

Japanese subject report

2025 cohort

January 2026





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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 2025 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 2026.

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
- important considerations to note related to the revised 2025 syllabus (where relevant).

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

84.97%
of students
completed
4 units



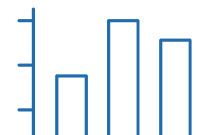
5.75%
increase in enrolment
since 2024



68%
endorsed at
Application 1



Subject data summary



Unit completion

The following data shows students who completed the General subject.

Note: All data is correct as at January 2026. 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: 141.

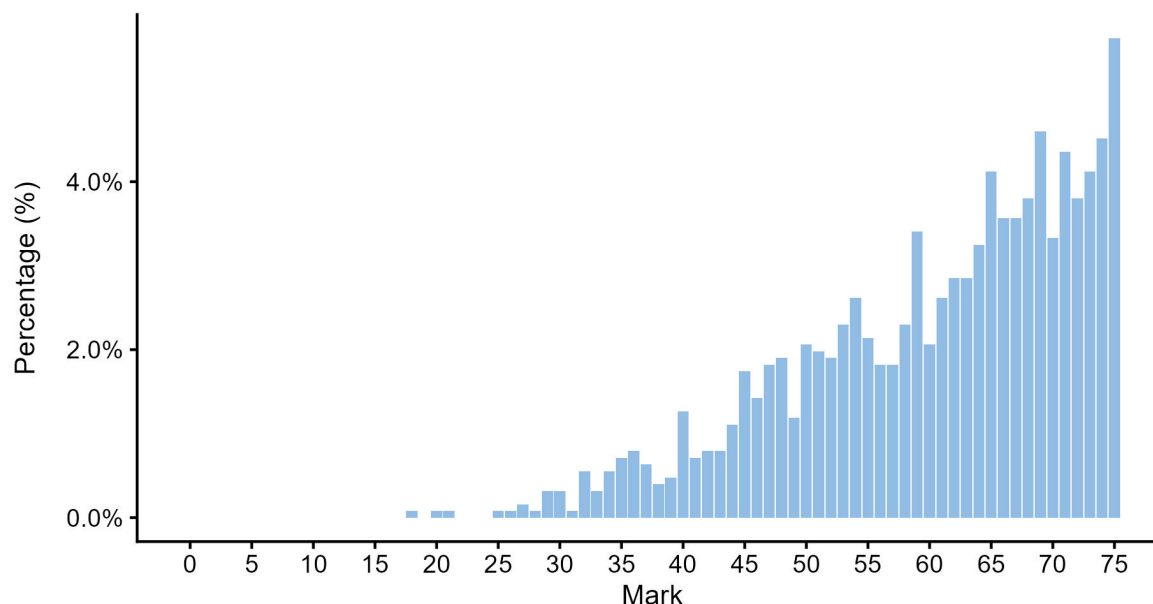
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	1,477	1,379	1,255

Units 1 and 2 results

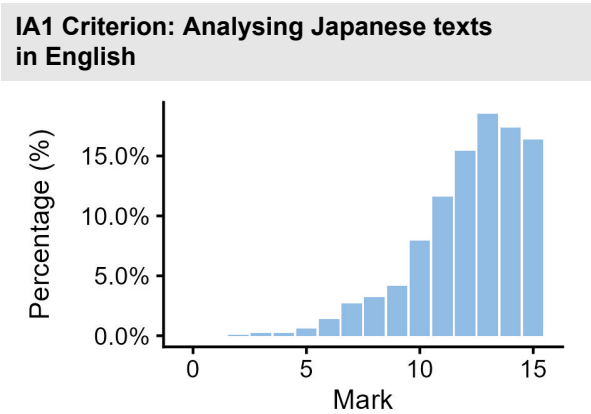
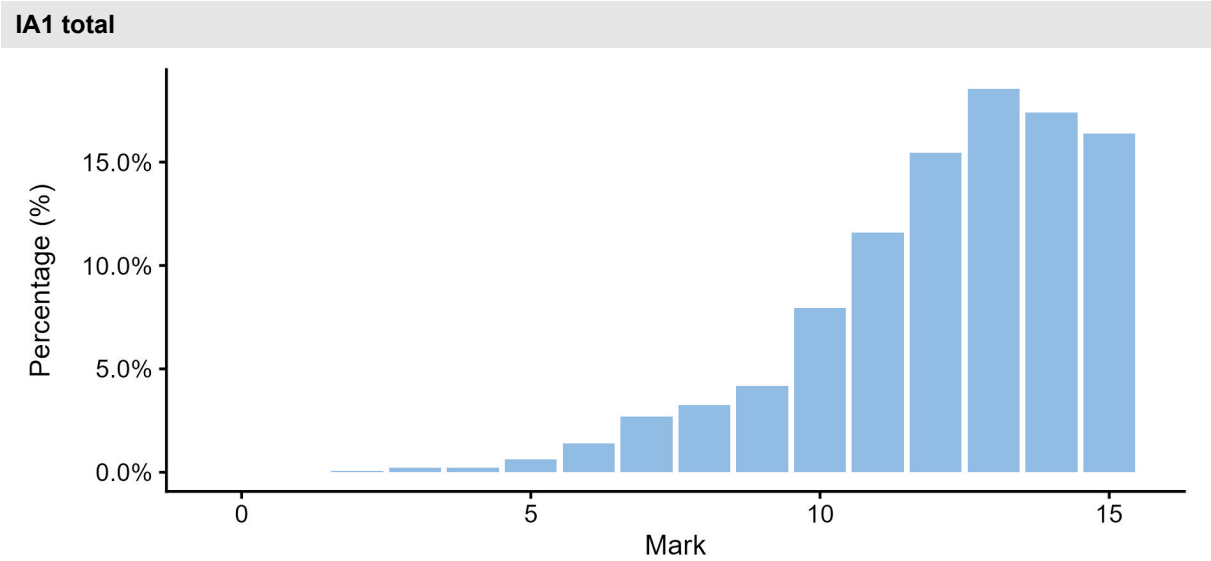
Number of students	Unit 1	Unit 2
Satisfactory	1,406	1,320
Unsatisfactory	71	59

