

External assessment trial — Japanese

Examiner's report

August 2017

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Introduction

In Semester 1, 2017 the Queensland Curriculum and Assessment Authority (QCAA) trialled external assessment in Year 11 Japanese.

The *External assessment trial — Semester 1, 2017* familiarised schools and students with subject-based external assessments and tested processes for their delivery. The trialled assessment was aligned to the *Japanese Senior Syllabus 2008* and developed in consultation with subject experts from schools and universities. It was administered under secure conditions and marked externally.

A total of 359 students from 28 participating schools and 45 host schools/test centres were involved in the Japanese external assessment trial, and 16 teachers participated in the online marking operation.

This report provides information on the Japanese external assessment trial specifications, students' performance characteristics and aggregated results from all participating schools. The assessment was formative and provided an alternative to a task already being undertaken at participating schools.

The QCAA appreciates schools' participation in the external assessment trial. The teachers and students who participated in the trial have made a valuable and significant contribution to Queensland's new system of senior assessment.

To provide feedback on the trial or further advice, please contact Assessment Operations on telephone 1300 381 575 or by email at seaops@qcaa.qld.edu.au.

Claude Jones

Director, Assessment and Reporting Division
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Overall commentary

The Japanese external assessment trial was a QCAA-developed examination conducted under supervised conditions on 31 May 2017.

The online assessment was devised from the *Japanese Senior Syllabus 2008*. It required students to demonstrate their understanding of all objectives in the *Comprehension: Listening and Reading* criteria and the *Conveying meaning: Writing* criterion.

Schools were provided with professional development, face-to-face or via a webinar, and received Supplementary materials to support the development of teaching and learning experiences. Two practice assessments were provided to prepare students for the online assessment, both in terms of the examination format and to familiarise them with the online assessment platform.

The assessment required students to respond in English to five texts in Japanese — two spoken texts and three written. Students then had to write approximately 400 *kanamajiri* in Japanese in response to a stimulus. The stimulus provided students with information about a context, purpose and audience, as well as three questions in Japanese.

The assessment was organised into three sections, which respectively addressed each macroskill. Sections 1 and 2 required students to demonstrate knowledge and understanding of Japanese texts by reasoning and responding in English. Students entered their responses online. Hard copies of the texts for *Reading* were provided for students to annotate. Hard copies were not collected for marking. Section 3 required students to respond in Japanese using onscreen functionality to enter Japanese script.

In Sections 1 and 2, students were required to demonstrate *Knowing and understanding* and *Reasoning and responding*. For *Listening*, 76% of students achieved a passing grade — 8% at A standard, 43% at B standard, and 25% at C standard. In *Reading*, 64% of students achieved a passing grade — 14% at A standard, 23% at B standard, and 27% at C standard.

In Section 3, students were required to demonstrate *Knowing and using language features* and *Creating and responding*. For *Writing*, 72% of students achieved a passing grade — 19% at A standard, 23% at B standard, and 30% at C standard.

Statistics in this report may have been rounded, resulting in totals not equal to 100%.

