

# Japanese marking guide and response

External assessment 2024

## Combination response (56 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 intended audience of Stimulus 1 would be regular listeners and followers of Hiroshi and/or his podcast. This is evidenced by Hiroshi thanking his new and old listeners for tuning in to his podcast and his signing off by encouraging them, stating that they can achieve their dreams if they try.</p> <p>The purpose is for Hiroshi to inspire people who listen to his podcast to overcome challenges and achieve personal dreams. Hiroshi worked hard, saved money and opened a restaurant. The first year of business was tough due to a lack of staff, but he persevered, and the restaurant later gained popularity.</p>	<ul style="list-style-type: none"> <li>• identifies the intended audience <b>[1 mark]</b></li> <li>• provides a relevant example to justify the response <b>[1 mark]</b></li> <li>• identifies a valid purpose <b>[1 mark]</b></li> <li>• provides a relevant example to justify the response <b>[1 mark]</b></li> </ul>
2	<p>There are two factors that influenced Hiroshi. The first is Hiroshi's mother and the second is his high school Business teacher.</p> <p>Hiroshi explains that the reason he loves cooking for people is because he grew up with his mother cooking for him and teaching him how to prepare food. He also describes how his high school Business teacher encouraged him to pursue his dream of owning a restaurant. This encouragement was pivotal in Hiroshi pursuing and later achieving his dream.</p>	<ul style="list-style-type: none"> <li>• draws a valid conclusion about a factor that influenced the speaker to pursue his dream <b>[1 mark]</b></li> <li>• provides a relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• draws a second valid conclusion about a factor that influenced the speaker to pursue his dream <b>[1 mark]</b></li> <li>• provides a relevant example to justify the conclusion <b>[1 mark]</b></li> </ul>
3	<p>After listening to Hiroshi's podcast, I believe he is a resilient person despite some challenges in his life.</p> <p>Hiroshi initially states that he found studying Business in high school challenging. His tone changes when he reflects on his Business teacher, who made the class interesting and encouraged him to pursue his dream of owning a restaurant.</p> <p>Hiroshi ends his reflection with a determined tone, emphasising how he overcame challenges to open his own restaurant and see satisfied customers eating at his restaurant.</p> <p>He encourages the listeners to follow their own dreams.</p>	<ul style="list-style-type: none"> <li>• draws a valid conclusion about an initial tone <b>[1 mark]</b></li> <li>• provides a relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• draws a second valid conclusion about a change in tone <b>[1 mark]</b></li> <li>• provides a relevant example to justify the conclusion <b>[1 mark]</b></li> </ul>

Q	Sample response	The response:
4	<p>Stimulus 2 is a news article written about a graduation tradition with a 70-year history at Shirakawa High School in Japan. The article focuses on a special farewell ceremony for graduating students that includes a tradition called white line flow, where students follow a white line to farewell their classmates and teachers at the end of their final school year.</p> <p>Two students reflect on their personal experiences of the graduation ceremony and how they are connected with the white line flow ceremony.</p>	<ul style="list-style-type: none"> <li>• identifies a valid context <b>[1 mark]</b></li> <li>• provides a relevant example to justify the response <b>[1 mark]</b></li> <li>• provides a second relevant example to justify the response <b>[1 mark]</b></li> </ul>
5	<p>The significance of the white line flow is that it connects students together as they graduate and enter the world. The white line is made by connecting students' uniform scarves and hats, linking them in a continuous line from the school gym to the school gate. It provides an opportunity for graduating students to farewell classmates and teachers. Graduating students follow the white line, calling out, 'Thank you!' and 'I won't forget you!' as they leave. The sense of connection that students feel is reinforced by the symbolism of the white line flow, which represents the flow of the Shirakawa River.</p>	<ul style="list-style-type: none"> <li>• draws a valid conclusion about the significance of the event <b>[1 mark]</b></li> <li>• provides a relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a second relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a third relevant example to justify the conclusion <b>[1 mark]</b></li> </ul>

