

# Japanese subject report

2024 cohort

January 2025



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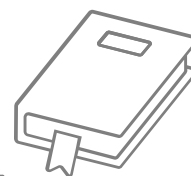
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# Introduction



The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2024 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 General and General (Extension) subjects. 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 2025.

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.

## Subject highlights

**143**

schools offered  
Japanese



**90.65%**

agreement with  
provisional marks  
for IA3

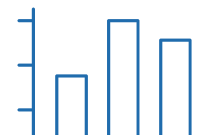


**98.23%**

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 2025. 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: 143.

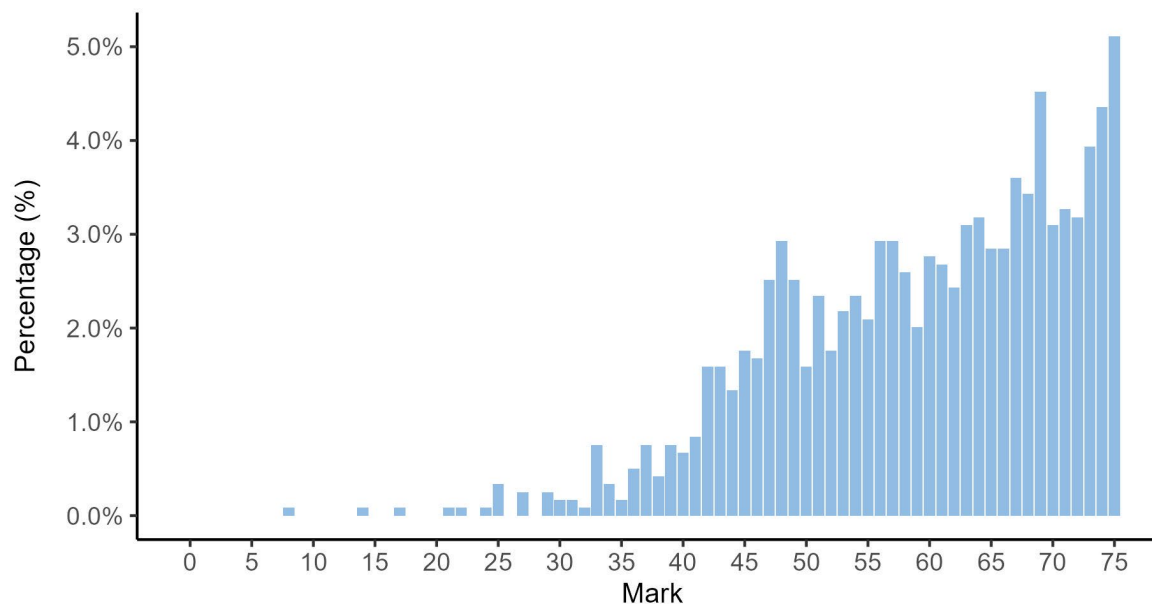
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	1,390	1,298	1,188

## Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	1,312	78
Unit 2	1,257	41

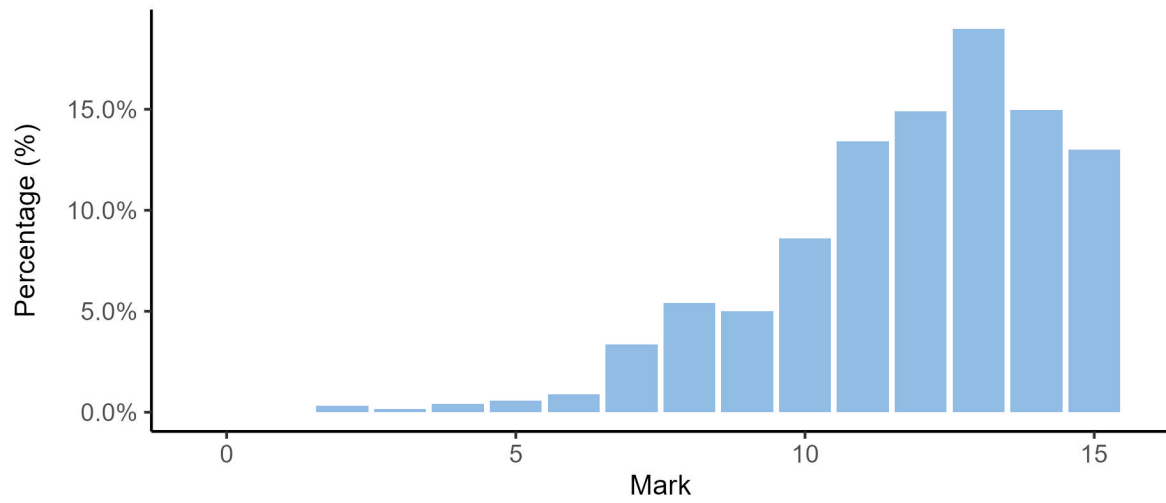
## Units 3 and 4 internal assessment (IA) results