Figure 1: Statewide student results — *Listening*

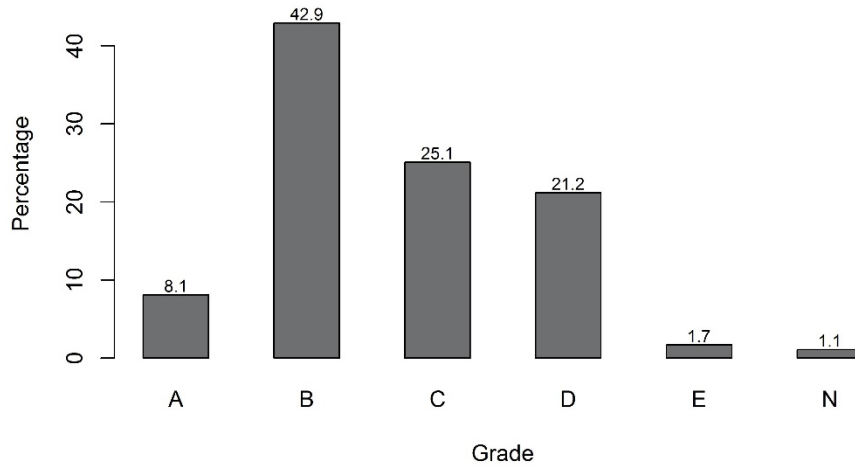


Figure 2: Statewide student results by gender — *Listening*

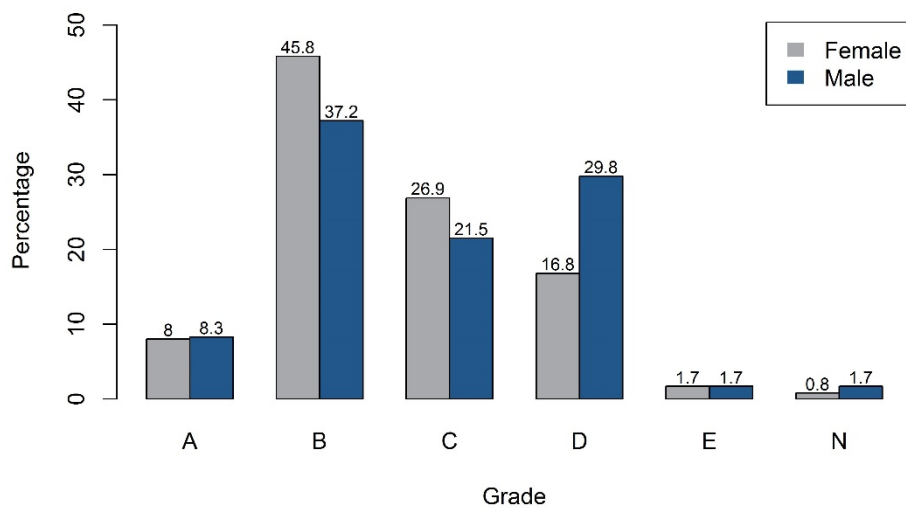


Figure 3: Statewide student results — Reading

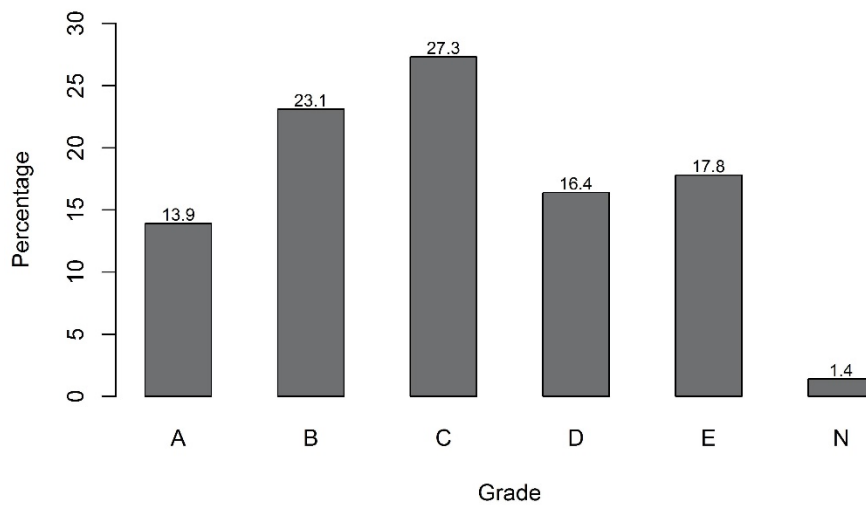


Figure 4: Statewide student results by gender — Reading

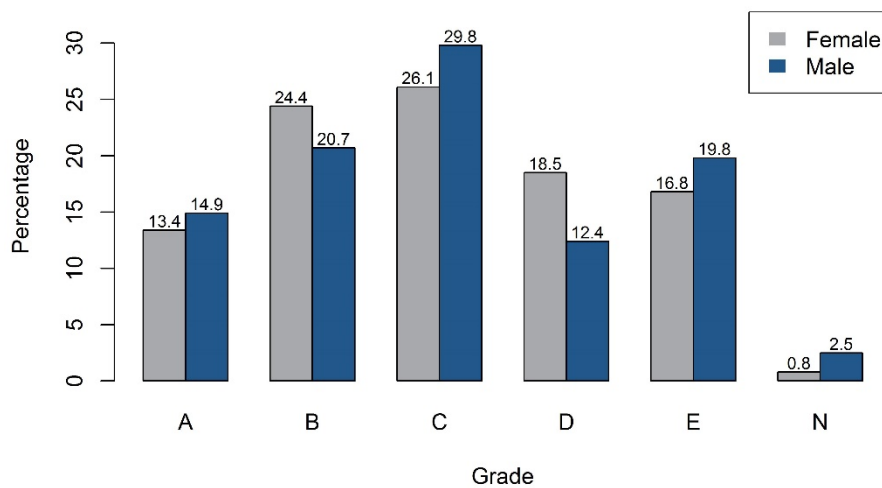


Figure 5: Statewide student results — *Writing*

