



Japanese 2025 v1.2

IA3: 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
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Creating a multimodal presentation in Japanese — Multimodal presentation	3	
Creating a multimodal presentation in Japanese — Responding (language elements)	6	
Creating a multimodal presentation in Japanese — Responding (communication)	6	
Exchanging information and ideas in Japanese — Creating and responding	5	
Exchanging information and ideas in Japanese — Language elements	5	
Exchanging information and ideas in Japanese — Communication	5	
Overall		

Conditions

Technique	Multimodal presentation and interview
Unit	Unit 4: 私の現在と将来 — My present; my future
Topic/s	Topic 1: The present and/or Topic 2: Future choices
Duration	5 weeks (in-class and out-of-class time)
Mode/length	Multimodal presentation in Japanese: up to 7minutes Interview in Japanese: up to 7 minutes (unprepared) Dictionaries not permitted in the interview component of this task.
Individual/group	Individual
Other	Multimodal presentation may be delivered live or be pre-recorded. Interview may be assessed at a separate time to the multimodal presentation.

Task

Your Japanese sister school is interested in end-of-school lives and school events for students attending Koala Beach State High School in Queensland. Your Japanese teacher has asked you to present a multimodal presentation speech for the senior high school students at your Japanese sister school's welcoming assembly.

Synthesise the ideas in Stimulus 1, 2, and 3 to develop a multimodal presentation in Japanese up to 7 minutes. You will identify different perspectives including your personal perspective/s in response to the following question.

To what extent do high school experience influence students' future education and career pathways?

Your presentation is to be submitted as a video file containing both audio and visual components.

To complete this task, you must:

- develop an understanding of the information, ideas, opinions and experiences in the stimulus texts
- demonstrate your own perspectives using evidence from all the three stimulus texts
- draw your own personal conclusions
- construct a structured, sequenced and synthesised multimodal presentation
- justify your response using relevant information from all three stimulus texts.

Checkpoints

- ☐ Term 2 Week 1: Negotiate with your teacher about perspective and content before developing response and/or conducting supplementary research.
- ☐ Term 2 Week 3: Develop a draft for feedback. Your teacher will provide advice but not corrections.
- ☐ Week 5: Submit a final copy of your multimodal on or before the due date.

Authentication strategies

You will be provided class time for task completion.

Your teacher will observe you completing work in class.

You will produce sections of the final response under supervised conditions.

Your teacher will collect copies of your response and monitor at key junctures.

Your teacher will collect and annotate a draft.

You must acknowledge all sources.

You must submit a declaration of authenticity.

You will produce summaries during your response preparation.

Your teacher will conduct interviews or consultations as you develop the response.

Your teacher will conduct interviews after submission to clarify or explore aspects of your response.

Your teacher will compare the responses of students who have worked together in groups.

Your teacher will ensure class cross-marking occurs.

When working as part of a group, your individual response is assessed by your individual performance in the assessment technique/task.

You will each produce a unique response by identifying how this is achieved, e.g. selecting personal perspectives using information and ideas from the teacher provided stimulus texts.

You will use plagiarism-detection software to submit your response.

You will provide documentation of your progress at the third week after receiving the assessment task.

Scaffolding

Use a range of resources including the Unit 4 Language Elements List and class notes to prepare for your multimodal presentation.

Use teacher provided stimulus texts to plan and choose your personal perspectives.

Find the evidence in the stimulus texts that supports and/or doesn't support your perspective/s relevant to the context, task and text type for the multimodal presentation.

Draft/plan how to link the information together by structuring your information and insights in an organised way.

Submit draft for feedback.

Be familiar with your technology and allow plenty of time to check all is working.

Practice prior to presenting. You might choose to deliver your multimodal presentation live or pre-record your multimodal presentation.