### Total marks for IA

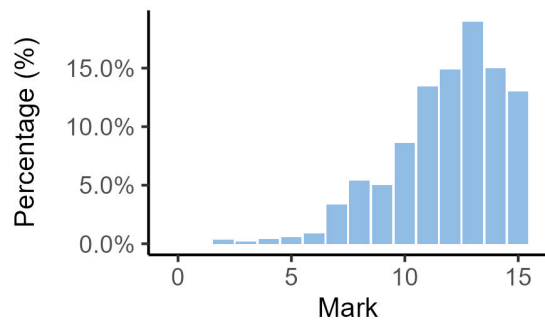


## IA1 marks

### IA1 total

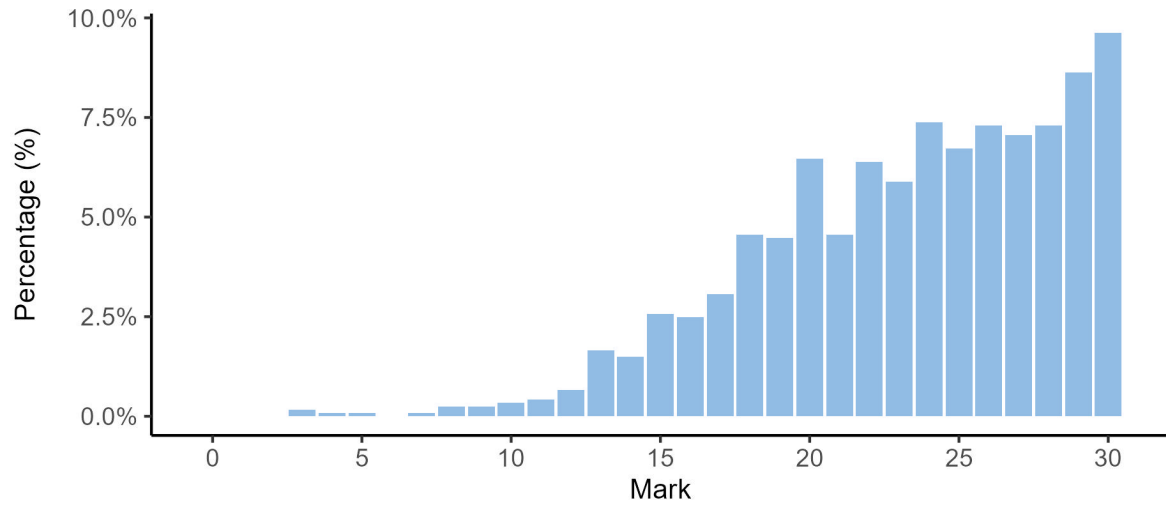


### IA1 Criterion: Analysing Japanese texts in English

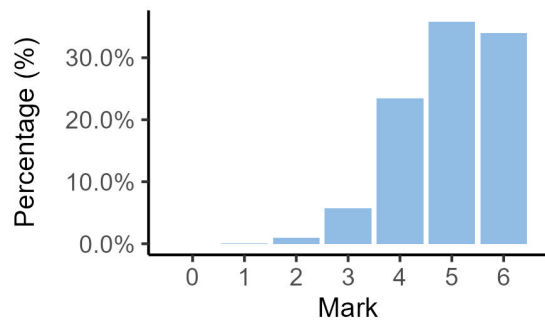


## IA2 marks

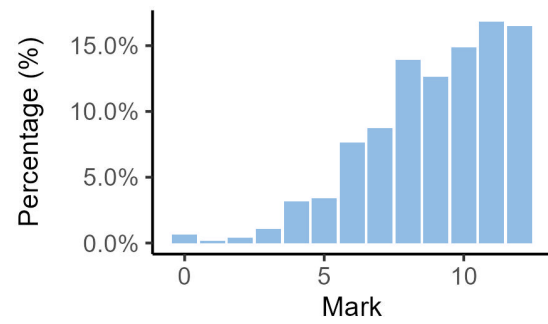
### IA2 total



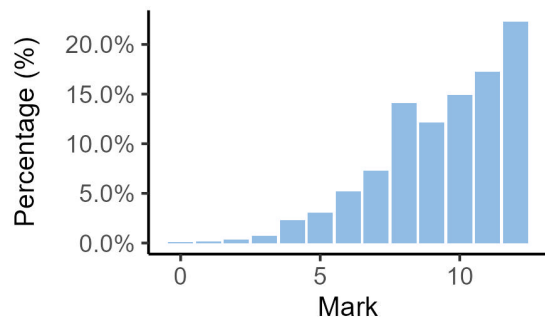
### IA2 Criterion: Analysing Japanese texts in English