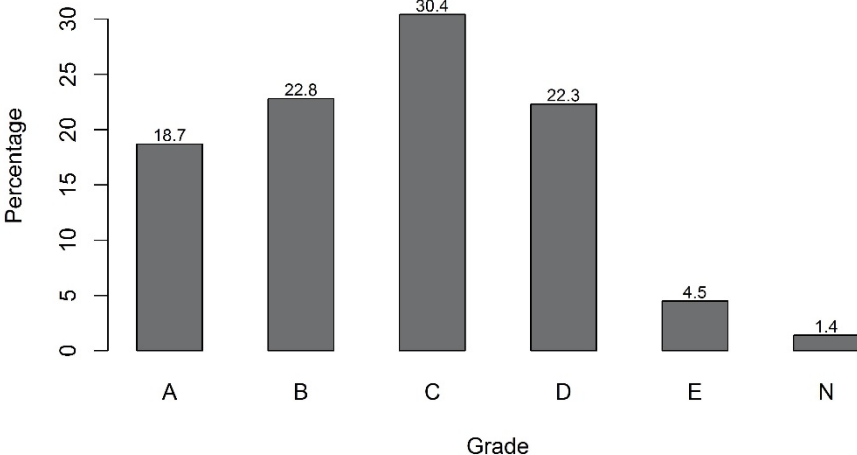
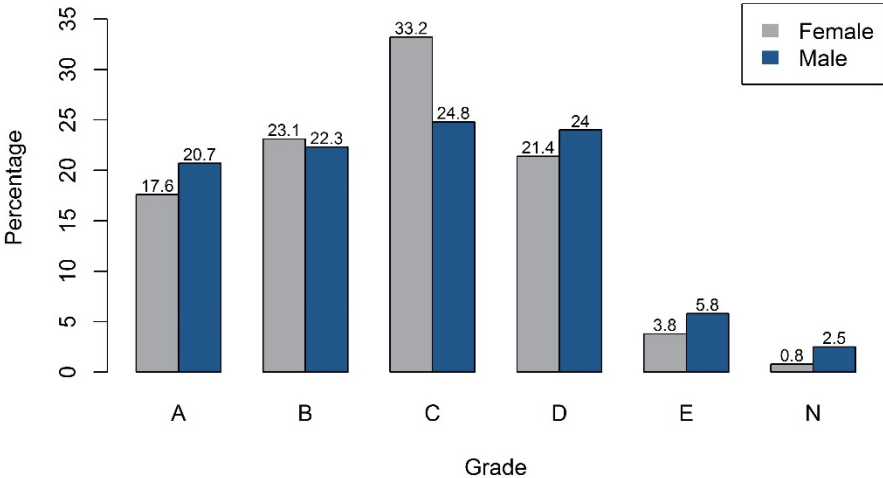


Figure 6: Statewide student results by gender — *Writing*



Sample responses and commentaries

The following section provides commentary on sample responses across the three sections in the external assessment trial. The samples provide indicative student responses to the questions in each section. These responses have not been corrected for accuracy and are not necessarily exemplary.