Units 3 and 4 internal assessment (IA) results

Total marks for IA

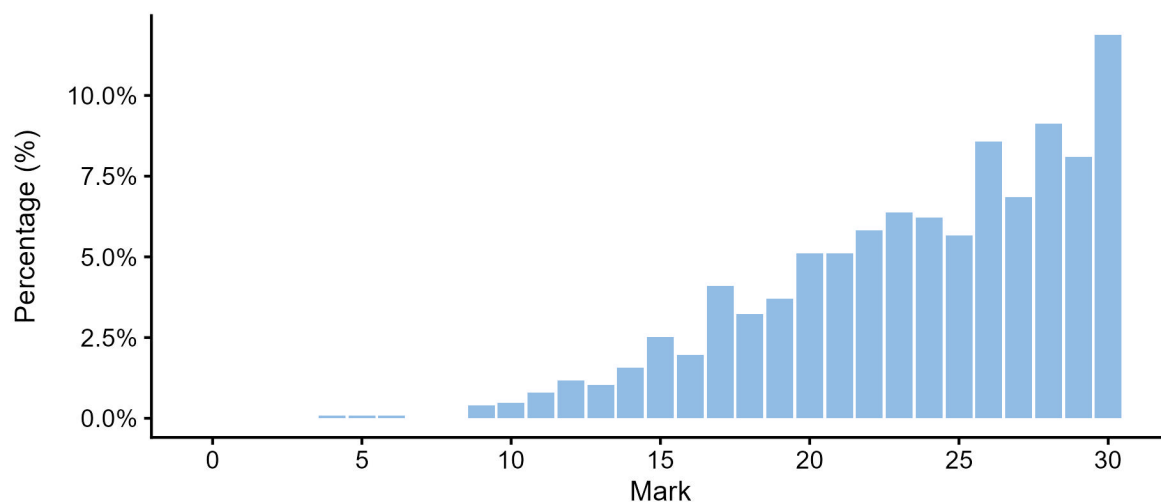


IA1 marks

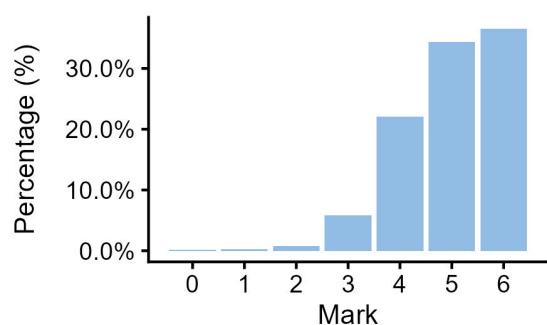


IA2 marks

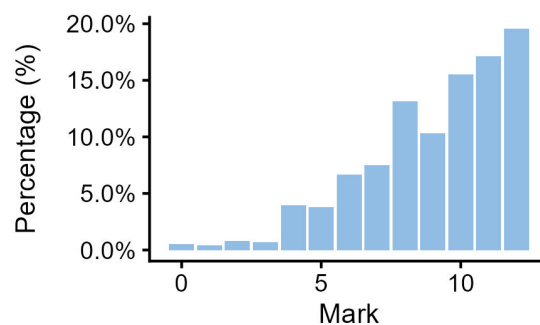
IA2 total



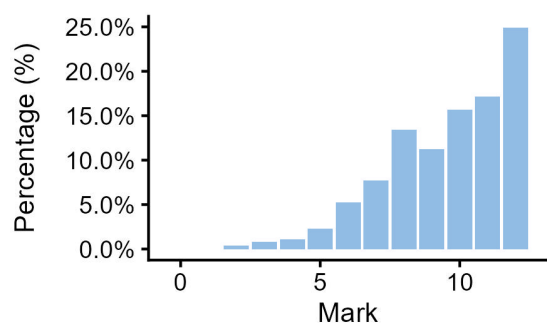
IA2 Criterion: Analysing Japanese texts in English