### IA2 Criterion: Creating Japanese texts with Japanese stimulus

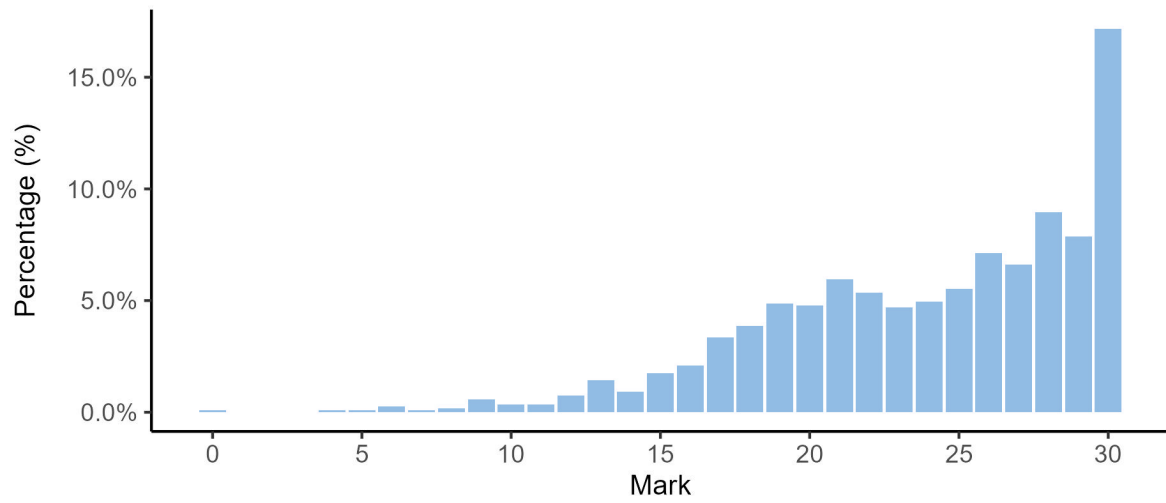


### IA2 Criterion: Exchanging information and ideas in Japanese

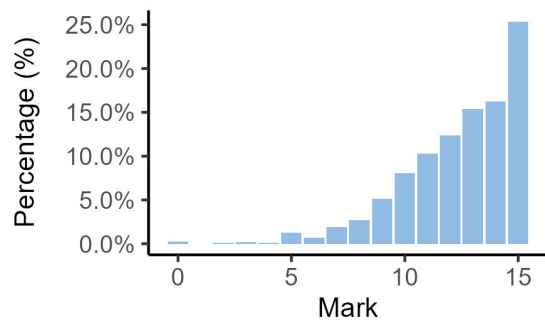


## IA3 marks

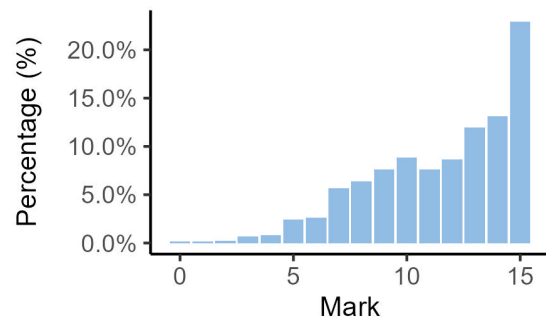
### IA3 total



### IA3 Criterion: Analysing Japanese texts in Japanese

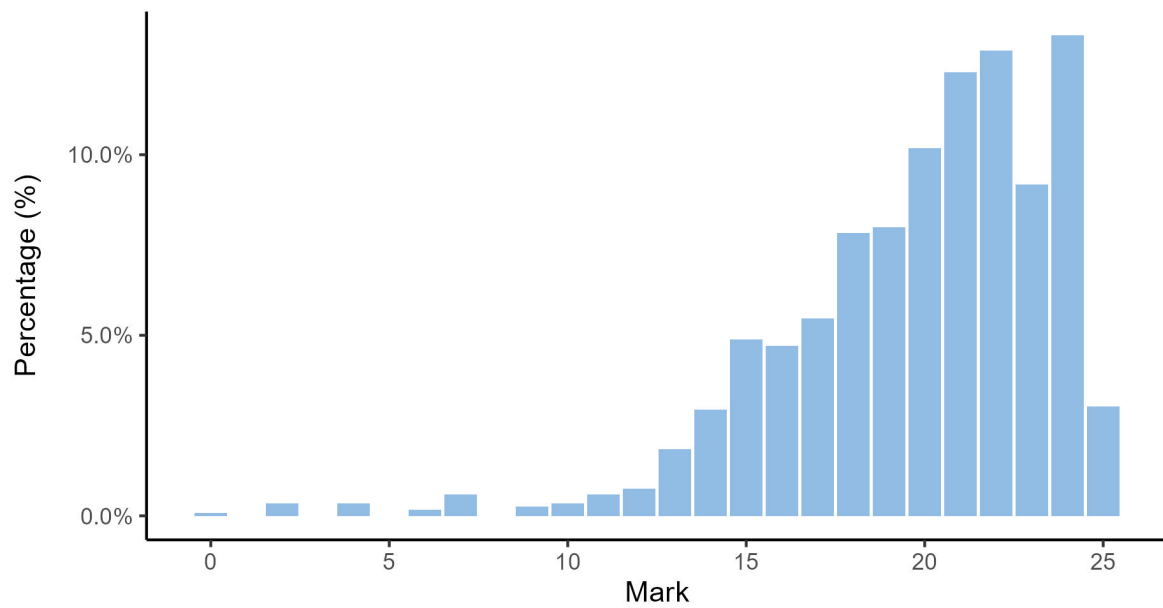


### IA3 Criterion: Exchanging information and ideas in Japanese



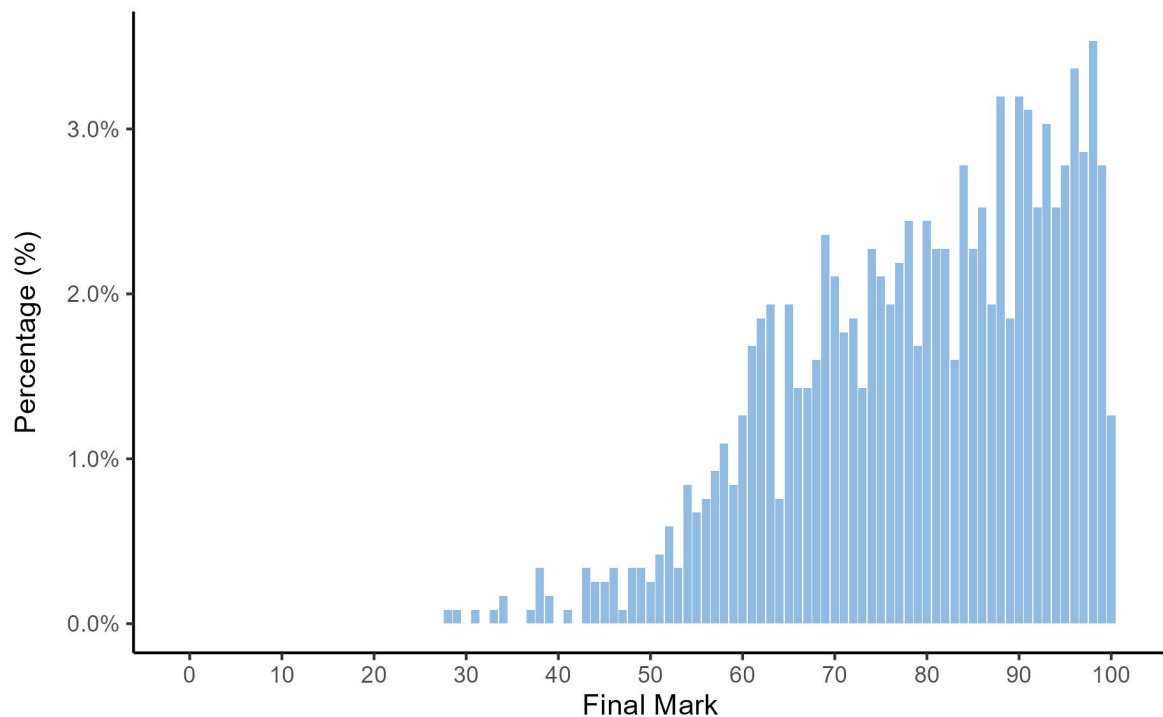


## External assessment (EA) marks



## 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	64–45	44–19	18–0

## 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	541	441	185	21	0

# 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 assessment. 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 v6.0*, Section 9.5.

### Percentage of instruments endorsed in Application 1

Instruments submitted	IA1	IA2	IA3
Total number of instruments	143	143	141
Percentage endorsed in Application 1	72	46	58

## 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 v6.0*, Section 9.6.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report for each assessment instrument identifies the agreement trends between provisional and confirmed marks by criterion.

### Number of samples reviewed and percentage agreement

IA	Number of schools	Number of samples requested	Number of additional samples requested	Percentage agreement with provisional marks
1	139	792	3	87.05
2	139	789	3	87.77
3	139	785	0	90.65

# 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	19
Authentication	0
Authenticity	1
Item construction	3
Scope and scale	13

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- allowed for unique student responses, using clear instructions and question cues
- allowed students the opportunity to demonstrate their understanding of Unit 3 Topic 1 subject matter through stimulus texts of relevant scope
- included questions where purpose, audience, context and tone elements could be thoroughly elicited from specific stimulus texts
- included three to five stimulus texts, of which
  - one was written, one was audio or audiovisual, and one was visual
  - the combined length was within 1,200–1,700 characters.

### Practices to strengthen

It is recommended that assessment instruments:

- include questions that can be answered in up to 100 words while still providing the depth required to demonstrate at the highest mark range of the ISMG

- include questions that provide the opportunity to cover the required assessable objectives and performance-level descriptors in the ISMG
- provide stimulus texts that have sufficient detail for students to demonstrate the high-level performance descriptors when responding to questions
- use stimulus texts that do not feature URLs or other information in English that reveal contextual information to students without analysing Japanese language
- are accompanied by a transcript when submitting the instrument for endorsement to verify the length of the audio/audiovisual 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	10
Language	3
Layout	2
Transparency	6

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions using cues that aligned to the specifications, objectives and ISMG
- avoided bias, inappropriate content, jargon and colloquial language.

### Practices to strengthen

It is recommended that assessment instruments:

- include audio stimulus that is clear, audible and recorded at a moderate pace with judicious pausing
- include stimulus texts that are free of errors and model accurate spelling, grammar and punctuation
- label stimulus texts to align with questions.

## 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	87.05	10.79	2.16	0.72

### Effective practices

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

- there was a shared understanding of the qualifiers and characteristics in the range of performance-level descriptors across different mark ranges
- marks were allocated where
  - paraphrasing was used effectively in analysis and evaluation to demonstrate comprehension, rather than the use of direct quotes from stimulus texts
  - responses demonstrated the identification of purpose, audience, context and tone with justifications and inferences from the stimulus text/s
  - student responses incorporated effective strategies for redaction to ensure responses kept within the word limit without losing meaning, to demonstrate discernment in analysis and evaluation.