Listening

The assessment for *Listening* required students to respond to two texts. Each text had a number of questions, which provided opportunities for students to demonstrate *Knowing and understanding* and *Reasoning and responding*.

Text 1

Students listened to a conversation in a real estate agency between a female real estate agent and a male university student seeking an apartment to rent. The man enquired about two apartments. The agent supplied the man with information about two available properties.

Questions provided opportunities to demonstrate analysis of information, textual conventions and language features. Understanding of sentences, vocabulary and grammatical patterns was demonstrated through the justification of inferences and conclusions drawn from the text.

Questions 1, 2 and 3

1. *Explain the relationship between the two speakers.*
2. *What is the person enquiring about?*
3. *Which of the two options would be better for the person making the enquiry? Justify by providing examples from the text.*

Students who addressed the requirements of the assessment were able to identify that the purpose of the man's enquiries was to rent a city apartment near the university for one year. Students then chose the best option based on their analysis of the two properties. Using information from the text, a conclusion was drawn about the most suitable apartment. They identified the level of formality and particular phrases and linguistic devices, in order to demonstrate the relationship between the speakers and the purpose of the text.

The following student response successfully demonstrates evidence of these qualities.

- Q1) The relationship between the two speakers is that one person is most likely a university student as he talks about having to commute to university. The other is perhaps a house/apartment salesperson. These people are clearly not familiar or friends with one another and do not know each other well as they speak politely to each other by using the masu form of verbs and other polite language.
- Q2) The person is inquiring about renting an apartment near the university for a period of one year. The other person in the conversation mentions that there are lots of new apartments in the city in a good location. Therefore the person gets two options in different price ranges with different features.
- Q3) The first option is better for the person making the inquiry as although it is more expensive (1640 dollars compared to 400 dollars), it has much better facilities and features and is closer to the university. The first option has a balcony, table, chair, desk as well as a pool and gym in the building. There is also a BBQ on the roof which is good for having friends over. The second apartment is old and you must use a sofa-bed. Therefore, the first option is better because it has better facilities.

Students who only partially analysed the text typically translated information to identify the text type or the purpose, but not both.

Text 2

Students listened to a Japanese student talk about the National Aborigines and Islanders Day Observance Committee (NAIDOC) Week celebrations being held at his host school. The purpose of the text was to draw people's awareness to the importance of Aboriginal cultures and Torres Strait Islander cultures. Students responded to questions that provided opportunities to demonstrate analysis of information, recognise subtleties and draw conclusions.

Students responded to questions that provided opportunities to demonstrate analysis of information. Their understanding of Japanese sentences, vocabulary and grammatical patterns was demonstrated through the justification of inferences and conclusions drawn from the text.

Questions 1, 2 and 3

1. *Explain the significance of the event being discussed.*
2. *List four activities that will occur at this event.*
3. *Using evidence from the text, justify whether the speaker thinks the experience will be valuable.*

Students who addressed the requirements of the assessment were able to identify the significance of the event being discussed as a school assembly to celebrate Aboriginal people's and Torres Strait Islander people's cultures and histories. They were able to identify what activities were to occur at the assembly using information from the text. They identified particular phrases and linguistic devices in order to demonstrate the purpose of the text.

Students who addressed the requirements of the assessment were able to draw the conclusion that the speaker expects to find the experience valuable. This was demonstrated by the Japanese student's statement that he wanted to study more about history — learning about Aboriginal peoples and Torres Strait Islander peoples has made him keen to learn about the Ainu people in Hokkaido and the Ryukyu people in Okinawa, as demonstrated in the following response.

