



Japanese 2025 v1.2

IA1: Sample assessment instrument

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name	sample only
Student number	sample only
Teacher	sample only
Exam date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Analysing Japanese texts in English — Question 1	3	
Analysing Japanese texts in English — Question 2	3	
Analysing Japanese texts in English — Question 3	4	
Analysing Japanese texts in Japanese — Question 4	5	
Analysing Japanese texts in Japanese — Question 5	5	
Overall	20	

Conditions

Technique	Examination — short response
Session number	Session 1
Unit	Unit 3: 私達の社会、文化とアイデンティティ — Our society; culture and identity
Topic/s	Topic 1: Lifestyles and leisure
Time	90 minutes + 5 minutes perusal time
Seen / Unseen	Unseen questions and stimulus
Other	Audio/audiovisual stimulus is to be played up to three times. Responses must be handwritten. Dictionaries are permitted.

Instructions

- Listen to Stimulus 1 and respond to Questions 1 and 2.
- Read Stimulus 2 and respond to Question 3.
- Read Stimulus 3 and respond to Questions 4 and 5.
- Answer in the spaces provided below.
- Answer in full sentences.

Task

- Answer Questions 1, 2 and 3 in **English**.
- Answer Questions 4 and 5 in **Japanese**.

Question 1

What is the purpose of Stimulus 1? Justify your conclusion with two examples from the stimulus.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Question 2

Who is the intended audience of Stimulus 1? Justify your conclusion with two examples from the stimulus.

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Question 3

Analyse Stimulus 2 to draw a conclusion about the author. Justify your conclusion with three examples from the stimulus.

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Question 4

Identify the context of Stimulus 3. Justify your conclusion with two examples from the stimulus.

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Question 5

What is the tone of the author of Stimulus 3? Justify your conclusion with two examples from the stimulus.

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Instrument-specific marking guide (IA1): Examination — short response (20%)

Analysing Japanese texts in English — Question 1	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> draws a valid and well-substantiated conclusion about one of purpose/audience/context/tone from the stimulus justifies with two pieces of supporting evidence from the stimulus 	3
<ul style="list-style-type: none"> draws a valid conclusion about one of purpose/audience/context/tone from the stimulus justifies with one piece of supporting evidence from the stimulus 	2
<ul style="list-style-type: none"> identification of relevant evidence from the stimulus. 	1
The student response does not match any of the descriptors above.	0

Analysing Japanese texts in English — Question 2	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> draws a valid and well-substantiated conclusion about one of purpose/audience/context/tone from the stimulus justifies with two pieces of supporting evidence from the stimulus 	3
<ul style="list-style-type: none"> draws a valid conclusion about one of purpose/audience/context/tone from the stimulus justifies with one piece of supporting evidence from the stimulus 	2
<ul style="list-style-type: none"> identification of relevant evidence from the stimulus. 	1
The student response does not match any of the descriptors above.	0

Analysing Japanese texts in English — Question 3	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> draws a valid and well-substantiated conclusion about lifestyles and leisure from the stimulus text/s justifies with three pieces of supporting evidence from the stimulus text/s 	4
<ul style="list-style-type: none"> draws a valid conclusion about lifestyles and leisure from the stimulus text/s justifies with two pieces of supporting evidence from the stimulus text/s 	3
<ul style="list-style-type: none"> draws a valid conclusion about lifestyles and leisure from the stimulus text/s justifies with one piece of supporting evidence from the stimulus text/s 	2
<ul style="list-style-type: none"> identification of relevant evidence from the stimulus 	1
The student response does not match any of the descriptors above.	0

Analysing Japanese texts in Japanese — Question 4		Marks
The student response has the following characteristics:		
<ul style="list-style-type: none"> • draws a valid and well-substantiated conclusion about one of purpose/audience/context/tone from the stimulus • justifies with two pieces of supporting evidence from the stimulus • conveys meaning in Japanese with minor errors 		4–5
<ul style="list-style-type: none"> • draws a valid conclusion about one of purpose/audience/context/tone from the stimulus • justifies with one piece of supporting evidence from the stimulus • conveys meaning in Japanese with some errors 		2–3
<ul style="list-style-type: none"> • identification of relevant evidence from the stimulus in Japanese. 		1
The student response does not match any of the descriptors above.		0

Analysing Japanese texts in Japanese — Question 5		Marks
The student response has the following characteristics:		
<ul style="list-style-type: none"> • draws a valid and well-substantiated conclusion about one of purpose/audience/context/tone from the stimulus • justifies with two pieces of supporting evidence from the stimulus • conveys meaning in Japanese with minor errors 		4–5
<ul style="list-style-type: none"> • draws a valid conclusion about one of purpose/audience/context/tone from the stimulus • justifies with one piece of supporting evidence from the stimulus • conveys meaning in Japanese with some errors 		2–3
<ul style="list-style-type: none"> • identification of relevant evidence from the stimulus in Japanese. 		1
The student response does not match any of the descriptors above.		0

Stimulus

Stimulus 1: Audio stimulus

インタビュアー：

今日は高校生のけんたさんとまりさんに、テクノロジーの使い方についてインタビューをしたいと思います。健太さん、まりさん、よろしくお願いします。

けんた：

おねがいします。

まり：

はい、よろしくお願いします。

インタビュアー：

まずはけんたさん、ふだんどのくらい使っていますか？どんな時に使いますか？

けんた：

スマホは毎日3時間くらい使っています。ゲームをしたり、SNSで友だちと話したり、YouTubeを見たりして楽しんでいます。夜はパソコンでアニメも見ます。テストの前は、べんきょうのためにアプリを使うこともありますが、たいてい楽しむために使っています。

