

Japanese marking guide and response

External assessment 2025

Combination response (54 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.

Marking guide

Section 1: Short response in Japanese

| Q | Sample response | The response, for receptive mode: | The response, for productive mode: | M |
|---|--|--|--|---|
| 1 | <p>会話の目的は「まやき」と言うサッカーコーチがエマさんの日本でのサッカースカラシップをお祝いすることです。まやきさんはエマさんのことやかの女のサッカーけい験についてもっと知りたいと思っています。</p> <p>エマさんは日本語よりサッカーの方がとく意だと言っています。</p> <p>エマさんはスカラシップをもらった時にうれしかった（です）。エマさんの夢はワールドカップに行くことだそうです。</p> | <ul style="list-style-type: none"> • identifies a valid purpose [1 mark] • provides a relevant example to justify the response [1 mark] • provides a second relevant example to justify the response [1 mark] • provides a third relevant example to justify the response [1 mark] | <ul style="list-style-type: none"> • conveys meaning relevant to the question with few errors | 4 |
| | | | <ul style="list-style-type: none"> • conveys meaning relevant to the question with some errors | 3 |
| | | | <ul style="list-style-type: none"> • conveys meaning relevant to the question using some words and isolated phrases | 2 |
| | | | <ul style="list-style-type: none"> • conveys fragmented meaning | 1 |
| | | | <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 |

| Q | Sample response | The response, for receptive mode: | The response, for productive mode: | M |
|---|---|--|--|---|
| 2 | <p>エマさんはとてもやる気があると思います。</p> <p>会話の中でエマさんはポジティブで、日本のサッカーチームにはいることを楽しみにしています。</p> <p>エマさんは五さいの時からサッカーをしていて、よく家でお父さんと一緒にれん習していると話しています。</p> <p>また、一人ぐらしをするために、先生といっしょに日本語を勉強していると言っています。</p> | <ul style="list-style-type: none"> draws a valid conclusion about Emma [1 mark] provides a relevant example to justify the conclusion [1 mark] provides a second relevant example to justify the conclusion [1 mark] | conveys meaning relevant to the question with few errors | 4 |
| | | | conveys meaning relevant to the question with some errors | 3 |
| | | | conveys meaning relevant to the question using some words and isolated phrases | 2 |
| | | | conveys fragmented meaning | 1 |
| | | | does not satisfy any of the descriptors above. | 0 |

Section 2: Short response in English

| Q | Sample response | The response: |
|---|---|--|
| 3 | <p>The context is a letter written by a Year 12 school leader, Noah, to Year 11 students.</p> <p>Noah explains how he became interested in anime through his love of a particular series. After becoming a member of an anime club, he developed an interest in Japanese culture and now wants to be an animation artist.</p> <p>The audience is Year 11 students at Noah's school. At the beginning of the text, he addresses the Year 11 students, who are almost ready to think about their futures.</p> | <ul style="list-style-type: none">• identifies a valid context [1 mark]• provides a relevant example to justify the response [1 mark]• identifies an intended audience [1 mark]• provides a relevant example to justify the response [1 mark] |

| Q | Sample response | The response: |
|---|---|---|
| 4 | <p>Noah uses an enthusiastic tone to show his strong will to succeed and to communicate his plan for a successful future. He wishes his readers luck in making their own dreams come true, supporting the audience and encouraging them to keep working towards achieving their dreams.</p> <p>Noah demonstrates a strong interest in anime and learning Japanese language and culture, as they are important experiences for achieving his future job. Although Noah acknowledges it is not easy to gain his dream job, he persists by working out how to be in a better position in a competitive industry.</p> | <ul style="list-style-type: none"> • identifies a valid tone [1 mark] • provides a relevant example to justify the response [1 mark] • provides a second relevant example to justify the response [1 mark] • provides a third relevant example to justify the response [1 mark] |

| Q | Sample response | The response: |
|---|--|---|
| 5 | <p>Noah is going to Japan to study anime artistry for six months to achieve his dream of becoming an anime artist. He believes that going to an anime school will give him valuable industry experience. While he is studying in Japan, Noah plans to work part time at the manga studio to be more independent. This shows that he has a strong will to achieve this purpose.</p> | <ul style="list-style-type: none"> • draws a valid conclusion about how the writer plans to achieve his dream [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] |

| Q | Sample response | The response: |
|---|---|---|
| 6 | <p>The school is located in the Japanese Alps and offers a historical setting. Due to its location close to nature, the curriculum is unique. For example, Junior High students attend the Autumn Festival to cut grass that will be used as roofs for traditional houses.</p> <p>Senior students at the school also go on excursions to the historic villages.</p> | <ul style="list-style-type: none"> • identifies a feature [1 mark] • provides a relevant example to justify the response [1 mark] • identifies a second feature [1 mark] • provides a relevant example to justify the response [1 mark] |

| Q | Sample response | The response: |
|---|---|--|
| 7 | <p>A likely audience for this stimulus would be prospective parents who want to send their children to the school in Higashikawa. The text discusses unique learning opportunities available to students that other schools in Higashikawa do not offer, such as its landscape and the sister-school relationship with a school in Central Queensland. The text invites readers to visit the school to experience what it has to offer.</p> | <ul style="list-style-type: none"> • identifies a valid audience [1 mark] • provides a relevant example to justify the response [1 mark] • provides a second relevant example to justify the response [1 mark] |

