. This is demonstrated by the list of required skills in the ad, such as being able to speak English and Japanese.

Excerpt 2

> Stimulus 2 has the ~~design~~ *purpose* of ~~~~ *attracting people to a* part-time job ~~~~ for, an IT role in Osaka. This can be noted from how it lists details such as hourly rate and skills, with an opening line appealing to high school graduates. This is amidst the context of it being a flier for a company, which can be observed from it listing contact details while requesting a CV.

Question 4

This question required students to analyse Stimulus 2 to identify the essential skills required of the advertised position. Justification of this conclusion needed three examples from Stimulus 2.

Effective student responses:

- analysed the list of skills to conclude that the successful applicant needs to work in a complex, fast-paced environment
- provided three different examples to justify their decision, such as:
  - communication skills in English and Japanese, including the ability to use honorific language
  - have an interest in IT/web design
  - be a team player.

    Other responses based on a valid interpretation of the text were accepted.

These excerpts have been included:

- to illustrate a clear analysis supported with three different examples closely referencing the text and synthesised into the response.

Excerpt 1

Some essential skills required would be web design knowledge, both Japanese and English, an ability to deal with a busy work environment and a polite demeanour. The stimulus lists interest in IT and web design being required, hence web design's requirement. It lists Japanese and English speaking being needed, in addition to it mentioning the necessity of polite language hence their requirement. It finally discusses the busy work environment, noting that teamwork will be required, hence that being a skill needed.

Excerpt 2

A person who applies for the job must have 3 skills: to be able to speak English and Japanese, be able to work as a team, and be able to use keigo. The stimulus demonstrates this by listing these skills in the list of required skills, which dictates that the company is looking for people who can work in a team because it is a busy office, and for someone who can speak both English and Japanese, and someone who is capable of using Keijo. The company is looking for someone who can maintain professionalism and benefit their business by presenting a good appearance and reputation.

Short response in Japanese

This section required students to respond in Japanese to two questions referring to one written stimulus: These constituted Questions 5 and 6 of the paper. Marks were given separately for receptive and productive mode.

Question 5

This question required students to identify how the writer's feelings changed in Stimulus 3 and to justify their response with three examples from the stimulus in Japanese with few errors.

Effective student responses in the receptive mode:

- identified the writer's feelings changing from worried or stressed to relieved, motivated, happy or another valid and justified identification based on the text

- provided three different examples, such as

    – experiencing pressure at school

    – receiving advice from her Japanese teacher

    – working toward her goal and not giving up.

    Other responses based on a valid interpretation of the text were accepted.

Effective student responses in the productive mode:

- conveyed meaning relevant to the question with few errors.

These excerpts have been included:

- to show valid identifications of feelings and distinct supporting examples from the stimulus in Japanese with few errors.

Question 6

This question required students to identify the purpose of Stimulus 3, justifying this conclusion with three examples from the stimulus.

Effective student responses in the receptive mode:

- identified that the writer wanted to give advice to other students to help support their dreams and/or future success

- provided three examples to justify their decision, such as
  - discussing her dream to become an Olympic swimmer
  - gaining advice from her Japanese teacher which enabled her to qualify for the Olympics
  - advising others that to reach your goals, all you can do is practice and do your best.
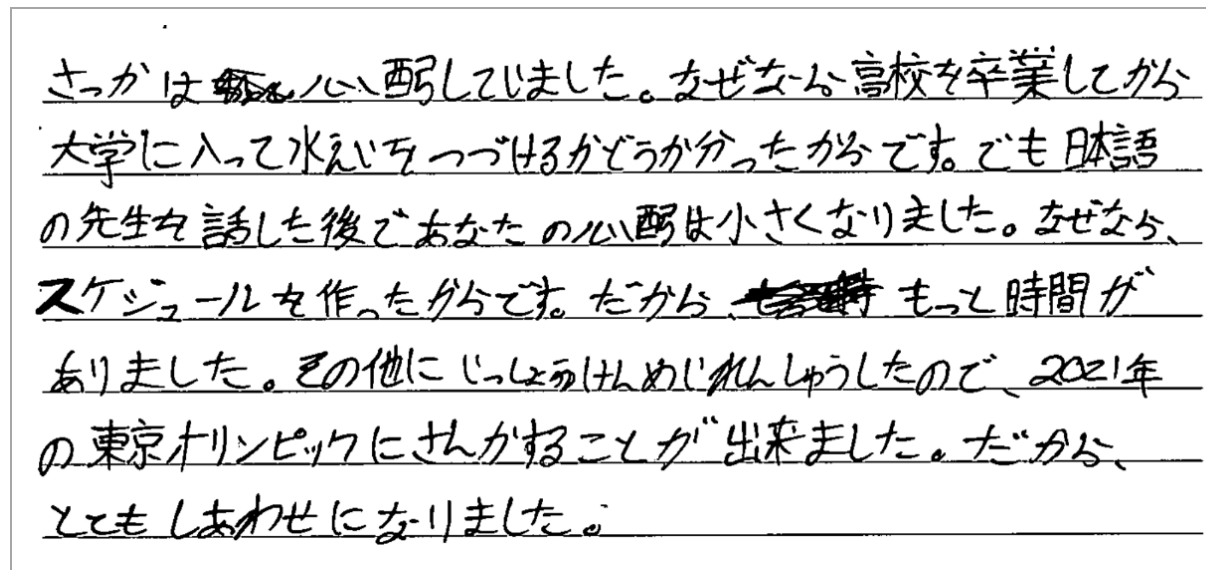
    Other responses based on a valid interpretation of the text were accepted.

Effective student responses in the productive mode:

- conveyed meaning relevant to the question with few errors.