- | |
|---|
| <p>Q1) The event being discussed is about celebrating Aboriginal cultures and Torres Strait Islander cultures and celebrating an event which first happened in 1975. At the speaker's host school, next week they are having some performances and celebrations at their school assembly next week.</p> <p>Q2) Four activities which will occur at the event include: an Aboriginal dance group coming to the school to do a performance, a didgeridoo is being played, they will give money to a charity and there will be an Aboriginal artist there with traditional Aboriginal art.</p> <p>Q3) The speaker most definitely thinks that the experience will be valuable. It is his/her first time seeing an Australian dance performance and said that it looks fun. Also he/she acknowledges that you must be skilled to do this type of dancing. Additionally it will be a valuable experience as he/she will have never experience Aboriginal culture before because she mentions Hokkaido and Okinawa so he/she is probably Japanese. Also, the didgeridoo and Aboriginal art is highly unique among the world which will make it a valuable experience for the speaker.</p> |
|---|

Students who only partially analysed the text typically drew the right conclusion, but failed to provide a complete and valid justification.

Reading

The assessment for *Reading* required students to read three texts and respond to five questions, which provided opportunities for students to demonstrate *Knowing and understanding* and *Reasoning and responding*.

Text 3

In this text, Shingo has emailed seeking advice regarding his future options. He is making preparations for study at an Australian university in January and wants advice about which accommodation to choose.

Questions provided opportunities for students to evaluate the information in the text. Understanding of Japanese sentences, vocabulary and grammatical patterns was demonstrated through the use of relevant details, including subtleties from the text, to justify their evaluations.

Questions 1, 2 and 3

1. *Approximately how old is Shingo? Justify your answer using information from the text.*
2. *What three things does Shingo still need to prepare?*
3. *Based on the evidence from the text, justify whether Shingo is planning effectively.*

Students who addressed the requirements of the assessment were able to correctly analyse the text and recognise subtleties in order to estimate Shingo's age. Question 1 required a conclusion to be drawn and justification of this conclusion using relevant information from the text. The student response below provides a complete answer to the question.

Q1) Shingo is suggested to be about 17 to 18 years old. This is because they say that 'next year (they're) starting university', suggesting they just got out of high school and are still young. They also use the pronoun 'boku' which is used by younger men.

Question 2 required the demonstration of understanding of detailed and relevant information. Relevant details needed to be accurately identified to show what Shingo still needed to prepare for his trip. The student response below is a complete answer.

Q2) Shingo still needs to prepare a definite place to live in, buy the texts that he will need for university, and a visa.

For Question 3, an evaluation of the effectiveness of Shingo's planning was required. Students had to demonstrate understanding of all relevant information in order to have detailed analysis and thorough evaluation. In the following response, the student made a decision about the effectiveness of the planning, provided a valid decision, and wrote a well-constructed justification that drew on relevant detail.

Q3) Shingo is planning effectively as even though he is entering university next year in January, he's already found two places which he could live in. He also is prepared to cook every night and not go to restaurants to save money. This shows he is planning effectively.

Students whose analysis was basic typically provided an evaluative statement using irrelevant or misinterpreted information from the text.

Relevant details about what Shingo still had to prepare for his trip were sometimes still accurately identified.

Texts 4 & 5

Questions 1 and 2

1. *What is discussed in each of the two texts?*
2. *Evaluate which is the best option for Shingo in terms of his plans. Justify your decision using relevant information from the texts.*

Students were asked to identify the purpose of the two texts, which were advertisements for accommodation. The student response below correctly identifies the purpose.