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"> addresses and elaborates on all of the following <ul style="list-style-type: none"> essential items and/or clothing you will pack for your stay anything you want to know about your host family how you will communicate with your family and friends during your stay | 6 | <ul style="list-style-type: none"> develops an astute response relevant to the task proficiently communicates through <ul style="list-style-type: none"> selection of ideas logical sequencing of ideas synthesis of ideas | 5 | <ul style="list-style-type: none"> uses a wide range of characters purposefully and with a high level of accuracy uses a wide range of grammar purposefully and with a high level of accuracy uses a wide range of tenses purposefully and with a high level of accuracy uses consistent register for context | 8 | <ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> salutations/ concluding remarks email protocols | 2 |
| <ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> essential items and/or clothing you will pack for your stay anything you want to know about your host family how you will communicate with your family and friends during your stay elaborates on two of these | 5 | <ul style="list-style-type: none"> develops an effective response relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas synthesis of ideas | 4 | <ul style="list-style-type: none"> uses a wide range of characters purposefully with few errors uses a wide range of grammar purposefully with few errors uses a wide range of tenses purposefully with few errors uses consistent register for context | 7 | <ul style="list-style-type: none"> uses one of the following <ul style="list-style-type: none"> salutations/ concluding remarks email protocols | 1 |
| <ul style="list-style-type: none"> addresses and elaborates on two of the following <ul style="list-style-type: none"> essential items and/or clothing you will pack for your stay anything you want to know about your host family how you will communicate with your family and friends during your stay | 4 | <ul style="list-style-type: none"> develops some parts of the response relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas | 3 | <ul style="list-style-type: none"> uses a wide range of characters with some errors uses a wide range of grammar with some errors uses a wide range of tenses with some errors uses consistent register for context | 6 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. | 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"> addresses two of the following <ul style="list-style-type: none"> essential items and/or clothing you will pack for your stay anything you want to know about your host family how you will communicate with your family and friends during your stay elaborates on one of these | 3 | <ul style="list-style-type: none"> demonstrates some relevance to the task through <ul style="list-style-type: none"> selection of ideas sequencing of ideas | 2 | <ul style="list-style-type: none"> uses a range of characters with some errors uses a range of grammar with some errors attempts to use a range of tenses mostly uses consistent register for context | 5 | | |
| <ul style="list-style-type: none"> addresses and elaborates on one of the following <ul style="list-style-type: none"> essential items and/or clothing you will pack for your stay anything you want to know about your host family how you will communicate with your family and friends during your stay | 2 | <ul style="list-style-type: none"> attempts to convey relevance to the task | 1 | <ul style="list-style-type: none"> uses a range of characters and grammar with errors | 4 | | |
| <ul style="list-style-type: none"> uses characters relevant to the task <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> writes extensively in hiragana and/or katakana | 1 | <ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. | 0 | <ul style="list-style-type: none"> uses cohesive, simple sentences with frequent errors | 3 | | |
| <ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. | 0 | | | <ul style="list-style-type: none"> uses fragmented sentences with frequent errors | 2 | | |
| | | | | <ul style="list-style-type: none"> uses isolated words and phrases with accuracy | 1 | | |
| | | | | <ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. | 0 | | |

Sample response: Creating Japanese texts

| | | |
|---|---|---|
| <p>Information addresses and elaborates on all of the following:</p> <ul style="list-style-type: none"> essential items and/or clothing you will pack for your stay anything you want to know about your host family how you will communicate with your family and friends during your stay <p>Language elements uses a wide range of characters purposefully and with a high level of accuracy uses a wide range of grammar purposefully and with a high level of accuracy uses a wide range of tenses purposefully and with a high level of accuracy uses consistent register for context</p> | <p>Question 8</p> <p>白川学校のみなさんへ</p> <p>ぼくの名前はジョシュアで、オーストラリアのクインズランドの十一年生です。十二月に日本にりゅう学することがうれしくて、ワクワクしています。このチャンスに<u>本当に</u>かんしゃしています。</p> <p>日本語の先生が手伝ってくれたので、<u>ひつような物をノート</u>に書きました。先生は日本の十二月はいつもさむいから、<u>温かい洋ふくを持って行った方がいい</u>と言いました。学校のみんなやホストファミリーと上手に話せるように<u>じ書と日本語のノートも持って行くつもり</u>です。</p> <p>日本の文化ではおみやげをあげるのは大切だと聞きました。<u>オーストラリアのおみやげを持って行きたい</u>と思いますが、<u>ホストファミリーの好きなことを知りたい</u>です。</p> <p>私の学校はいつも、<u>りゅう学中オーストラリアの家族や友達にれんらくした方がいい</u>と言っています。<u>できるだけ家族とビデオチャットで話すように</u>します。</p> <p>十二月におせわになります。</p> <p>ジョシュアより</p> | <p>Textual conventions uses all of the following:</p> <ul style="list-style-type: none"> salutations/ concluding remarks email protocols <p>Meaning develops an astute response relevant to the task proficiently communicates through:</p> <ul style="list-style-type: none"> selection of ideas logical sequencing of ideas synthesis of ideas |
|---|---|---|



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