IA2 Criterion: Creating Japanese texts with Japanese stimulus

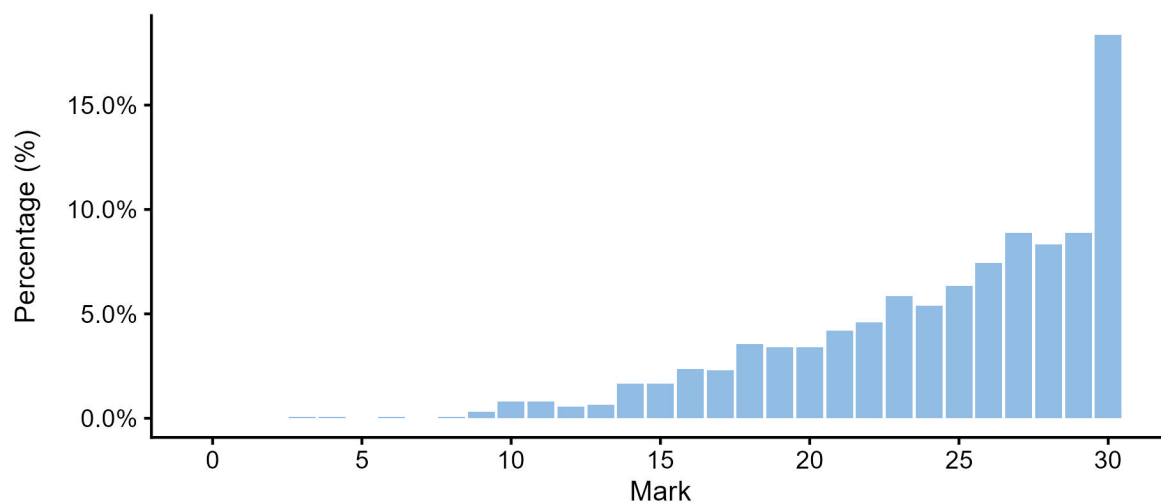


IA2 Criterion: Exchanging information and ideas in Japanese

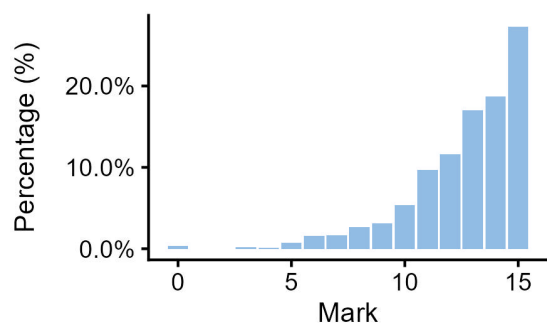


IA3 marks

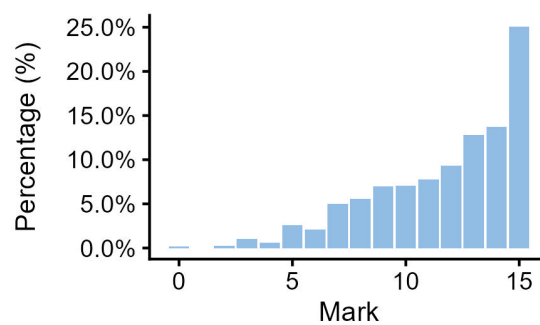
IA3 total



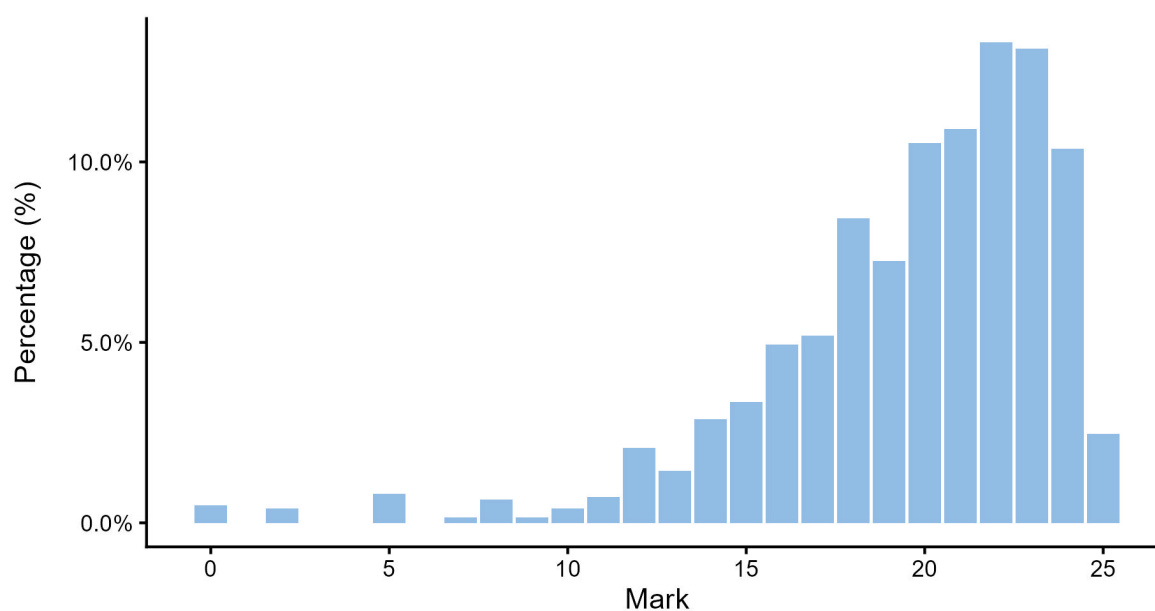
IA3 Criterion: Analysing Japanese texts in Japanese



IA3 Criterion: Exchanging information and ideas in Japanese

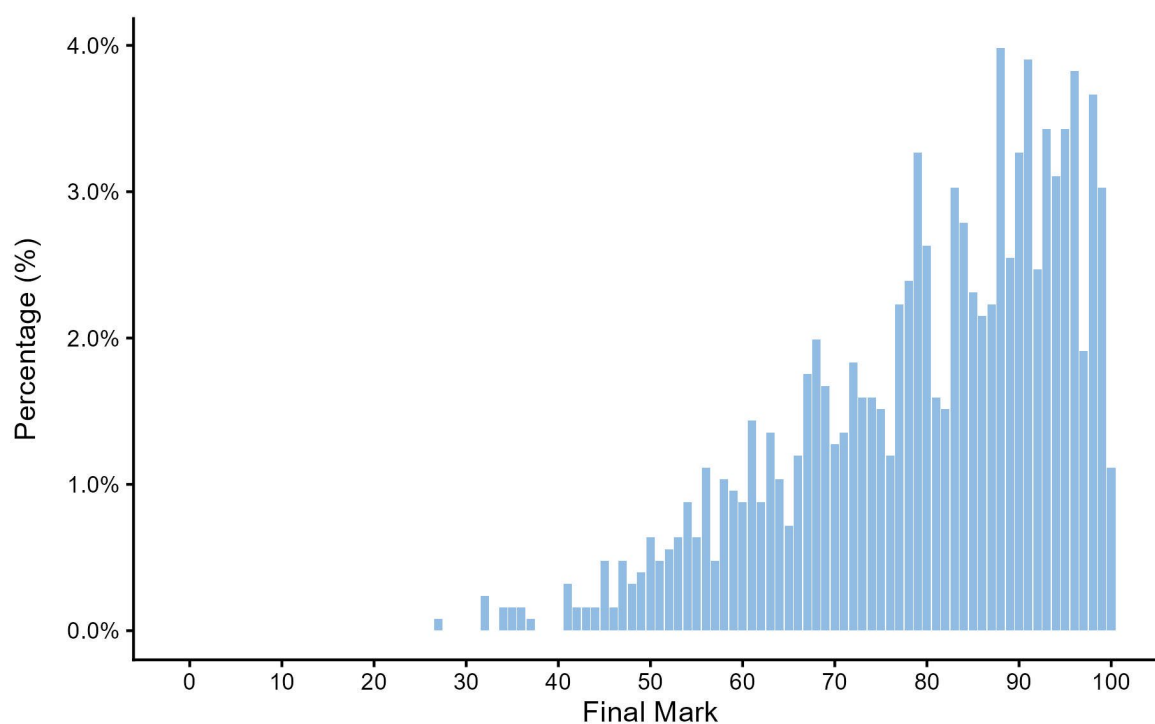


External assessment (EA) marks



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	100–85	84–65	64–45	44–19	18–0

Distribution of standards

Number of students who achieved each standard across the state.

Standard	A	B	C	D	E
Number of students	582	466	186	21	0
Percentage of students	46.37	37.13	14.82	1.67	0.00

Internal assessment



This 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 v7.0*, Section 9.5.

Percentage of instruments endorsed in Application 1

Internal assessment	IA1	IA2	IA3
Number of instruments	140	140	136
Percentage endorsed in Application 1	67	58	79

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 v7.0*, Section 9.6.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section 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	136	767	0	91.18
2	136	769	0	90.44
3	136	765	0	86.76

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	24
Authentication	0
Authenticity	2
Item construction	7
Scope and scale	12

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided the opportunity for students to demonstrate the assessment objectives and achieve a range of ISMG performance-level descriptors
- provided stimulus texts of suitable scope and scale
- included four to six questions that required students to provide unique responses, including one question that required students to reference more than one stimulus text.