インタビュアー：

まりさんはどうですか？けんたさんとちがいますか？

まり：

はい、私はスマホを毎日30分くらいしか使いません。メッセージを送ったり、音楽を聞いたりするために使います。長い時間使いすぎると、目がつかれたり、ねる時間が少なくなったり、勉強のじゃましたりすると思います。だから使いすぎないように気をつけています。

インタビュアー：

週末はどうですか？友だちとテクノロジーを使って何かしますか？

けんた：

はい、ゲームをオンラインで友だちといっしょにしたり、SNSでしゃしんをシェアしたりします。とても楽しいです。

まり：


私は週末に友だちと会って、カフェに行ったり買い物をしたりします。スマホはあまり使わないで、話すことを大切にしています。

インタビュアー：

なるほど、使い方は人によっていろいろですね。今日はインタビューに答えて本当にありがとうございます。

Character count: 630

Stimulus 2: Written stimulus

 やっとテストが終わった！今日から部活にもどった。週末は、とてもひさしぶりにゲームをして、アニメを見ようと思ってる。最近はずごくつかれてたから、ちょっとやすみたいな～。友だちとカフェでパンケーキも食べたいし、新しいイヤホンもほしい。みんなの週末のよていは？
#ごほうび #ゆっくりしたい #高校生の週末

(143 characters)

Stimulus 3: Written stimulus

みおりちゃんへ

元気？私は元気で、毎日がすごく楽しいよ。もうオーストラリアに留学して3か月がすぎたよ。オーストラリアの高校は日本の高校に比べると校則が少なく、本当に自由な感じ！学校は朝9時に始まって、午後3時に終わるの。ちょっとゆっくりしていて、生活はとてもリラックスしているよ。

だから、たいていの学生は毎日クラブ活動をしなくて、すぐに家に帰るんだ。放課後に友だちとカフェに行ってから帰る人もいるよ。私のホストシスターは週に3回スーパーでアルバイトをしていて、びっくり！私たちの日本の高校ではバイトできないもんね。

勉強もそんなにたくさんしていないみたい。宿題が早く終わって、ゲームをしたり、スマホを見たりしてる。そして、みんなけっこう早く寝るの。うらやましいよね。

自由な時間が多いから、週末は海に行ったり、映画を見たり、ホームパーティーをしたりするんだって。生活にバランスがあると思う。でも、みんなもうちょっと勉強した方がいいかもね。

日本に帰ったらまた勉強をがんばらなきゃだから、今は思いっきり楽しむつもり！😊

勉強と部活、がんばってね。またメールするね！

さやかより

(470 characters)

Sample response guide

Note: Other relevant and suitable responses may be included. Any response given can only be awarded marks once.

Question 1 — answer in English

What is the purpose of Stimulus 1? Justify your conclusion with two examples from the stimulus.

The purpose of the interview with high school students Kenta and Mari is to demonstrate the different ways high school students might use technology in their daily lives. For example, Kenta uses technology, his smart phone and computer around 3 hours daily mainly for relaxation purposes. He plays games, chats on social media and watches YouTube and anime. However, Mari only uses her phone for around 30 minutes per day, to chat with friends and listen to music. She says she prefers face to face communication and goes to cafes and shops with her friends on weekends.

Question 2 — answer in English

Who is the intended audience of stimulus 1? Justify your conclusion with two examples from the stimulus.

People who are interested in understanding how high school students engage with technology would be interested in hearing this interview. Maybe parents of high school students, teachers and also possibly app designers as they would gain insight into the different ways students use technology in their daily lives. For example neither student uses technology very much to study. Kenta uses some apps to study prior to exams. However Mari finds that using technology makes her eyes tired, she sleeps less and it gets in the way of her study. Therefore people who engage with high school students regularly would find this information interesting.

Question 3 — answer in English

Analyse Stimulus 2 to draw a conclusion about the author. Justify your conclusion with three examples from the stimulus.

The author is feeling relieved and looking forward to taking a break over the weekend. His post suggests that he has been studying for tests that have just finished. He is relieved they are over and can return to his club activities, he has been tired and also wants to take a break over the weekend. He wants to do some activities that he enjoys such as gaming, watching anime. He also plans to eat pancakes with friends and buy some new earphones. Therefore, it can be said that he is relieved the tests are over and he is planning some down time doing activities he enjoys over the weekend.

Question 4 — answer in Japanese

Identify the context of Stimulus 3. Justify your conclusion with two examples from the stimulus.

テキスト3はさやかさんよりみおりさんへのメールです。

なぜなら、さやかさんはみおりさんに留学のけいけんやオーストラリアの高校の校則や生活についてメールで説明しているからです。

たとえば、オーストラリアの学校は朝 9 時にはじまって、午後 3 時に終わります。それから、オーストラリアの学生はあまり部活をしないからすぐ家に帰ります。

Question 5 — answer in Japanese

What is the tone of the author of Stimulus 3? Justify your conclusion with two examples from the stimulus.

さやかさんはメールはとても楽しいオーストラリアの留学生活を表していると思います。

たとえば、オーストラリアの高校は日本の高校より校則が少なく、本当に自由で楽しいと説明しています。

それから、自由な時間がおおいから、週末に海に行ったり、映画を見たり、ホームパーティーをしたりして、思いっきり楽しんでいると思います。



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