## Section 2: Short response in Japanese

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
6	さとうくんは、アレックスくんに、ゲームのコンテストで一番になってとてもうれしいと言いました。さとうくんはビデオゲームをデザインすることが本当に好きで、中学一年生からがんばっていて、三回一番になったそうです。そしてアレックスくんが、さとうくんのゲームが好きだと言うと、うれしいと言いました。そして（アレックスの）メッセージを楽しみにしていると言いました。だから、さとうくんのトーンはうれしいトーンだと思います。	<ul style="list-style-type: none"> <li>identifies a valid tone Sato uses <b>[1 mark]</b></li> <li>provides a relevant example to justify the conclusion <b>[1 mark]</b></li> <li>provides a second relevant example to justify the conclusion <b>[1 mark]</b></li> <li>provides a third relevant example to justify the conclusion <b>[1 mark]</b></li> </ul>	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
7	二人は、とてもいい友達です。さとうくんは、アレックスくんにコンテストのニュースを知らせたり、うれしい気持ちを話したりしました。アレックスくんは、さとうくんが一番になったことをよここんでいます。また、さとうくんがかしこくて、すばらしい人だと思っています。さとうくんとアレックスくんはいっしょにゲームをして、チームワークを学びました。だから、二人はとてもいい友達関係だと考えられます。	<ul style="list-style-type: none"> <li>draws a valid conclusion about what is revealed about the friendship between Alex and Sato <b>[1 mark]</b></li> <li>provides a relevant example to justify the conclusion <b>[1 mark]</b></li> <li>provides a second relevant example to justify the conclusion <b>[1 mark]</b></li> <li>provides a third relevant example to justify the conclusion <b>[1 mark]</b></li> </ul>	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 8

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"> <li>addresses and elaborates on all of the following               <ul style="list-style-type: none"> <li>the most interesting thing you have learned while studying Japanese</li> <li>the most challenging thing you have encountered while studying Japanese</li> <li>how you will use the learning experience in the future</li> </ul> </li> </ul>	6	<ul style="list-style-type: none"> <li>develops an astute response relevant to the task</li> <li>proficiently communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>logical sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>	5	<ul style="list-style-type: none"> <li>uses a wide range of characters purposefully and with a high level of accuracy</li> <li>uses a wide range of grammar purposefully and with a high level of accuracy</li> <li>uses a wide range of tenses purposefully and with a high level of accuracy</li> <li>uses consistent register for context</li> </ul>	8	<ul style="list-style-type: none"> <li>uses all of the following               <ul style="list-style-type: none"> <li>a letter convention, including salutations</li> <li>an introduction and concluding remarks</li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>addresses all of the following               <ul style="list-style-type: none"> <li>the most interesting thing you have learned while studying Japanese</li> <li>the most challenging thing you have encountered while studying Japanese</li> <li>how you will use the learning experience in the future</li> </ul> </li> <li>elaborates on two of these</li> </ul>	5	<ul style="list-style-type: none"> <li>develops an effective response relevant to the task</li> <li>communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>uses a wide range of characters purposefully with few errors</li> <li>uses a wide range of grammar purposefully with few errors</li> <li>uses a wide range of tenses purposefully with few errors</li> <li>uses consistent register for context</li> </ul>	7	<ul style="list-style-type: none"> <li>uses two of the following               <ul style="list-style-type: none"> <li>a letter convention, including salutations</li> <li>an introduction and concluding remarks</li> </ul> </li> </ul>	1
<ul style="list-style-type: none"> <li>addresses and elaborates on two of the following               <ul style="list-style-type: none"> <li>the most interesting thing you have learned while studying Japanese</li> <li>the most challenging thing you have encountered while studying Japanese</li> <li>how you will use the learning experience in the future</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>develops some parts of the response relevant to the task</li> <li>communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul>	3	<ul style="list-style-type: none"> <li>uses a wide range of characters with some errors</li> <li>uses a wide range of grammar with some errors</li> <li>uses a wide range of tenses with some errors</li> <li>uses consistent register for context</li> </ul>	6	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> <li>addresses two of the following               <ul style="list-style-type: none"> <li>the most interesting thing you have learned while studying Japanese</li> <li>the most challenging thing you have encountered while studying Japanese</li> <li>how you will use the learning experience in the future</li> </ul> </li> <li>elaborates on one of these</li> </ul>	3	<ul style="list-style-type: none"> <li>demonstrates some relevance to the task through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>uses a range of characters with some errors</li> <li>uses a range of grammar with some errors</li> <li>attempts to use a range of tenses</li> <li>mostly uses consistent register for context</li> </ul>	5		
<ul style="list-style-type: none"> <li>addresses and elaborates on one of the following               <ul style="list-style-type: none"> <li>the most interesting thing you have learned while studying Japanese</li> <li>the most challenging thing you have encountered while studying Japanese</li> <li>how you will use the learning experience in the future</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>attempts to convey relevance to the task</li> </ul>	1	<ul style="list-style-type: none"> <li>uses a range of characters and grammar with errors</li> </ul>	4		
<ul style="list-style-type: none"> <li>uses characters relevant to the task</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>writes extensively in Hiragana and/or Katakana</li> </ul>	1	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0	<ul style="list-style-type: none"> <li>uses cohesive, simple sentences with frequent errors</li> </ul>	3		
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0			<ul style="list-style-type: none"> <li>uses fragmented sentences with frequent errors</li> </ul>	2		
				<ul style="list-style-type: none"> <li>uses isolated words and phrases with accuracy</li> </ul>	1		
				<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0		



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