Instrument-specific marking guide (IA3): Multimodal presentation and interview response (30%)

Creating a multimodal presentation in Japanese — Multimodal presentation	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> comprehension of ideas in three stimulus texts in Japanese related to the present and/or future choices 	3
<ul style="list-style-type: none"> comprehension of ideas in two stimulus texts in Japanese related to the present and/or future choices 	2
<ul style="list-style-type: none"> some comprehension of ideas in one stimulus text in Japanese related to the present and/or future choices. 	1
The student response does not satisfy any of the descriptors above.	0

Creating a multimodal presentation in Japanese — Responding (language elements)	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 in a multimodal presentation with minor errors in the use of <ul style="list-style-type: none"> wide range of characters wide range of grammar pronunciation and intonation consistent register 	6
<ul style="list-style-type: none"> constructs meaning by applying comprehensive knowledge of language elements in a multimodal presentation with minor errors in the use of <ul style="list-style-type: none"> wide range of characters wide range of grammar pronunciation and intonation register 	5
<ul style="list-style-type: none"> constructs meaning by applying knowledge of language elements in a multimodal presentation with minor errors in the use of <ul style="list-style-type: none"> range of characters range of grammar pronunciation and intonation register 	4
<ul style="list-style-type: none"> constructs meaning by applying some knowledge of language elements with some errors in a multimodal presentation in the use of <ul style="list-style-type: none"> characters grammar pronunciation and intonation register 	3

Creating a multimodal presentation in Japanese — Responding (language elements)	Marks
<ul style="list-style-type: none"> • repetitive use of Japanese language elements and characters in a multimodal presentation 	2
<ul style="list-style-type: none"> • fragmented use of Japanese. 	1
The student response does not satisfy any of the descriptors above.	0

Creating a multimodal presentation in Japanese — Responding (communication)	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • communicates with discerning selection, sequencing and synthesis of information from the stimulus texts to justify conclusions, ideas and perspectives appropriate to the task and text type of the multimodal presentation 	6
<ul style="list-style-type: none"> • communicates with effective selection, sequencing and synthesis of information from the stimulus texts to justify conclusions, ideas and perspectives appropriate to the task and text type of the multimodal presentation 	5
<ul style="list-style-type: none"> • communicates with selection, sequencing and synthesis of information from the stimulus texts to justify conclusions, ideas and perspectives appropriate to the task and text type of the multimodal presentation 	4
<ul style="list-style-type: none"> • communicates with some selection and sequencing of information from the stimulus texts with some justification of conclusions/ideas/perspectives appropriate to the task of the multimodal presentation 	3
<ul style="list-style-type: none"> • a multimodal presentation with some selection and sequencing of information/ideas from the stimulus texts 	2
<ul style="list-style-type: none"> • disjointed use of Japanese. 	1
The student response does not satisfy any of the descriptors above.	0

Exchanging information and ideas in Japanese — Creating and responding	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • thorough and discerning responses to the open, unseen interview questions 	5
<ul style="list-style-type: none"> • thorough responses to the open, unseen interview questions 	4
<ul style="list-style-type: none"> • relevant responses to the open, unseen interview questions, with some errors 	3
<ul style="list-style-type: none"> • mostly relevant responses to the open, unseen interview questions, with errors 	2
<ul style="list-style-type: none"> • fragmented engagement with the questions posed. 	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:	
<ul style="list-style-type: none"> constructs meaning in an interview by applying comprehensive knowledge of language elements 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
<ul style="list-style-type: none"> constructs meaning in an interview by applying knowledge of language elements with minor errors in the use of <ul style="list-style-type: none"> range of vocabulary range of grammar pronunciation and intonation register 	4
<ul style="list-style-type: none"> constructs meaning in an interview by applying some knowledge of language elements with some errors in the use of <ul style="list-style-type: none"> vocabulary grammar pronunciation and intonation register 	3
<ul style="list-style-type: none"> uses some Japanese language in an interview, including repetitive use of <ul style="list-style-type: none"> vocabulary grammar 	2
<ul style="list-style-type: none"> fragmented use of Japanese in an interview. 	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:	
<ul style="list-style-type: none"> demonstrates discerning selection and sequencing of ideas in an interview with proficiency and spontaneity 	5
<ul style="list-style-type: none"> demonstrates effective selection and sequencing of ideas in an interview with proficiency and spontaneity 	4
<ul style="list-style-type: none"> demonstrates selection and sequencing of ideas in an interview with some proficiency 	3
<ul style="list-style-type: none"> demonstrates fragmented selection and sequencing of ideas in an interview, or delivers a set of rehearsed responses 	2
<ul style="list-style-type: none"> disjointed use of Japanese. 	1
The student response does not match any of the descriptors above.	0

Stimulus

Three stimulus texts of differing text types and modes.