These excerpts have been included:

- to demonstrate the identification of purpose with three different supporting examples in Japanese with few errors.
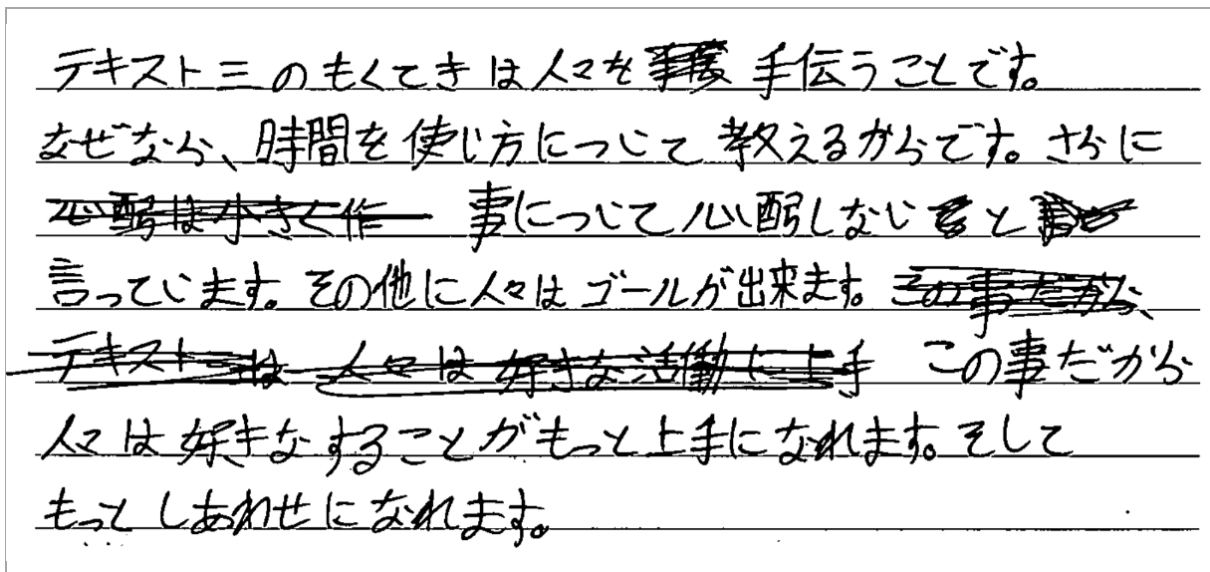
Extended response in Japanese

Question 7

This question required students to reply to an email sent by their sister school enquiring about end of Year 12 celebrations, specifically addressing the following:

- the significance/traditions of the event
- highlights of the event
- their personal feelings about the event

Effective student responses:

- addressed all three of the points required in the task and provided elaboration on each point
- used an appropriate and consistent register for addressing a sister school in Japan
- created a synthesised response and applied a wide range of Japanese characters, grammar and tenses with a high degree of accuracy.

These excerpts have been included:

- to illustrate the clear identification of a required point of information and its elaboration with further details

- to model the application of register consistent with the text type, and a wide range of vocabulary, grammar and tenses with a high degree of accuracy

- to highlight the inclusion of the textual conventions of a recipient, appropriate conventions (e.g. a greeting, acknowledgement of previous communication and comment about the author), closing remarks (e.g. question for the reader and 'take care') and author's name.

日本の学校へ、

あなたのイメールをもらうことを楽しみました。十二年生はとても楽しくて最高なけいけんだったと思います。

オーストラリアで祝うためにほとんどの卒業生は卒業旅行に行くことが好きです。私も卒業旅行に行く予定です。

私にとってこれはとても大切なけいけんです。なぜなら卒業旅行に行ったら好きな友達とあそんだり最高で新しい思い出を作ったりすることが出来るからです。さらに自由が楽しめます。ぜったいにみなさんは卒業旅行に行った方がいいと思います。

高校を卒業してから他の卒業生のように私もスクーリーズウィークのためにゴールドコーストに行くつもりです。これは私の一番ハイライトだと思います。友達とゴールドコーストに旅行する時に、あびるすることや楽しむ事をすることのような事をするようにします。

卒業旅行について かんがえる時にちょっと心配していました。なぜなら、スクーリーズウィークの間にあぶない事がたくさんあるからです。たとえば酒を飲ことやドラグは大きくてまじめなもんだいです。しかし、両親と会話した後でもっと安全をかんじます。だから、本当に卒業旅行に行こことを楽しみにしています。

さいごの年はとても面白くて楽しいけいけんでした。今、卒業旅行を楽しみたいと思います。さらにあなたの十二年生にさいごの年を楽しるんで欲しいです。

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ミックスより

十一月 十四日
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Practices to strengthen

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

- for short response questions eliciting tone, ensure students are practised in applying appropriate emotive adjectives in English and Japanese rather than using terms such as 'informative' for tone or 'formal'/'informal' for register, which are not acceptable in internal or external assessment

- for short response questions that require students to draw a conclusion, remind students to provide an answer that analyses, rather than summarises the text

- for short response questions in Japanese, practise grammar and clauses that enable students to identify purpose, audience, context and tone (PACT) clearly, and justify using quotations or paraphrasing

- for the extended response

  – practise the application of a wide range of cohesive devices, sentence starters and tenses

  – practise identifying and applying the characters and verb tense (if relevant) prompted by different elements of the question in the student's response.

Additional advice

- Teachers

  – should remind students to respond to the requirements of the questions, e.g. to provide the number of clearly differentiated examples required by the question.

  – are encouraged to reinforce the expectation of a high level of accuracy in spelling, verb conjugations and tenses, particularly for basic language

  – can challenge students to showcase the application of complex language selected from the mandatory language elements, rather than rely on the examination stimulus material when generating the extended response.