### Practices to strengthen

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

- responses that include no evidence of identification of context or audience (e.g. when the response has identified purpose, audience and tone, but not context), or responses that misidentify context or audience, are best matched to the 6–7 mark range or lower for the second performance-level descriptor
- teachers use the best-fit approach when students demonstrate characteristics across different mark ranges and when evidence matches all descriptors in the 12–13 mark range in the ISMG e.g. the highest mark of 13 may be awarded. Teachers should annotate the ISMG to indicate the mark allocated for each criterion. For further guidance, see
  - *QCE and QCIA policy and procedures handbook v6.0*, Section 9.6.1
  - *Making judgments* webinar resource, in the Syllabuses app
  - *Module 3: Making reliable judgments*, in the Assessment Literacy app.

### Samples

The following excerpts demonstrate:

- perceptive identification of purpose and audience with appropriate justifications
- succinct response keeping to the response length conditions
- thorough comprehension and discerning analysis and evaluation of information from the stimulus.

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

### Excerpt 1

The purpose is to get advice on how to be happy with the submission having a sad and lonely tone. The author is experiencing bullying but has no one to talk to. Her older sister, who would always go out with her, is busy studying for entrance exams, and because dad got sick and can't work, mum now works all the time. The author is sympathetic for her family and doesn't want to impose trouble. She wants to tell someone, but no one seems to listen to her. She ends her submission with "What should I do to be happy?"

(100 words)

### Excerpt 2

The possible audience of stimulus 3 could be people looking to live in Japan or people wanting to start a family. The graph shows that in 1989, there were 930 households where one person was a housewife while the other worked, and 783 households where both people worked. In comparison to 2019, the number of households where both people worked, greatly increased to 1245, with only 582 households with a housewife. This graph shows how the increased cost of living is affecting people's lives. This may deter people from choosing to live in Japan as well as start a family.

### Excerpt 3

A number of external factors, such as cyber bullying, sick parents, and busy family members can significantly negatively influence a person's self-identity. In stimulus 1, because of bullying, Kousuke lost his self-confidence and believed that he was annoying, smelly and a lame person. In stimulus 2, the author, who used to always ask their mum and older sister for advice regarding study and friend fights, couldn't talk to them about being bullied because of how busy they were. No one should be prompted to change their self-identity because of such external factors. Although it is hard, seeking help is smarter.

## Additional advice

- Schools 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 v6.0*, Sections 8.3 and 7.3.3).
- Schools must ensure students' files are checked and uploaded correctly to avoid delay in student samples being confirmed (duplicate files, missing pages, file errors) at confirmation.
- Teachers should use a best-fit approach to determine a result where evidence in a student response matches descriptors at different performance levels in a criterion (Syllabus section 1.3). For further guidance, see
  - *QCE and QCIA policy and procedures handbook v6.0*, Section 9.6.1
  - *Making judgments* webinar resource, in the Syllabuses app
  - *Module 3: Making reliable judgments*, in the Assessment Literacy app.

# 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	49
Authentication	0
Authenticity	2
Item construction	3
Scope and scale	7

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that included:

- questions that gave students the opportunity to cover the required assessable objectives and performance-level descriptors in the ISMG
- stimulus items that were relevant to the task and of a suitable scope, which aligned with subject matter from Unit 3 Topics 2 and 3
- questions where purpose, audience, context and tone elements could be thoroughly elicited from specific stimulus texts
- a range of open-ended questions in Session 2, allowing students to refer to information and ideas from the Session 1 and 2 stimulus texts.



## Practices to strengthen

It is recommended that assessment instruments:

- provide questions that can be answered in up to 100 words while still providing the required depth to demonstrate the highest performance-level descriptors in the ISMG
- include a Session 1 Part 1 question that requires students to refer to more than one stimulus text
- include instructions that match assessment specifications, e.g.
  - Session 1 Part 2 requires students to justify their response using more than one stimulus text from Session 1
  - Session 2 requires students to reference at least one stimulus text from Session 1 and the new Session 2 stimulus in their spoken response
- provide written texts (including the visual text) and audio that adhere to the combined 1,200–1,700 character limit. A visual text must include 1–85 Japanese characters or 1–60 words in English. Schools are encouraged to include a transcript when submitting the instrument for endorsement to verify the length of the audio/audiovisual 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	10
Language	4
Layout	1
Transparency	40

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions using cues that aligned to the specifications, assessment objectives and ISMG
- modelled accurate Japanese characters, grammar, register and other textual features
- used bold, italics and other formatting features only where relevant.

## Practices to strengthen

It is recommended that assessment instruments:

- include audio texts recorded at a moderate pace, with judicious pausing. Schools should check the recording for unnecessary background noise
- avoid including audiovisual stimulus with subtitles
- include instructions in the examination guidance that outline the requirements of Sessions 1 and 2, e.g. Answer Part 1 questions in English and Part 2 in Japanese.

## Additional advice

- Files submitted by schools should be labelled according to stimulus number. It is also useful for students when schools include the stimulus number in the title.
- The stimulus provided in Session 2 must represent a different perspective from the stimulus texts provided in Session 1.
- Stimulus should not include English vocabulary, word banks or URL information, as these provide context and clues for students.
- Schools are encouraged to provide indicative responses in English for Session 1 Part 1 with the endorsement submission.

## 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	98.56	1.44	0.00	0
2	Creating Japanese texts with Japanese stimulus	91.37	6.47	2.16	0
3	Exchanging information and ideas in Japanese	92.09	7.19	0.72	0

### Effective practices

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

- for Analysing Japanese texts in English (Session 1 Part 1), marks were allocated where
  - responses were structured succinctly. Conclusions were synthesised and justified using relevant information
  - responses demonstrated clear understanding of the definition of purpose, audience, context and tone (e.g. identified the context as the scenario in which the text exists) and used appropriate words (e.g. to draw conclusions)
- for Creating Japanese texts with Japanese stimulus (Session 1, Part 2), marks were allocated where
  - student responses incorporated personal perspectives and referred to stimulus texts from Session 1 Part 1

- student responses paraphrased when incorporating ideas from stimulus texts
- for Exchanging information and ideas in Japanese (Session 2)
  - marks were allocated where students incorporated ideas from Session 1 and Session 2 stimulus texts
  - teachers allowed appropriate time for students to respond with spontaneity before providing prompts
  - where students generated new ideas, teachers provided opportunities for them to expand and develop their ideas, rather than moving on to the next question.

### Practices to strengthen

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

- for Analysing Japanese texts in English (Session 1 Part 1)
  - the register of a text is not considered a viable reason to justify the tone of the stimulus. When identifying tone in the stimulus, consider the language used to convey the text's message. Student responses should use adjectives that describe emotions to identify tone and avoid words including formal, informal and informative words
- for Exchanging information and ideas in Japanese (Session 2)
  - where responses exceed the syllabus specifications of seven minutes, a time stamp is provided to indicate where the marking should start and finish
  - students are not provided with the questions prior to the examination. Students should have the opportunity to engage in the student-centred conversation in an authentic and spontaneous manner without the provision of heavy scaffolding.