- Stimulus 1 — the film Hanamizuki as studied in class
- Stimulus 2 — an unseen written text
- Stimulus 3 — an audio text

Stimulus 1: In-class stimulus

Hanamizuki Movie, 映画『ハナミズキ』

This movie tells the story of a high school student, Sae, from Hokkaido who dreams of studying abroad and becoming a diplomat. She meets and falls in love with Kouhei, a sincere and hard-working boy who plans to take over his family's fishing business.

As Sae pursues her dreams in Tokyo and eventually in New York, and Kouhei stays behind to support his family, the two are pulled in different directions. Despite their strong connection, long-distance, misunderstandings, and life's changes challenge their relationship.

The film explores the potential pathways for students, the emotional challenges of leaving home, aspirations for the future and challenges in growing up.

Stimulus 2: Written text

高校卒業後の考え方はどうですか。

大学へ^{しんがく}進学する^{りゆう}理由は人それぞれですけど、「大学の卒業のおかげで仕事を見つけるのはかんたん」だと思っている人が多いです。でも、それは^{ほんとう}本当でしょうか？

このコラムに、私の考えを書きます。高校卒業より、大学卒業のほうが仕事が見つかりやすいとは言えません。みなさんの「いい仕事」は自分で決めてほしいです。

大学を考えるなら、ぜひ読んでください。でも、自分で進学したい理由をよく考えたほうがいいです。

【大学に行くメリット】

- ・^{せんもんてき}専門的な勉強ができる
- ・働ける場所が増える
- ・^{にんげんかんけい}人間関係を^{ひろ}広げられる

【大学に行くデメリット】

- ・お金がかかる
- ・時間がかかる
- ・きらいなコースも多いかもしれない

大学は入学することがゴールではなく、「入ってから何を勉強するか」「どんな人に成るか」も大切^{たいせつ}です。大学に行かない場合、専門学校に行くか、高校の後すぐ働くか、2つの道□□□□。

【^{せんもん}専門 学校のメリット】

- ・^{きょうみ}興味 がある仕事の勉強だけする
- ・^{しかく}資格 をもらえる
- ・先生に仕事を ^{しょうかい}紹介 してもらえるチャンスがある

【専門学校のデメリット】

- ・お金がかかる
- ・自由にしたいことができるけど、大変
- ・^{ほか}他 の仕事に変えにくい

または、高校卒業して、すぐ仕事がスタートできます。

【高校卒業の後、仕事するメリット】

- ・若い時に社会人になれる
- ・キャリアチェンジがしやすい
- ・すぐお金をかせげる

【高校卒業の後、仕事するデメリット】

- ・仕事が決まってしまう
- ・大学卒業の人にくらべて ^{おきゅうりょう}お給料 が少ない
- ・^{しゅっせ}出世 がおそくなるかもしれない

決めたらしっかり考えたほうがいいです。大学を休んだり、高校卒業の後ニートになったら、仕事をみつけるのがむずかしくなります。

Character count: 724 characters

Stimulus 3: Audio text

https://www.qcaa.qld.edu.au/downloads/portal/media/snr_japanese_25_ia3_stim_seen.mp3

Transcript

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Character count: 466 kana

Total character count: 1200 kana

Spoken extended response: Interview — sample teacher questions

Question 1

卒業の後で、何をするつもりですか。

Question 2

高校の間に、どう変わりましたか。

Question 3

卒業をした後も、日本語を勉強したいですか。どうしてですか。

Question 4

将来について心配ですか。どうしてですか。

Question 5

日本語を勉強している 10 年生にどんなアドバイスがありますか。

Question 6

日本とオーストラリアの学生生活をくらべて、どちらのほうが大変だと思いますか。

All stimulus texts are created by the QCAA.



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