Practices to strengthen

It is recommended that assessment instruments:

- include questions that
 - provide opportunities for students to meet the required assessable objectives and ISMG performance-level descriptors
 - do not lead to predetermined answers so students can demonstrate the highest ISMG mark range
- include stimulus texts

- within the combined 1,200-1,700-character limit. Visual stimulus must feature up to 85 Japanese characters, including furigana
- that align with Unit 3 Topic 1 subject matter and have sufficient detail for students to demonstrate the highest ISMG performance-level descriptors when responding to questions.

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	11
Language	3
Layout	0
Transparency	1

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- avoided bias, inappropriate content, jargon, specialist language and colloquial language
- aligned with the Japanese language elements list
- provided clear instructions using cues that align to the specifications, assessment objectives, questions and ISMG
- included images, diagrams or other visual elements that were clear, relevant and accessible.

Practices to strengthen

It is recommended that assessment instruments:

- avoid using URLs, word banks or other information in English that reveal contextual information without requiring students to analyse in Japanese
- include audio stimulus that is clear, audible and recorded at a moderate pace with appropriate pauses
- include stimulus texts that are error free and model accurate spelling, grammar, punctuation and other textual features, e.g. axis labels on graphs
- label stimulus texts to align with questions.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The stimulus specifications have been revised and must include
 - three stimulus texts from the revised topic and subject matter (at least one written and one audio or audiovisual) with a combined length of 1,200 Japanese characters. Japanese subtitles may be embedded in the audiovisual stimulus

- a single visual stimulus with up to 75 characters, or a series of three or more visuals, each containing up to 75 characters.
- The question specifications now require students to answer Questions 1, 2 and 3 in English, and Questions 4 and 5 in Japanese. This should be specified in the assessment instrument section instructions.
- Response length conditions no longer apply. Direct students to hand write their responses and adhere to the working time conditions — 90 minutes.
- The revised conditions now allow the use of dictionaries.

Schools should also:

- provide indicative responses for each question. These responses are not endorsed; rather, they are intended to support the validity and reliability of the design and marking of these assessment instruments.

Assessment decisions

Reliability

Reliability 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	91.18	8.82	0.00	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- the performance-level descriptors within a specific mark range accurately matched the annotation in the student response
- there was a shared understanding of the definition of purpose, audience, context and tone (PACT) when analysing Japanese stimulus. Furthermore, paraphrasing was used to support justifications and inferences without using direct quotes to demonstrate comprehension, analysis and evaluation of stimulus texts.

Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- A valid and well-substantiated conclusion is provided with the required number of examples from the stimulus to support the conclusion, as specified by the question and ISMG. For instance, the purpose of Stimulus 1 is to discuss an article about the increased use of electronic devices by young people in Japan since 2015. It highlights an 80% increase in the use of mobile phones and tablets among young people, aged between 15–30 in Japan

- Assessment objectives 1 and 3 have been subsumed in the first descriptor 'draws a valid and well-substantiated conclusion about one of the elements' in the 2025 syllabus. A maximum of 1 mark is awarded when evidence only demonstrates the comprehension and analysis of information from the stimulus.

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- when responding to short response questions in English, responses should justify their conclusion through paraphrasing and using relevant information in English. Responses with Japanese do not align to the highest performance-level descriptors
- when identifying the context and tone of a stimulus, responses should consider the key terminology explained in the syllabus, rather than providing a summary of the stimulus, e.g.
 - context: What is the scenario the text exists in? What is the social, cultural or historical situation that the text has been created to fit into?
 - tone: How is language used to convey the text's message? Use an adjective or emotion that is not 'informative'. A tone must demonstrate feelings or emotions used in the stimulus when conveying meaning.

Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- Students are required to provide short responses in English (Questions 1, 2, and 3) and in Japanese (Questions 4 and 5). Responses must draw a valid and a well-substantiated conclusion with relevant information from the stimulus texts. The same information used for justification in one question cannot be reused in another.
- The syllabus conditions no longer include word length for examinations. The *QCE and QCIA policy and procedures handbook v7.0* (Section 8.2.6) provides guidance about managing response length. This guidance applies to more open-ended assessment techniques, such as essays, reports and presentations. By specifying a maximum length for student generated work for these techniques, the expected scope of the task is appropriately limited. Managing response length does not apply to examinations. For examinations, the syllabus assessment conditions specify the time allocated, including any perusal or planning time. Schools should design examinations with an appropriate number of questions, and provide suitable space or lines for responses, to guide students in completing the examination within the allowed time. A required or recommended word length must not appear on IA1 instruments
- An ISMG is provided for each question to allow for discerning decision-making for each question
- Paraphrasing information from the stimulus must be used in short responses in English and short responses in Japanese when awarding the highest mark range/s.
- It is recommended teachers refer to QCAA resources, including revision reports, and participate in syllabus professional development and events to ensure consistent understanding and application of key terms when making judgments.

Samples

The following excerpts demonstrate comprehensive understanding of the stimulus text, discerning identification of PACT elements and discerning analysis and evaluation.

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

Excerpt 1

Q2 The intended audience would be parents, or people who are wanting a child. As it is talking about the different reason people in Japan, America, France and Sweden have children, and the difference between the countries like how Japanese people think having children is stressful. The tone is disheartening and annoyed. It is annoyed as people in Japan are wanting to have less children because it is hard to have children while still working. It is disheartening as another reason Japanese women don't want to be mothers as they would have to be perfect because of societal standards.

Excerpt 2

Q3 The context is an advertisement for a part time job in childcare. You could find it on a job finder website. It's known as gives different information on the 'job' like how you would work after school for Monday to Fridays. And at the end it gives you 090- [redacted] number to call if interested. The purpose is telling you about what is required to do in the job. Like how you would have to look after 2 primary school children, playing with them, make meals, and check homework. And it tells you it would be from 3-7, Monday - Friday.

Excerpt 3

Q4 There are many issues / changing roles and relationship that are affecting Japanese society. In stimulus 3 it shows how the birth rates have decreased significantly from 1950. In stimulus 2 it says that only 63% of women want children because of little support and are working more. This is bad for Japan's society as death rates are higher than birth rates, giving an uneven population, that is becoming older. Also number of marriages is decreasing which could also explain decreasing birth rates as stimulus 2 said women by themselves find it hard to take care of all a child's need.