### Samples

The following excerpts have been included to demonstrate:

- perceptive identification of tone and context with valid justifications
- the use of complex and proficient Japanese to create a cohesive and detailed personal response with clear reference from the stimulus
- spontaneity in generating and maintaining communication.

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

## Excerpt 1

Identify the **tone** and **context** of Stimulus 1. Justify your answer using evidence from the stimulus.

The context is a highschool student seeking advice from a student <sup>SP</sup>counsellor, evidently as they introduce in the 'Counselling room'. Because a highschool student's friends who he/she has not seen since primary school that live in a far away area are sending her mean messages on instagram group. The tone is **distraught** and **desperate**, as the student is **desperate** for a solution to go to <sup>SP</sup>'counsellor's room' to seek **desperate** advice. The student is clearly **distraught** as her 'friends' **use** her number to keep sending her mean messages. Yet the tone of the counsellor is **optimistic** and **helpful** by dismissing the topic with the student. ✓

## Excerpt 2

ぜんぶのせいと達はデジタルデトックスをわれがいたします。

たいていの人達はスマートフォンのいざんしょうかがあります。そのにじゅうぎょうに私はぜんぶせいと達はスマホをかうことでした。私はデジタルデトックスをしました。それに、あとで私の友達もデトックスをしました。そのあとで、いよいよひまな時があります。だから、みんなさんもデジタルデトックスをわれがいたします。そのあとで、とてもひまな時間から、べんきょうかじまをなっています。

それに、たいていはせいと中こいじわれの

メーソングがあります。ざんねんですね。

そのせいと達はデトックスをすると思っています。

それに、とてもせいとはつかれやストレスがいます。たせなら、デジタルデバイスをつぎをかかいます。このもんたいのオルツダンは

シンプルと思われ<sup>✓</sup>なせなら、<sup>SP</sup>デトコス  
はツルツアソですか? <sup>?</sup>せんぶの とん は  
いいです。それに、もん~~た~~たいから、デジタル  
いぜんしゅうでした<sup>✓</sup>ね。デトコスから、すこし  
時間~~を~~おた<sup>✓</sup>をしません。それに、  
じぶんの けんこうはも<sup>よ</sup>いいな<sup>✓</sup>ります。

じゃ、せいと違<sup>い</sup>いにいいに デジタルデトコス  
せんかする。いぜんしゅうが<sup>6</sup>な<sup>6</sup>った<sup>6</sup>だけ、デトコス  
しましゅうね。でも、その妻人<sup>い</sup>違<sup>い</sup>は デジタル  
デバイスを使うたら、インフォメーションため、たいじ<sup>6</sup>ょう<sup>6</sup>  
です。

みなさん、と<sup>SP</sup>いい<sup>よ</sup>に この もん<sup>SP</sup>たい<sup>よ</sup>を<sup>6</sup>た<sup>6</sup>く<sup>6</sup>ま<sup>6</sup>し<sup>6</sup>ょう。

### Excerpt 3



#### Part 1

Audio content: (1 min, 12 secs)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr\\_japanese\\_ia2\\_e3\\_p1.mp3](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_japanese_ia2_e3_p1.mp3)

#### Part 2

Audio content: (1 min, 12 secs)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr\\_japanese\\_ia2\\_e3\\_p2.mp3](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_japanese_ia2_e3_p2.mp3)

#### Part 3

Audio content: (1 min, 6 secs)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr\\_japanese\\_ia2\\_e3\\_p3.mp3](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_japanese_ia2_e3_p3.mp3)

#### Part 4

Audio content: (56 secs)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr\\_japanese\\_ia2\\_e3\\_p4.mp3](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_japanese_ia2_e3_p4.mp3)

## Additional advice

- Schools are encouraged to upload indicative responses to assist in the confirmation process.
- Teachers should use a best-fit approach to determine a result where evidence in a student response matches descriptors at different performance levels in a criterion (Syllabus section 1.3). For further guidance, see
  - *QCE and QCIA policy and procedures handbook v6.0*, Section 9.6.1
  - *Making judgments* webinar resource, in the Syllabuses app
  - *Module 3: Making reliable judgments*, in the Assessment Literacy app.
- Teachers should highlight or annotate the performance-level descriptors used to arrive at a mark for each of the criteria assessed in the ISMG.

# 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	42
Authentication	3
Authenticity	2
Item construction	6
Scope and scale	1

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided the opportunity for students to demonstrate understanding through the use of appropriate subject matter in Unit 4
- used information, knowledge and skills of an appropriate scope and scale for the syllabus specifications
- provided clear scaffolding and instructions to inform students about the multimodal presentation requirements while allowing for unique student responses.



## Practices to strengthen

It is recommended that assessment instruments:

- include a visual stimulus that is a series of (two or more) visual texts, with each image containing 1–85 characters in Japanese
- include the source (e.g. URL) for the seen stimulus text when submitting the instrument for endorsement to support its verification as an authentic text and to ensure it meets the characteristics of those listed in the text types in the syllabus
- include instructions that require students to identify purpose, audience, context and tone at least once across the three stimulus texts
- include an audiovisual text without subtitles.

## 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	0
Layout	1
Transparency	10

## Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used appropriate language and avoided unnecessary jargon and colloquial language
- included stimulus texts within the combined 1,000–1,500 character limit that modelled accurate spelling, grammar, register and textual features
- included images, diagrams and other visual elements that were legible, clear and relevant.

## Practices to strengthen

It is recommended that assessment instruments:

- include Part 2 instructions in the task instructions so students understand the requirement to engage in an unprepared student-centred conversation in Japanese about their Part 1 response and Unit 4 subject matter
- clearly label stimulus texts, including with the stimulus number and whether the text is seen or unseen
- refrain from including URL information within unseen stimulus texts, as this can reveal context and affect students' ability to demonstrate assessment objectives
- provide audio stimulus recordings without background noise.

## Additional advice

- Schools are encouraged to include a transcript of the audio or audiovisual unseen stimulus text to verify the length of the text.

## 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	95.68	3.60	0.72	0.00
2	Exchanging information and ideas in Japanese	92.09	7.19	0.00	0.72

### 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), marks were allocated where
  - purpose, audience, context and tone were explicitly identified at least once across relevant stimulus texts
  - effective paraphrasing of information from the stimulus texts was evident to demonstrate thorough comprehension, analysis and synthesis
  - comprehension of the stimulus texts was shown by incorporating understanding and ideas from the texts through personal perspective, analysis and evaluation
- for Exchanging information and ideas in Japanese (Part 2)
  - marks were allocated where students referred to their presentation when generating and maintaining communication
  - teachers provided adequate time for students to respond to open-ended questions related to their multimodal presentations
  - students took the initiative to generate and maintain conversation while being supported by the teacher-guided open-ended questions.