Q1) In each of the two texts, two different places where Shingo could live is discussed. Text 4 talks about staying in a sharehouse and the features of that include an ensuite, internet, pay tv among others. There are males and females at the house. Text 5 talks about the option of staying with a host family in a Queenslander. There are many other features of this house including a pool, billiards table, pets, and the fact that the house is a Queenslander-style house

For Question 2, students analysed both texts to evaluate which of the two options was the best choice for Shingo. In the following response, the student identified the best option as the homestay family and justified that evaluation and decision.

Q2) The best option for Shingo is definitely staying with the homestay family as outlined in Text 5. There are many benefits to this. He will be able to better experience Australian culture as he will be able to see what it is like living with a family for a long period of time. Also, as they speak English at home, he will be able to improve his English. There is also a pool and billiards table and the house is only 1km from the city. This family has also been a homestay host family for 12 years so they are experienced. This house also has internet and they make breakfast and dinner for you. Last but not least, the house is a Queenslander which is not only euphoric but it is historic as the house is from 1912. This house probably also works out to be very similar in price but the sharehouse is 410 dollars a week but the homestay is 1060 a month.

Students whose analysis was basic typically provided an evaluative statement, using irrelevant or misinterpreted information from the text.

Writing

The assessment for *Writing* required students to respond in Japanese to an email from their future Japanese homestay family. The homestay family required information from the student so that they could plan for the student's stay with them.

The task was written in English and provided a context, purpose, audience and text type. It also had three questions written in Japanese. A word length of approximately 400 *kanamajiri* was provided as guidance to the expected length of response.

- Respond to the task in approximately 400 *kanamajiri* — this length is a guide only.
- Allow approximately 55 minutes to complete this section.
- Respond in **Japanese**.

Context: You have received an email from your future Japanese homestay family. They want to know more about you in order to plan their time with you.

Task: Based on your interests, respond to their email.

Purpose: To introduce yourself and respond to the questions below:

- きょうみは何ですか？
- どこに行きたいですか？
- 何をしてみたいですか？

Audience: Your future Japanese homestay family

Text type: Personal email

To respond to the context and audience, students had to introduce themselves and give some personal information. The register had to be appropriate to the situation. To consistently adhere to the conventions of the text type, suitable greetings and a signature were required, as illustrated in the extract from the following student response.

ホストの家族へ
初めまして、僕はブラッドリです。
...
弁じを待っています！
それでは、よろしく申し上げます。

ブラッドリモリスより。

Students were required to provide the homestay family with personal information about themselves and with information that would help the homestay family plan for their visit. To do this, students listed activities that they wanted to do in Japan and what they liked to do, as shown in the following sample.

日本でスキーやカラオケやかいものなどをしたいです。日本語の小説も買って、読みたいです。スキーはしたことないですから、とても面白そうで行きたくてたまりません。私はうたをうたうことが大好きだから、日本のカラオケでも行ってみたいです。とても盛り上がるそうで楽しんでもできると思います。日本でいろんなものを買いたいです。安くて使えるものがいっぱいあって、便利でとてもいいと思います。

The three questions written in Japanese provided opportunities for students to convey their ideas with flexibility and originality. As demonstrated in the previous samples, in addressing these questions, responses at an A standard used a range of cohesive devices to link aspects of the texts, as well as a wide range of vocabulary and grammar effectively. These responses used complex language and displayed a high level of coherence. Errors did not detract from overall meaning.

The first question was: 'What are your hobbies?' In the following response, the student wrote that their hobbies were singing, reading books and shopping.

私の趣味は、うたをうたったり、本を読んだり、買い物をしたりすることです。

The second question was: 'Where do you want to go?' In the following response, the student wrote that they wanted to go to Osaka and Tokyo, and explained why they wanted to visit these cities.

日本に行ったら、まず、大阪と京都に行きたいです。好きなアイドルグループはあそこの出身で、大阪と京都のいろいろないいところを番組で紹介されました、行きたいなと思います。よかったら、連れてきてもらいませんか？おいしい食べ物はいっぱいあるそうですね。

The final question was: 'What do you want to do?' The student wrote about wanting to go skiing, to karaoke and shopping.