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	0
Item construction	7
Scope and scale	4

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included questions that gave students the opportunity to demonstrate the required assessment objectives and ISMG performance-level descriptors, including one question that required students to reference more than one stimulus text
- provided an open-ended question and/or task in Part 2 Session 1 for students to create Japanese text using information from more than one stimulus
- included a range of open-ended questions in Session 2 that allowed students to refer to information and ideas in Sessions 1 and 2 stimulus texts.

Practices to strengthen

It is recommended that assessment instruments:

- include instructions that match syllabus specifications
- provide stimulus items that are relevant to the task and of suitable scope, offer different perspectives, and align with Unit 3 Topics 2 and 3 subject matter.

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	2
Transparency	6

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions using cues that align to the specifications, 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:

- avoid the inclusion of English vocabulary, word bank, and URL information as these provide context
- include stimulus that is clear and accessible, e.g. axis labels on graphs and legible furigana font size
- include the stimulus number in the title and file name as this information is useful to the endorser and students.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- Teachers may now choose to include either Unit 3 Topic 2 and/or Topic 3.
- Assessment objectives 2 and 3 are no longer assessed in the IA2.
- The assessment instrument must now consist of two components
 - a written extended response in Japanese related to the Topic 2 and/or Topic 3 subject matter

- a spoken extended response in Japanese that focuses on a stimulus text with different subject matter than the written extended response.
- The question specifications for the written extended response have been revised and require
 - three distinct bullet-points in Japanese
 - the question to clearly state the task and the text type in English, such as blog, email, letter, text message, or speech transcript
 - that the question does not include translations or reveal the meaning of the bullet points.
- The stimulus specifications for the spoken extended response have been revised and require
 - an unseen visual or short written text that differs in subject matter from the written extended response
 - a stimulus that meets syllabus specifications for length (a short written text up to 100 characters or a visual text up to 75 characters in Japanese), excludes numerals, symbols, and axis information from the character count, and serves as a springboard for a student-centred, spontaneous conversation.

Assessment decisions

Reliability

Reliability 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	100.00	0.00	0.00	0.00
2	Creating Japanese texts with Japanese stimulus	96.32	3.68	0.00	0.00
3	Exchanging information and ideas in Japanese	93.38	5.15	0.00	1.47

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- for Analysing Japanese texts in English (Session 1 Part 1), marks were allocated where responses demonstrated a clear understanding of purpose, audience, context and tone, with students providing insights (e.g. identifying that the purpose of the text is to raise awareness about teenagers' overuse of smartphones to connect with peers)

- for Creating Japanese texts with Japanese stimulus (Session 1, Part 2), marks were allocated where
 - student responses effectively incorporated relevant information from both stimulus texts from Part 1 to support their personal perspectives
 - students paraphrased information from the stimulus texts rather than using direct quotes, allowing unique responses and achieving Assessment objective 4
- for Exchanging information and ideas in Japanese (Session 2), marks were allocated where
 - the teacher's questioning techniques provided opportunities for students to generate and maintain conversation, using information from the stimulus texts in an authentic and meaningful way
 - student responses demonstrated comprehension, spontaneity and the use of strategies to effectively sustain the conversation in Japanese.

Practices to strengthen

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- for Analysing Japanese texts in English (Session 1 Part 1), when identifying context, students extend their responses beyond simply naming the text type to providing detailed information about the situation. When identifying tone, they describe the feelings and emotions conveyed in the stimulus
- for Exchanging information and ideas in Japanese (Session 2)
 - the highest mark ranges are awarded when students respond to unseen open-ended questions with spontaneity, demonstrating the ability to steer the conversation in new directions
 - where a student response exceeds the syllabus specification of 7 minutes, clear annotations on the ISMG should be provided indicating either where marking stopped, or a timestamp indicating which continuous section of the conversation was marked for the awarded result.

Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The 2025 syllabus does not
 - require students to analyse Japanese texts in English
 - require students to respond to stimulus texts to create their written extended response (creating an extended response)
 - permit word processing. Student responses must be handwritten using characters and grammar structures from the Language elements list
 - permit dictionaries.
- The 2025 syllabus (p. 23) requires students to engage with one stimulus text only for the spoken extended response. The stimulus is used as a springboard for the conversation and must adhere to syllabus specifications.
- For confirmation, ensure
 - schools administer the endorsed assessment instrument from the Endorsement app without modification, e.g. ISMG and assessment instrument are not retyped onto a separate response booklet

- every page from the student response is scanned and checked so a full and complete submission is uploaded, e.g. check for missing questions/pages
- quality assure the audio recording to ensure the file is clear and audible. The microphone/laptop should be enabled and placed close to the student during the examination
- the school's provisional results match the results marked on the ISMG
- duplicate work is not uploaded, e.g. student A's work is uploaded across numerous students.

Samples

The following excerpt demonstrates the application of knowledge of language elements to construct a detailed personal response with clear reference to stimulus.

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

オーストラリアの学校で、グループにしゃそくするためには SNS アプリを使ったほうがいいだ"と思います。おかげで、多くの方はインスタグラムを使いやすいです。SNS アプリをぜったいに使わない人々をむしることがあるそうです。私の意見に SNS アプリを使うべきじゃないだ"と思いますが、げんじつに学校の友達とかけあひ会うために使うことが大切だ"と思います。

しかし、SNS アプリ以外、かけあひ会うさかいがありますよ。オーストラリアでも部活やサークルがあります。テキスト 1 によると日本で部活に行っている人は他の子供と遊ぶひまがないけど、オーストラリアでそれわけじゃないです。ふつうに、オーストラリアで部活はもっとリラックスできる空気があるそうです。テキスト 3 ~~はまる~~ のスピーカーはとてもまじめだ"そうでした。彼は ~~強い~~ ~~しょうみ~~ 世界中の大切な問題に強いしょうみを持っていました。私もいっしょけんめいがんばる活動をやってるのが"ひつようだ"と思います。しかし、オーストラリアのこういうなグループが"みつけにくい"です。の学校で、それから、オーストラリアの生と達は ~~も~~ ~~び~~ ~~ま~~ な時間があるけど、社会問題のためによくてもよくなくても、どう ~~思~~ ~~い~~ ~~だ~~ "と思うかな。日本と比べて、オーストラリアでグループにしゃそくする ~~お~~ ~~き~~ ~~か~~ ~~い~~ ~~が~~ "たりないだ"と思います。

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	27
Authentication	0
Authenticity	0
Item construction	2
Scope and scale	1

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided clear scaffolding and instructions to inform students about the multimodal presentation requirements and student-centred conversation
- provided the opportunity for students to create unique responses that demonstrate understanding, using appropriate subject matter from Unit 4
- used information, knowledge and skills of an appropriate scope and scale for the syllabus specifications.