## Practices to strengthen

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

- for Analysing Japanese texts in Japanese (Part 1)
  - when multimodal responses do not meet the syllabus specifications (4–8 minutes), teachers do not speed up or digitally alter responses to keep them within 8 minutes
  - student responses do not solely focus on the identification of purpose, audience, context and tone across the entire multimodal response, as this hinders the comprehension and analysis and evaluation of the stimulus texts
- for Exchanging information and ideas in Japanese (Part 2)
  - opportunities are provided for students to make clear reference to their multimodal presentation in the student-centred conversation to achieve a range of performance-level descriptors
  - students are not provided with the sample questions for Part 2 prior to the examination. Students should have the opportunity to engage in a student-centred conversation in an authentic and spontaneous manner without heavy scaffolding.

## Samples

The following excerpts have been included to demonstrate:

- comprehensive comprehension of stimulus texts and perceptive identification of purpose, audience, context and tone from the relevant stimulus
- the use of paraphrasing and personal perspectives with reference to stimulus items in proficient and complex Japanese
- generating and maintaining conversation and open-ended questions in proficient and fluent Japanese with personal perspectives.

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

### Excerpt 1



#### Part 1

Video content: (1 min, 32 secs)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr\\_japanese\\_ia3\\_e1\\_p1.mp4](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_japanese_ia3_e1_p1.mp4)

#### Part 2

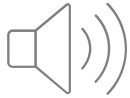
Video content: (1 min, 14 secs)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr\\_japanese\\_ia3\\_e1\\_p2.mp4](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_japanese_ia3_e1_p2.mp4)

#### Part 3

Video content: (56 secs)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr\\_japanese\\_ia3\\_e1\\_p3.mp4](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_japanese_ia3_e1_p3.mp4)

**Excerpt 2****Part 1**

Audio content: (1 min, 31 secs)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr\\_japanese\\_ia3\\_e2\\_p1.mp3](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_japanese_ia3_e2_p1.mp3)

**Part 2**

Audio content: (1 min, 24 secs)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr\\_japanese\\_ia3\\_e2\\_p2.mp3](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_japanese_ia3_e2_p2.mp3)

**Part 3**

Audio content: (1 min, 4 secs)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr\\_japanese\\_ia3\\_e2\\_p3.mp3](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_japanese_ia3_e2_p3.mp3)

**Additional advice**

- Teachers should use a best-fit approach to determine a result where evidence in a student response matches descriptors at different performance levels in a criterion. Teachers should annotate the ISMG to indicate the mark allocated for each criterion. For further guidance, see
  - *QCE and QCIA policy and procedures handbook v6.0*, Section 9.6.1
  - *Making judgments* webinar resource, in the Syllabuses app
  - *Module 3: Making reliable judgments*, in the Assessment Literacy app.
- When student responses exceed syllabus specifications, teachers must provide clear annotations indicating a time stamp to show when the marking began and stopped. For further information about managing assessment response length, see *QCE and QCIA policy and procedures handbook v6.0* (Section 8.2.6).

# External assessment



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

## Examination — combination response (25%)

### Assessment design

The assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the syllabus. The examination consisted of one paper with seven short response questions and one extended response question (56 marks):

- Paper 1, Section 1 consisted of short response questions in English (19 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 stimulus text for Section 1 was an audio text in Japanese with three questions and a written text in Japanese with two associated questions. The stimulus text for Section 2 consisted of a written text in Japanese with two 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 when they:

- demonstrated understanding of the language in the stimulus texts, using a range of evidence to respond, including paraphrasing and direct quotes
- used familiar language from the mandatory language elements to minimise errors in spelling and/or grammar in short responses in Japanese
- responded to questions that required identification of purpose, audience, context and tone in English and Japanese, reflective of quality feedback received from internal assessments
- addressed and elaborated on the three bullet points specified in the extended response by drawing on relevant personal experiences.

### Practices to strengthen

When preparing students for external assessment, it is recommended that:

- for short response questions eliciting context, teachers ensure students understand that context requires them to identify where the stimulus could be seen, heard or read

- for short response questions that require students to draw a conclusion, teachers remind students to analyse the text to make a decision, rather than limiting their response to a summary
- for short response questions in Japanese, students practise grammar and clauses that enable students to identify purpose, audience, context and tone clearly, and justify them using quotes or paraphrasing
- for the extended response, students practise the application of a wide range of cohesive devices, sentence starters and tenses and grammar from the language elements list.

## Samples

### Short response in English

This section required students to respond in English to five questions referring to one audio stimulus (Questions 1–3) and one written stimulus (Questions 4–5).

#### Question 1

The following excerpt is from Question 1. It required students to identify the audience and purpose of Stimulus 1 and to justify their response with two examples (one each for audience and purpose) from the stimulus.

Effective student responses:

- identified the audience of Stimulus 1 was Hiroshi’s podcast listeners or students seeking career or entrepreneurial advice. The purpose of the text was to encourage listeners to work hard to achieve their dreams and persevere through challenges. Other responses based on a valid interpretation of the text were accepted
- provided two different examples to justify their decision, e.g.
  - Hiroshi’s dream to open a restaurant, which was made possible with support from his mother and business teacher
  - to inspire others by listening to how Hiroshi overcame various challenges such as saving money to open the restaurant and having limited staff in the first year of opening of the restaurant while it was gaining popularity
  - seeing Hiroshi’s hard work come to fruition such as when his staff became like family or when he was able to find joy in seeing customers’ happy faces after they ate his food.

This excerpt has been included:

- to demonstrate the identification of audience and purpose with two clearly defined supporting examples from the stimulus.

**QUESTION 1 (4 marks)**

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

The ~~likely~~ intended audience is for Hiroshi's podcast <sup>and passionate</sup> listeners likely Japanese entrepreneur-minded listeners. The purpose is to motivate listeners to achieve their dreams through telling the ~~story~~ honest account of his dream to cook food for people via his restaurant. He says "In the same way as <sup>dreams can come true</sup> him he hopes myself ~~I hope you can achieve your dream no matter what~~" ~~is~~ motivating his podcast listeners. Furthermore he encourages that "no matter what challenge you face in life if you try ~~hard~~ you can achieve your dream". Therefore, he is ~~being~~ engaging with his listeners by being vulnerable about how he achieved his childhood dream and motivating listeners to not give up during adversity either.

## Question 2

The following excerpt is from Question 2. It required students to draw valid conclusions about two factors that influenced the speaker to pursue his dream and justify each factor with a relevant example.

Effective student responses:

- identified two factors that influenced Hiroshi's dream of opening a restaurant, e.g. his mother, his love of food, his high school business teacher
- provided an example from the stimulus to justify each factor, e.g.
  - his mother cooking delicious food for him throughout his childhood
  - his mother teaching him to cook
  - Hiroshi's desire to cook delicious food for others
  - his business teacher being interesting, which made him enjoy the subject which he initially found difficult
  - his business teacher encouraging him to pursue his dream of opening a restaurant after they spoke about it.

