



Japanese 2025 v1.2

IA2: 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 |
|---|-----------------|-------------------|
| Creating an extended response in Japanese — Responding and creating | 3 | |
| Creating an extended response in Japanese — Responding (language elements) in Japanese | 6 | |
| Creating an extended response in Japanese — Responding (communication) | 6 | |
| Exchanging information and ideas in Japanese — Language elements | 5 | |
| Exchanging information and ideas in Japanese — Communication | 5 | |
| Overall | 25 | |

Conditions

| | |
|----------------------|--|
| Technique | Examination — extended response |
| 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 2: The arts, entertainment and sports and/or Topic 3: Groups in society |
| Time | Written extended response: 80 minutes + 10 minutes planning time Spoken extended response: 7 minutes + 10 minutes planning time |
| Seen / Unseen | Written extended response: 1 unseen question/task with three different focuses Spoken extended response: Unseen visual or a short written stimulus text and unseen open-ended questions. |
| Other | Dictionaries are not to be used in this examination. Written extended response must be handwritten. Use the unseen stimulus text and planning time notes for the spoken extended response. |

Instructions

Written extended response

- Respond to 1 question/task in **Japanese**.
- Draw on personal perspectives and write your answer using black or blue pen.
- Respond in full sentences to a question/task and text type.
- Answer the question/task on the lined pages provided.

Spoken extended response

- Respond to the unseen stimulus text in **Japanese**.
- Respond to unseen, open-ended questions posed during the conversation.
- Participate in a one-to-one, student-centred conversation about the stimulus text and Unit 3 Topic 2 and/or Topic 3 subject matter.

Task

Written extended response

Text type: Article

You have been invited to write an article for a Japanese youth website. You must address the following information drawing on personal perspectives:

- あなたが好きなアート、エンターテインメントまたはスポーツについて説明してください。
- これはあなたの生活やアイデンティティにどのようなえいきょうをあたえていますか。
- 日本の若者の文化的な楽しみ方とくらべてちがいはありますか。

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a full page of white paper with horizontal dotted lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Spoken extended response: Sample teacher questions

Question 1

どんなグループやクラブに入っていますか。

Question 2

そのグループでどんなことをしますか。どんなルールや規則がありますか。

Question 3

その活動はあなたにとってどんな意味がありますか。

Question 4

日本の学生とあなたの高校の学生のグループ活動は違うと思いますか。どうしてですか。

Question 5

グループで活動すると自分にどんな影響があると思いますか。

Question 6

グループ活動を通して学んだことはありますか。

Instrument-specific marking guide (IA2): Examination — extended response (25%)

| Creating an extended response in Japanese — Responding and creating | Marks |
|---|-------|
| The student response has the following characteristics: | |
| • addresses the three different focuses related to the subject matter in Japanese | 3 |
| • addresses the two different focuses related to the subject matter in Japanese | 2 |
| • addresses one of the different focuses related to the subject matter in Japanese. | 1 |
| The student response does not satisfy any of the descriptors above. | 0 |

| Creating an extended response in Japanese — Responding (language elements) in Japanese | Marks |
|--|-------|
| The student response has the following characteristics: | |
| <ul style="list-style-type: none"> constructs meaning by applying comprehensive and complex knowledge of language elements with minor errors in the use of <ul style="list-style-type: none"> wide range of character wide range of grammar consistent register | 6 |
| <ul style="list-style-type: none"> constructs meaning by applying comprehensive knowledge of language elements with minor errors in the use of <ul style="list-style-type: none"> wide range of character wide range of grammar register | 5 |
| <ul style="list-style-type: none"> constructs meaning by applying knowledge of language elements with minor errors in the use of <ul style="list-style-type: none"> range of character range of grammar register | 4 |
| <ul style="list-style-type: none"> constructs meaning by applying some knowledge of language elements with some errors in use of <ul style="list-style-type: none"> character grammar register | 3 |
| • repetitive use of Japanese language elements and vocabulary | 2 |
| • fragmented use of Japanese. | 1 |
| The student response does not satisfy any of the descriptors above. | 0 |

| Creating an extended response in Japanese— Responding (communication) | Marks |
|--|-------|
| The student response has the following characteristics: | |
| • communicates with discerning selection, sequencing and synthesis of information to justify conclusions, ideas and perspectives appropriate to the task and text type | 6 |
| • communicates with effective selection, sequencing and synthesis of information to justify conclusions, ideas and perspectives appropriate to the task and text type | 5 |
| • communicates with selection, sequencing and synthesis of information to justify conclusions, ideas and perspectives appropriate to the task and text type | 4 |
| • communicates with some selection and sequencing of information with some justification of conclusions/ideas/perspectives appropriate to the task | 3 |
| • a written response with some selection and sequencing of information/ideas | 2 |
| • disjointed use of Japanese. | 1 |
| The student response does not match any of the descriptors above. | 0 |

| Exchanging information and ideas in Japanese— Language elements | Marks |
|--|-------|
| The student response has the following characteristics: | |
| • constructs meaning in response to stimulus by applying comprehensive knowledge of language elements in a conversation with minor errors in the use of <ul style="list-style-type: none"> – wide range of vocabulary – wide range of grammar – pronunciation and intonation – consistent register | 5 |
| • constructs meaning in response to stimulus by applying knowledge of language elements in a conversation with minor errors in the use of <ul style="list-style-type: none"> – range of vocabulary – range of grammar – pronunciation and intonation – register | 4 |
| • constructs meaning in response to stimulus by applying some knowledge of language elements with some errors in a conversation in the use of <ul style="list-style-type: none"> – vocabulary – grammar – pronunciation and intonation – register | 3 |
| • uses some Japanese language in a conversation, including repetitive use of <ul style="list-style-type: none"> – vocabulary – grammar | 2 |
| • fragmented use of Japanese in a conversation | 1 |
| The student response does not match any of the descriptors above. | 0 |

| Exchanging information and ideas in Japanese— Communication | | Marks |
|--|--|-------|
| The student response has the following characteristics: | | |
| • demonstrates discerning selection and sequencing of ideas in an unprepared conversation with proficiency and spontaneity | | 5 |
| • demonstrates effective selection and sequencing of ideas in an unprepared conversation with proficiency and spontaneity | | 4 |
| • demonstrates selection and sequencing of ideas in an unprepared conversation with some proficiency | | 3 |
| • demonstrates fragmented selection and sequencing of ideas, or delivers a rehearsed set of responses | | 2 |
| • disjointed use of Japanese. | | 1 |
| The student response does not match any of the descriptors above. | | 0 |

Stimulus

Spoken extended response

Visual Stimulus (up to 75 Japanese characters)

部活とクラブ活動、あなたの生活にどんなえいきょうをあたえていますか。



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