Practices to strengthen

It is recommended that assessment instruments:

- include both the multimodal presentation and interview requirements
- provide an authentic text for the seen stimulus from the list provided in the syllabus, including the source (e.g. URL) to verify it is an authentic text that meets the characteristics of those listed in the syllabus
- modify the seen stimulus for accessibility purposes if required.

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	1
Language	0
Layout	1
Transparency	1

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions using cues that align to the specifications, objectives and ISMG
- used appropriate grammar and vocabulary from the Japanese language elements list and avoided unnecessary jargon, specialist language and colloquial language
- included stimulus texts within the combined 1,000–1,500 character limit that modelled accurate spelling, grammar, register and other textual features
- included audio and audiovisual elements that were clear, audible and without subtitles.

Practices to strengthen

It is recommended that assessment instruments:

- include visual stimulus that is clear and accessible, including axis labels on graphs and a legible furigana font size
- label stimulus texts clearly, including stimulus number and whether the text is seen or unseen.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- Students no longer need to analyse purpose, audience, context and tone (PACT) elements from the stimulus texts.
- The assessment conditions have been revised. Students
 - should receive the task and stimulus for study at the start of the five-week assessment period

- may not use notes including the stimulus and/or the multimodal presentation transcript in the interview.
- The specifications have been revised. The two unseen stimulus texts must differ in text type to that of the seen stimulus and have a combined length of up to 1,200 Japanese characters. The seen stimulus texts must include one written text and one audio or audiovisual or series of visual texts. The series of visual texts must comprise three or more images with up to 75 Japanese characters to support each image.
- The revised response requirements should specify that the multimodal presentation and interview must be up to seven minutes in length.

Assessment decisions

Reliability

Reliability 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	93.38	6.62	0.00	0.00
2	Exchanging information and ideas in Japanese	90.44	6.62	2.94	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- for analysing Japanese texts in Japanese (Part 1)
 - students offered their personal perspective through the analysis and evaluation of the stimulus texts
 - effective paraphrasing of information from the stimulus texts was evident to demonstrate thorough comprehension, analysis and synthesis
 - purpose, audience, context and tone were explicitly identified to infer meaning across the three stimulus texts
- for Exchanging information and ideas in Japanese (Part 2), students
 - referred to their multimodal presentation and Unit 4 subject matter, and demonstrated the ability to spontaneously move the conversation from one topic to another to generate and maintain communication
 - had adequate time to respond to unseen and open-ended questions without scaffolding or prompting.

Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- For Creating a multimodal presentation in Japanese
 - there are three criteria: Creating a multimodal presentation — multimodal presentation, Responding — language elements and Responding — communication. PACT elements are no longer assessed
 - where evidence in the student's response matches to all characteristics within a given mark range, the higher mark must be awarded.
- For Exchanging information and ideas in Japanese
 - students must not be provided with sample questions for the interview prior to the examination to adhere the syllabus requirements for spontaneity
 - questions asked by the teacher in the interview should relate directly to the student's presentation and Unit 4 subject matter. It is important that teachers tailor their questions to the content of each student's response, rather than relying solely on the sample questions provided for Endorsement, especially when those questions are not relevant to the individual presentation.

Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- For the 2025 syllabus
 - Assessment objectives 1,4, 5 and 6 are assessed in both multimodal presentation and the interview
 - Assessment objectives 2 and 3 are not assessed. Students are no longer required to identify the purpose, audience, context and tone to infer meaning from the stimulus texts, or analyse and evaluate information from the stimulus texts
 - six criteria are required to make judgments in the revised IA3 to ensure accuracy, transparency and reliability
 - teachers must make judgments based on the entire multimodal presentation, including all elements embedded in the PowerPoint, e.g. vocabulary in the speech and characters in the PowerPoint, or a photo story with accompanying narration)
 - the student's response in the interview must be unprepared and demonstrate spontaneity.

Samples

The following excerpt demonstrates comprehension of stimulus texts and perceptive identification of purpose, audience, context and tone from the relevant stimulus using proficient and complex Japanese.

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

Japanese IA3: Excerpt 1

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the Queensland Curriculum and Assessment Authority (QCAA), 2026.

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Video content: (1 min 26 secs)

https://youtu.be/_kJdIJ68Tdk

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. The external assessment papers and the external assessment guide (EAMG) are published in the year after they are administered.

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 (54 marks):

- Section 1 consisted of short response questions in Japanese (15 marks).
- Section 2 consisted of short response questions in English (18 marks).
- Section 3 consisted of extended response questions in Japanese (21 marks).

The assessment required students to analyse three stimulus texts presented in written and spoken Japanese.

The stimulus for Section 1 short response in Japanese was an audio text in Japanese with two associated questions. The stimulus text for the Section 2 short response in English consisted of two written texts in Japanese with five associated questions.

Assessment decisions

Assessment decisions are made by markers by matching student responses to the EAMG.

Effective practices

Overall, students responded well to:

- short response questions when they demonstrated understanding of the language and information in the stimulus text, by drawing valid conclusions and paraphrasing relevant supporting evidence in their responses
- short response questions when they provided relevant examples that paraphrased information from the stimulus to justify their response
- short response questions in Japanese when they used clauses and conjunctives to convey meaning using paraphrasing with less than 5 errors
- the extended response question when they addressed and elaborated on the three bullet points specified while adhering to textual conventions
- the extended response question when they used paragraph structure allowing them to develop effective and logically sequenced pieces of work using a wide range of characters and grammar structures.

Practices to strengthen

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

- for short response questions in English and Japanese
 - ensure that students understand that context requires them to identify the situation where the stimulus could be seen, heard or read. Responses must go beyond identifying just the text type
 - remind students to go beyond directly quoting the text. Students should be encouraged to paraphrase and summarise the stimulus or convey meaning by creating their own responses
- for the extended response
 - remind students to elaborate on the three-bullet points rather than rephrasing them as questions and offering no further information
 - students should develop an astute response relevant to the task and proficiently communicated through idea selection, logical sequencing and synthesis.