This excerpt has been included:

- to demonstrate analysis of two factors that influenced the speaker, with each factor supported by a relevant example from the stimulus.



**QUESTION 2 (4 marks)**

Analyse two factors that influenced the speaker in Stimulus 1 to pursue his dream. Justify your conclusions with one example for each factor from the stimulus.

The two factors that influenced Hiroshi to pursue his dream was his mother's cooking that made him enjoy cooking food for people and his business teacher who ~~was interest~~ supported his goals. Hiroshi said <sup>in</sup> when he didn't like his school lunches his mum shared her <sup>way of</sup> cooking so ~~the~~ "I didn't really like school lunch but my Mum shared her way of cooking". ~~so I began to like~~ This influenced him to begin to like making food for anyone ~~and~~ and cooking. The second factor is when his teacher said <sup>to him</sup> that "Someday if I opened a restaurant ~~then~~ my teacher would support me." influencing him to save money to open his own restaurant. Therefore his mother's passion for cooking and the support of his business teacher influenced Hiroshi's pathway to achieving his cooking dream.

## Question 3

The following excerpt is from Question 3. It required students to draw two valid conclusions, one about an initial tone and the other about a change in tone, justifying each conclusion using a relevant example.

Effective student responses:

- identified two contrasting tones (i.e. positive to negative or negative to positive), e.g. nostalgic to concerned, happy to worried, sad to uplifted.
- provided an example from the stimulus to justify each tone, e.g.
  - learnt a love of preparing food from his mother
  - found the first year of opening his restaurant a tough experience due to staffing shortages
  - saw the happy faces of his customers who enjoyed his food.

This excerpt has been included:

- to demonstrate the identification of two contrasting tones with evidence to support each tone.



**QUESTION 3 (4 marks)**

How does Hiroshi's change in tone reveal his personality in Stimulus 1? Justify your conclusions with one example for each tone from the stimulus.

Because Hiroshi is happy, <sup>and</sup> ~~motivated~~, honest <sup>and</sup> ~~it~~ reveals his motivational, hard working personality. He said "Last year was awful because ~~the~~ I was short on staff" he was unhappy and feeling sad his dream was ending however he became happy because <sup>as</sup> he said "when I see the face of customers eating tasty cooking, I become happy". Indicating because of his constantly positive perspective when his restaurant was operating understaffed, he was still happy people were eating his food, he doesn't give up and reveals his persistent, goal-satisfied personality.

## Question 4

The following excerpt is from Question 4. It required students to identify the context and provide two relevant examples from the stimulus.

Effective student responses:

- identified a valid context, e.g. an online news article or blog, a school newsletter or yearbook article, the white line flow tradition or event
- provided two relevant examples to justify the context, e.g.
  - quotes about the experiences of 18-year-old Naoki Yamada and 16-year-old Yuki Himekawa
  - the event is a 70-year-old tradition of the school, in which teachers and students form a white line and farewell each other at the graduation event
  - the boys' hats and girls' scarves are tied in a line to symbolise the students' connection
  - teachers and students call out 'thank you' and 'I won't forget you' to each other.

This excerpt has been included:

- to demonstrate the identification and justification of context.

**QUESTION 4 (3 marks)**

Identify the context of Stimulus 2 in the stimulus book. Justify your response with two examples from the stimulus.

The context is a Japanese news <sup>report</sup> article called "Shinshawa graduation ceremony, 'Hakusennaga' famous goodbye" likely found ~~online~~ at an online ~~news~~ <sup>report</sup> Japan news site. It explains the exclusive tradition Hakusennaga occurring in Gifu prefecture, Shinshawa high school graduation ceremony. The text <sup>explains</sup> says "Hakusennaga is" For the purpose of graduates, they do a special goodbye where ~~they~~ female student connect their school scarf to the boy's school's hat." ~~As~~ Furthermore they describe how the event works ~~for~~ as "Graduates walk through the Hakusen and students and teachers yell "Thank you," and "I won't forget you". Therefore the context is a <sup>Japanese</sup> news report as it ~~explains~~ <sup>explains</sup> defines Hakusennaga to ~~new~~ <sup>those</sup> who don't know and what happens. They report to inform Japan of a small Japanese ~~the~~ graduation tradition is Shinshawa High School.

**Question 5**

The following excerpt is from Question 5. It required students to draw a conclusion about the significance of the event and provide three relevant examples from the stimulus to justify this conclusion.

Effective student responses:

- drew a valid conclusion about the significance of the white line flow tradition/event, e.g. a significant or important tradition/event
- provided three relevant examples, e.g.
  - Himekawa's father and older sister have participated in the event and when Himekawa graduates the year after next, she will take part, continuing the family tradition
  - it is sad that everyone is leaving after the event, but they are happy to have participated in the tradition
  - the tradition/event has been occurring for 70 years
  - the white line symbolises moving from the school into the world.

This excerpt has been included:

- to illustrate a valid conclusion and three relevant justifications from the stimulus.

**QUESTION 5 (4 marks)**

Evaluate the significance of the event described in Stimulus 2. Justify your conclusion with three examples from the stimulus.

Hahusennaga is a special significant special  
 goodbye at Shirahawa high. Firstly "For more than  
 70 years they've continued doing this tradition. Also  
 "When interviewing ~~the~~ Naohi Takayama, he said "  
 everyone connecting the goodbye together it makes him  
 happy". Furthermore this tradition is significant as  
 an interview from Yuki Himehawa signifies, ~~she~~ said  
 "My older sister and dad did the Hahusennaga" and that  
 "When she graduates the year after next she plans to ~~do~~  
 keep the tradition." Signifying Signifying this  
 tradition is something families look forward to  
 and engages the school and community together

**Short response in Japanese**

This section required students to respond in Japanese to two questions referring to one written stimulus (Questions 6–7). Student responses were allocated marks for comprehension of stimulus content and production of the response in Japanese.

**Question 6**

The following excerpts are from Question 6. It required students to identify a valid tone of Sato, justifying with three relevant examples from the stimulus in Japanese with few errors.

Effective student responses:

- identified a tone such as excited, positive, motivated, hopeful, satisfied or happy. Other responses based on a valid interpretation of the text were accepted
- justified the tone with three relevant examples, e.g.
  - sharing awesome news with his friend Alex
  - winning the video game design contest
  - winning the contest for the third time

- achieving his dream of winning the contest, which he has had since Junior High
- working as a team with other like-minded members.

These excerpts have been included:

- to illustrate a valid tone and three relevant justifications from the stimulus
- to demonstrate use of familiar language with some or few errors in conveying understanding.

### Excerpt 1

#### QUESTION 6 (8 marks)

Identify the tone Sato uses in Stimulus 3 in the stimulus book. Justify your conclusion with three examples from the stimulus.