日本でスキーやカラオケやかいものなどをしてみたいです。日本語の小説も買って、読みたいです。スキーはしたことないですから、とても面白そうで行きたくてたまりません。私はうたをうたうことが大好きだから、日本のカラオケでも行ってみたいです。とても盛り上がるそうで楽しんでもできると思います。日本でいろんなものを買いたいです。安く使えるものがいっぱいあって、便利でとてもいいと思います。

Note that the student demonstrated an understanding of the question and context by justifying why they wanted to do each activity. The student's personal perspective clearly addressed context and purpose.

日本でいろんな経験をできるとあって、日本へ行くのはとても楽しみです。

Students who only partially addressed the requirements of the task typically did not respond to all three questions.

Recommendations and guidelines

- *A greater emphasis on, and development of, 'justification' would support students' ability to fully answer questions.*

In order to do this, students are encouraged to practise skills to enhance their capacity to respond appropriately to questions that require justification. In particular, they could be provided with opportunities to learn how to identify what a question is asking, and then how to listen to and/or read a text to identify its meaning as a whole, including how parts of the text relate to its overall meaning. Once they understand what the question requires and identify the purpose and gist of the text, students are able to see the relationship between what is being asked and how the information in the text relates to the detail required in their response.

In this way, students learn how to use information and ideas to respond as required, as well as to understand texts.

- *Emphasis on analysing information and ideas rather than translating texts would allow students to demonstrate their understanding of Japanese.*

Students could be provided with opportunities to learn how to make well-substantiated decisions rather than simply translate. Some students attempted to translate as much information from the text as possible to show their understanding; however, the standards required the demonstration of the gist of a text, relevant detail and analysis.

Questions are designed to elicit evidence of each student's capacity to analyse texts, by requiring them to break down information and ideas into smaller or constituent parts. For example, in *Listening* students had to identify that the speaker expected to find the experience of attending a NAIDOC Week assembly valuable. The evidence from the text, used as the justification for this conclusion, is that the speaker now wants to study history more. Because he has learnt about Aboriginal peoples and Torres Strait Islander peoples, he wants to learn about the Ainu people in Hokkaido and the Ryukyu people in Okinawa. By providing this as a justification, a student demonstrates their capacity to establish the relationship between relevant information in the text and an idea not explicitly stated in the text — the relationship between concepts and information expressed through words and texts.

Opportunities for students to develop this skill are an explicit and unique aspect of language learning.

- *Opportunities to develop flexibility and originality would allow students to demonstrate using Japanese to meet communicative needs.*

To address *Creating and responding* and *Knowing and using language features* effectively, students must be able to respond to all components of an assessment task. They should be offered opportunities to develop flexible use of language features to create meaning.

In the external assessment task, students were required to clearly and accurately convey meaning using a range of vocabulary and grammar. They also had to demonstrate flexibility and originality by responding to the three questions written in Japanese, introducing themselves to their host family in an email, and providing personal information.

Using written and spoken language in unrehearsed communicative situations allows opportunities for students to meet personal communicative needs in Japanese.

Appendix 1: Instrument-specific standards matrix

These instrument-specific standards identify the objectives assessed in the Japanese external assessment trial.