Additional advice

- Teachers are encouraged to challenge students to use a range of clauses so that they can paraphrase information rather than directly quote large chunks of stimulus texts in the Japanese short response.
- Students are encouraged to only use pieces of evidence once across responses related to the one stimulus text as repeated information cannot be used as evidence.
- Students should avoid using stimulus and dot point prompts in other sections of the paper, e.g. students using stimulus information from Section 1 or 2 to inform the writing of their Section 3 extended response.

Samples

Short response in Japanese

Question 1

This question required students to identify the purpose of the stimulus and to justify their response with three examples from the stimulus.

Effective student responses:

- identified a valid purpose, e.g.
 - Miyaki was interviewing Emma in relation to her dreams
 - Miyaki wanted to know how Emma was feeling about going to Japan
 - other responses based on a valid interpretation of the text were acceptable
- used three different examples from the stimulus text to justify their response, e.g.
 - Emma wants to participate in the World Cup
 - Emma has not lived in Japan but appears to have been there on a school trip.

Question 2

This question required students to draw a conclusion and to justify their response with three examples from the stimulus.

Effective student responses:

- identified a valid conclusion about Emma, e.g.
 - she will become an elite soccer player in the future
 - she is a team player who is always trying her best
 - she is a person with a lot of enthusiasm about soccer
- used relevant examples from the stimulus to justify their conclusion, e.g.
 - Emma loves her soccer team winning
 - Emma is looking forward to going to Japan and playing soccer for Mr Miyaki's team
 - Emma used to play and practiced soccer with her father when she was little.

These excerpts have been included:

- to demonstrate the identification of a valid purpose with three relevant and clearly defined supporting examples paraphrasing information from the stimulus
- to demonstrate drawing a valid conclusion and providing three relevant examples as justification in clear and proficient Japanese.

Excerpt 1

QUESTION 1 (8 marks)

What is the purpose of Stimulus 1? Justify your response with three examples from the stimulus.

一つ目のテキストの目的は、エッマさんが来年入るサッカーチームのコーチに初めて会って話す事です。最後に、まやさんは来年にエッマさんのコーチになるとせつめいした。そして、エッマさんはまやさんのチームに入る時に楽しみにしていると言った。最後に、まやさんは日本でエッマさんに会ったら、楽しみにしている事を知らせた。エッマさんはサッカーのスカラシップをもらったから、日本に行き、チームに入れる。

Excerpt 2

QUESTION 2 (7 marks)

Draw a conclusion about Emma in Stimulus 1. Justify your conclusion with two examples from the stimulus.

エッマは『いつか~~仕事~~サッカーのせんしゅになる
 だろう。なぜなら、コーチのまや~~さん~~はもっと「ワールド・カッ
 プに~~くん~~^{でるよう}な~~選手~~になれる』と言ったからだ。でもそれ
 だけではなく、エッマは五才の時からサッカーのせんしゅ
 をしていることを知らせた。そんなながい間はすごい
 経験だ。そしてエッマは、はやくはしれたそう。

Short response in English

Question 3

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

Effective student responses:

- identified a valid context and gave information about the situation where the stimulus would be taking place, e.g. a letter from a year 12 student to year 11 students giving details about his school journey
- identified a valid audience, e.g. Year 11 students at the writer's school or Year 11 students in the anime club
- used relevant examples from the stimulus to justify their responses, e.g.
 - Noah encouraged students to work hard for their dreams
 - Noah shares information about his love of anime and wanting to become an anime artist
 - contextual information such as the salutation used in the text.

This excerpt has been included:

- as it perceptively identifies the context and intended audience with justifications, using the appropriate number of examples required from the stimulus.

QUESTION 3 (4 marks)

Identify the context and an intended audience of Stimulus 2 in the stimulus book. Justify your response with one example for context and one example for audience from the stimulus.

~~The intended Audience of~~ The Context of Stimulus 2 is Noah who is a year 12 leader writing towards year 11's about his experiences until now, and future as he is about to graduate. The Context is evident as Noah writes passionately about how he wants to become an anime artist in the future because he enjoys Japanese anime since he watched "Satsuki" in primary school, as well as he speaks about having a part time job at a Manga Studio while he studies. Furthermore, The intended audience of Stimulus 2 can be seen as the current Grade 11's as while he ^{has} obviously mentioned "Dear Year 11's" and talks about his experiences, he finishes the letter off with a heart felt message saying "Everyone in Year 11, work hard for your dreams"

Question 4

This question required students to identify the tone of Stimulus 2 and to justify their response with three examples from the stimulus.

Effective student responses:

- identified a valid tone, e.g. encouraging, inspirational, motivated, determined, positive
- used relevant examples from the stimulus to justify the response, e.g.
 - Noah first became interested in Japanese anime when he saw the anime Satsuki. He states that this experience was important in influencing his interest in the art form
 - he enthusiastically mentions his intentions to work part time at a manga studio, which will give him industry experience and independence.

This excerpt has been included:

- to demonstrate perceptive identification of tone paraphrasing information from the stimulus with justifications and the number of examples required from the stimulus.

QUESTION 4 (4 marks)

Identify the tone of Stimulus 2. Justify your response with three examples from the stimulus.

The tone in Stimulus 2 can be seen as very excited and resilient because in the letter Noah starts off talking about his experiences by expressing his love and excitement for Japanese Anime, and because of that he would like to become an Anime artist. He then explains how he then joined an anime club at school, and gained interest in studying the Japanese language and how he thinks Japanese anime and culture is amazing, as well as this experience will be important for future work. Finally, while he speaks about his ideal future job with excitement, he also understands that it is a popular job recently and will be hard to get, yet he doesn't give up and decides to go to an anime school in Japan for 6 months next year so that he can experience real Japanese anime and manga. These pieces of evidence demonstrate how Noah has an excited, yet resilient tone in the letter.

Question 5

This question required students to draw a conclusion about how the writer plans to achieve his dream (Stimulus 2) and to justify their response with two examples from the stimulus.

Effective student responses:

- drew a valid conclusion and in doing so identified the how not just the dream, e.g.
 - Noah plans to become an animation artist by attending animation school in Japan for 6 months
 - he intends to achieve his dream by working part time at a manga studio while studying.
- used 2 relevant examples from the stimulus to justify the conclusion, e.g.
 - his experiences in the anime club as well as studying Japanese at school
 - he will not give up even though the field of anime could be competitive.