セトウのトーンはとてもうれしいです。どうしてかと言うと、~~びびり~~ ~~を~~ ~~した~~ コンピューターゲームは一番になつて、<sup>デセイン</sup> 'わくわく' をして言いました。セトウさんは中学一年生からがんばっている夢だからとてもうれしいです。ゲームをデセインをすることはとても女子 ~~と~~ <sup>と</sup> 言いました。セトウの夢はチームワークが大切なゲームを作りたいのに、ゲームはすごくむずかしいのに、あきらめないプレイヤーを助けるようにしたい <sup>と言いま</sup> す。これを作って、とてもうれしかったです。アレックスと一っしょに <sup>と</sup> ~~も~~ ~~う~~ ~~れ~~ ~~し~~ ~~い~~ ~~で~~ ~~す~~。

### Excerpt 2

#### QUESTION 6 (8 marks)

Identify the tone Sato uses in Stimulus 3 in the stimulus book. Justify your conclusion with three examples from the stimulus.

さとしんは、「ビデオゲームがコンテストで一番になつたよ。」 <sup>や</sup> 「とてもうれしくて、今、わくわくしている。」や「中学一年生からがんばっている夢だから。」と言いましたから、さとしんの使うトーンはうれしいと思います。

## Question 7

The following excerpt is from Question 7. It required students to draw a valid conclusion about Alex and Sato's friendship, justifying with three relevant examples from the stimulus in Japanese with few errors.

Effective student responses:

- identified a valid conclusion about the boys' relationship, e.g. good friends, school friends, online game friends, friends who help each other. Other responses based on a valid interpretation of the text were accepted
- justified the conclusion with three relevant examples, e.g.
  - Sato wanting to share his winning news with Alex
  - Alex being excited for Sato and acknowledging his hard work and talents ('you are superb')
  - Alex commending Sato's challenging but interesting game that was very enjoyable and, although hard, he did not want to quit
  - Sato's comment about how fun it was to play with Alex.

These excerpts have been included:

- to illustrate a valid conclusion and 2–3 relevant justifications from the stimulus
- to demonstrate use of familiar language with accuracy to convey understanding.

## Excerpt 1

## QUESTION 7 (8 marks)

What does Stimulus 3 reveal about the friendship between Alex and Sato? Justify your conclusion with three examples from the stimulus.

アレックスとさとの間は本当いい友達です。なぜなら、さとは  
 「僕もアレックスとゲームをするのは本当に楽しいよ」と言いました。  
 これに「おめでとう」が この友達 は おめでとうが 女子きです。  
 そして、アレックスは さとは アレックスにうれしくてたいたった  
 ニュースを話しました。それに、アレックスは「わあ、おめでとう  
 」と言いました。それに、アレックスは さとは ゲームもデザインを  
 できるので、さとは 素晴らしい人だ」と思います。そして、  
 アレックスによると、さとは ゲームをした時、すごく楽しかったです。



## Excerpt 2

## QUESTION 7 (8 marks)

What does Stimulus 3 reveal about the friendship between Alex and Sato? Justify your conclusion with three examples from the stimulus.

セトウさんとアレックスはとて面白い友達だ"と、思います。どうしてかと言うとアレックスはセトウのためにうれしくなつて 'いつもかみは"ついでにたもんね'と言いました。アレックスはセトウさんは'ゲームもデザインで"まるし、本当にすばらしい人だ"とも言います。これはとて面白い友達だ"と、思います。アレックスはセトウさんのゲームは本気で"とて"も"むずかしいけど、おもしろい"と言って 'ぜったいやめたくなかつたよ'。アレックスはセトウさんをほめたり、とてもうれしいからいい友達と、思います。'おめでた'う"も言ったり、サトウさんは 'メッセージ"を待ってるよ'と言います。

## Excerpt 3

## QUESTION 7 (8 marks)

What does Stimulus 3 reveal about the friendship between Alex and Sato? Justify your conclusion with three examples from the stimulus.

アレックスは「さとうくんはかっこいいし、ゲームもデザインできるし、本当にすばらしい人がよ」と言いましたからアレックスとさとうくんはいい友達です。  
さとうは「アレックスとゲームをするのは本当に楽しいよ」と言いましたから、やっぱりはたらくて、いい友達です。  
さとうは「僕達のようにメンバーのつなかりを強りたい」と

## Extended response

The following excerpt is from Question 8. It required students to write an application for a Japanese language study program to attend after graduating high school, specifically addressing the three bullet points.

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 an application to a Japanese language study program
- 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 each point of information and appropriate elaboration with further details
- to highlight cohesive responses using fluent sentences, conveying meaning relevant to the task and synthesising each point to demonstrate reflection
- 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 an application including
  - salutations (to a relevant recipient)
  - introductory remarks, e.g. greeting, self-introduction, letter conventions such as comment/s about the author
  - concluding remarks, e.g. thank you, final pledge to participate in the program, looking forward to..., from sender.

### Excerpt 1

#### QUESTION 8 (21 marks)

You are interested in applying for a Japanese language study program after graduating from high school. You are required to write a letter of application, which includes the following information:

- あなたが日本語を勉強している間に学んだ興味深いこと
- 日本語を勉強している時に最も難しいと思ったこと
- 将来日本語をどのように使うか。

リーダア へ、

私のなまえはインディゴです。高校に入ってから、日本語を勉強し始めました。先生はとてもしんせつで、宿題は ~~おもしろ~~ おもしろかったので、すぐに ~~日本語~~ 日本文化に強い興味 ~~をもつ~~ <sup>をもつ</sup> ようになりました。

日本語を勉強している間に学んだ興味深いことは日本のまつりです。とてもおもしろいと思います。すうじつ前に ~~聞~~ 言売んだきじによると、日本のまつり ~~は~~ とオーストラリアのまつりはとてもちがうらしいです。将来、日本のでんとうについてもっと学びたいです。

日本語を勉強している時にもっともむずかしいことは ~~スピーキング~~ スピーキングのれんしゅうだと思っています。





でも時々日本語を勉強することがむずかしいかと思  
 いました。でも私の日本語の先生がとてもやさしいです。  
 最初は私は少し日本語がとくいで、私の学校は  
 日本で勉強してもいいです。それに、日本で高校生の

生活に、それに、日本で一年間にホストファミリー  
 と生活するんだことがあります。私のたいけんは  
 素晴らしい。日本の学生の生活、日本で私の学生生活  
 のたいけんはとても素晴らしいです。

将来に

積極的に生活を持っているために、日本語を  
 使う予定です。世界をたべたいです。日本は人気が  
 あって、テクノロジーはとてもいいかたと思  
 います。それから、社会のみんなの手つたうことが  
 できます。たとえば、世界中で人は少しづつ  
 ないです。私は

みんな一緒にいしょうにうれしくてつなごう方が  
 いいとたと思、私は日本人をつながりな  
 りたいです。私の夢は日本語を  
 オペレーターになりたいたです。

それに、このプログラムに入ることを  
 考えてください！

ダンテから。

### Additional advice

- Teachers are encouraged to challenge students to showcase an application of a range of language from the mandatory language elements, rather than rely on the examination stimulus material when generating short response and/or extended response answers.