This excerpt has been included:

- as it draws valid conclusions, using the required number of examples from the stimulus — not used in the previous question based on the same stimulus — to support judgments.

QUESTION 5 (3 marks)

How does the writer in Stimulus 2 plan to achieve his dream? Justify your conclusion with two examples from the stimulus.

In Stimulus 2, Noah plans to achieve his dream by going to an anime school in Japan for 6 months starting in January. This is because Noah understands that his dream is popular recently and will be hard to get so he explains that this decision will help him get real Japanese anime and manga experiences. Alongside this plan, Noah explains that so he can be independent, while he studies, he also plans to work part time at a manga studio.

Question 6

This question required students to identify 2 features of the school in Higashikawa and to justify their response with two examples (one for each feature) from the stimulus.

Effective student responses:

- identified two features of the school, e.g.
 - the school has a long-standing exchange program with a school in Central Queensland in Australia
 - the school is famous for its winter scenery
 - the school has a unique curriculum
- used relevant examples from the stimulus to support both features, e.g.
 - it is common for Australian exchange students to visit in December or January during Australian summer school holidays
 - Australian students stay with host families
 - students participate in an Autumn festival
 - the school is close to the Japanese Alps.

This excerpt has been included:

- as it provided two unique features of the Higashikawa school with perceptive justifications using relevant examples from the stimulus.

QUESTION 6 (4 marks)

What are two features of the school in Higashikawa described in Stimulus 3 in the stimulus book? Justify your response with one example for each feature from the stimulus.

In Stimulus 3, Higashikawa School has two unique features. The first is that Higashikawa is in the Japanese Alps, and has history behind it. Since ~~compared to~~ has a unique curriculum where middle school students collect grass used for traditional home roofs as a part of the autumn festival, and highschoolers go on an excursion to that village to learn about how they used to traditionally ~~make the roofs~~ do things. This all happens as ~~it is~~ Higashikawa is located in the Japanese Alps, where it has history and located much closer to nature compared to other schools. Furthermore, the second feature is that since 2007, Higashikawa school has had a connection with a sister school in Central Queensland. The main part of the feature is that twice a year in August, students from Higashikawa go to Queensland, likewise the sister school comes to Higashikawa in December^{January} to study, live with the host family and enjoy the views of winter.

Question 7

This question required students to identify an audience for Stimulus 3 and to justify their response with two examples from the stimulus.

Effective student responses:

- identified a valid audience, e.g.
 - parents of the school in Higashikawa
 - prospective high school students in Central Queensland
 - prospective Japanese students who live in the local area

- used relevant examples from the stimulus text to justify responses, e.g. prospective students of Higashikawa College would find the text useful to find out about the benefits of the school's natural environment and its unique location and the biannual exchange program.

Extended response

The following excerpt is an extended response in Japanese. It required students to write an email to a high school in Shirakawa to inform them about how prepared they are for the upcoming exchange program in 400 characters. They were asked to specifically address three bullet points.

Effective student responses:

- addressed and elaborated on all three bullet points as required in the task
- used an appropriate and consistent register in addition to textual conventions for an email
- created a synthesised response and applied a wide range of Japanese characters, grammar, tenses and consistent register with a high degree of accuracy.

This excerpt has been included:

- to illustrate the clear identification and elaboration of each bullet point required in the task
- to highlight a cohesive synthesised response using fluent sentences, conveying meaning relevant to the task
- to model the application of register consistent with the text type and a wide range of grammar, vocabulary and tenses with a high degree of accuracy
- to highlight the inclusion of textual conventions relevant to an email including salutations, introductory remarks and closing remarks.

QUESTION 8 (21 marks)

A high school in Shirakawa is hosting you in December. They want to know how prepared you are for the upcoming student exchange program. Email the school, providing the following information:

- 日本で必要な物や洋服
- ホストファミリーについて知りたいこと
- 日本にいる時、どうやって家族や友達にurenくしますか。

しら川 学校 へ、

私は矢川 えみり と申します。

十二月のやう学プログラムをホストとしてもらってありがとうございます。とても楽しみにしています。

このプログラムについて、私のしゅんびについてせつめい

させていただきます。

最初に、日本は~~十二月~~ 十二月で冬ですから、冬ようなあた
かい洋服が必要だ"と思います。おし天氣のために
うわぎやマフラーやてぶくろをいんぴしてします。そして、これでも
おたりなければ、日本でカイロをかうつもりです。

そして、カードもつかえますか、日本円もいちようもって行く
つもりです。けいたいやパソコンもいんぴでん 出る
ために、アダプターもいんぴしてします。

次に、ホストファミリーについて知りたい事がいくつかあります。

最初に、ホストファミリーの皆さんはたいたいどのレベルの
英語を~~分~~分、て、話せますか。私はもちろん日本語
をかんばりますか、~~分~~こまった時に~~そ~~英語をちょっと
でもつかえるかどうか知りたかったです。そして、家族かんけい
ですが、私ぐらいのとしの子どもはいらっしゃるんですか。~~分~~^{いなく}
ても私はぜんぜん大じょうぶです、~~分~~いたらうまいです。
最後に、ホストファミリーの皆さんが好きな物やアレルギー
がありましたらおしえてもらっていいですか。そ~~ホスト~~理由は
ホストファミリーにオーストラリアのおみやげをもってまいが
るです。

最後に、日本にいる時にどうやって家族や友達と
 かんらくのについてせつめいしたいと思います。

家族とはメッセージで~~日本~~ 外国で~~日本~~ でも~~かん~~
 かんらくを~~と~~とれます。そして、しゅうに一回は家族と
 ラインで電をしたいと思います。友達も~~かん~~ いっしょの
 ようにかんらくをとれます。私は友達ともSNSでつながっ
 ているので、おたが^いのか^いが何を~~せ~~しているのかを見れ

ます。これで、日本に行き回には~~家族と友だ~~ 家族と
 友達とかんらくするのはもんだい^いないと思います。

~~私のせつめで~~ ~~私~~ = 十二月のじゅんぎ

^{私は}
 ^このように十二月のじゅんぎをしています。但し私が何か
~~おす~~ あちれてきたら、おしえて下さい。リゅう学プログラム
 にかんがするのにとっても楽しみにしています。
 十二月におせわになります。よろしくおねがいします。

夏矢川えみりより