		A	B	C	D	E
The student work has the following characteristics:						
Comprehension — listening	Knowing and understanding	<ul style="list-style-type: none"> a comprehensive range of information is presented, including gist, main points and relevant details the meaning of familiar and complex language is accurately and clearly demonstrated the speaker's attitude, purpose and intentions are clearly evident subtleties are recognised 	<ul style="list-style-type: none"> a range of information is presented, including gist, main points and obvious details the meaning of familiar language is accurately demonstrated but complex language may be misinterpreted the speaker's attitude, purpose and intentions are recognised subtleties may be overlooked 	<ul style="list-style-type: none"> essential information is presented, including some main points and details which may not always be relevant the meaning of familiar language is demonstrated accurately the speaker's general intention is recognised when obvious within a familiar context 	<ul style="list-style-type: none"> information is presented, including the meaning of some familiar language a very broad outline or some specific details of the speaker's general intention is demonstrated 	<ul style="list-style-type: none"> fragmented information is presented an isolated understanding of words and phrases is demonstrated
	Reasoning and responding	<ul style="list-style-type: none"> detailed analysis and thorough evaluation are evident plausible interpretations of unfamiliar language are drawn from context well-constructed conclusions and well-substantiated decisions are made cultural meanings are integrated into responses where appropriate. 	<ul style="list-style-type: none"> detailed analysis and evaluation are evident interpretations of unfamiliar language are made from context conclusions and decisions are made, although at times justification may be incomplete cultural meanings are evident in responses but may not be fully developed. 	<ul style="list-style-type: none"> basic analysis and evaluation are evident conclusions and decisions are made but often lack justification obvious cultural meanings are identified. 	<ul style="list-style-type: none"> little evidence of basic analysis or evaluation is present conclusions and decisions may be made but lack justification obvious cultural meanings may be identified. 	<ul style="list-style-type: none"> no evidence of analysis or evaluation is presented responses are minimal.

		A	B	C	D	E
The student work has the following characteristics:						
Comprehension — reading	Knowing and understanding	<ul style="list-style-type: none"> • a comprehensive range of information is presented, including gist, main points and relevant details • the meaning of familiar and complex language is accurately and clearly demonstrated • the purpose of the text and the writer's perspective and intention are clearly evident • subtleties are recognised 	<ul style="list-style-type: none"> • a range of information is presented, including gist, main points and obvious details • the meaning of familiar language is accurately demonstrated but complex language may be misinterpreted • the purpose of the text and the writer's perspective and intention are recognised • subtleties may be overlooked 	<ul style="list-style-type: none"> • essential information is presented, including some main points and details which may not always be relevant • the meaning of familiar language is demonstrated accurately • the writer's general intention is recognised when obvious within a familiar context 	<ul style="list-style-type: none"> • information is presented, including the meaning of some familiar language • a very broad outline or some specific details of the writer's general intention is demonstrated 	<ul style="list-style-type: none"> • fragmented information is presented • an isolated understanding of words and phrases is demonstrated
	Reasoning and responding	<ul style="list-style-type: none"> • detailed analysis and thorough evaluation are evident • plausible interpretations of unfamiliar language are drawn from context • well-constructed conclusions and well-substantiated decisions are made • cultural meanings are integrated into responses where appropriate. 	<ul style="list-style-type: none"> • detailed analysis and evaluation are evident • interpretations of unfamiliar language are made from context • conclusions and decisions are made, although at times justification may be incomplete • cultural meanings are evident in responses but may not be fully developed. 	<ul style="list-style-type: none"> • basic analysis and evaluation are evident • conclusions and decisions are made but often lack justification • obvious cultural meanings are identified. 	<ul style="list-style-type: none"> • little evidence of basic analysis or evaluation is present • conclusions and decisions may be made but lack justification • obvious cultural meanings may be identified. 	<ul style="list-style-type: none"> • no evidence of analysis or evaluation is presented • responses are minimal.

		A	B	C	D	E
The student work has the following characteristics:						
Conveying meaning — writing	Knowing and using language features	<ul style="list-style-type: none"> a wide range of vocabulary and grammar is used effectively; where complex language is used, errors do not detract from the overall meaning a range of cohesive devices is used to link aspects of the text register is appropriate to the situation spelling, punctuation and word order display a high degree of accuracy kana scripts and kanji are correctly formed and appropriately used an extensive range of kanji is used 	<ul style="list-style-type: none"> a range of vocabulary and grammar is used effectively, although with some errors selected cohesive devices are used to link aspects of the text register is usually appropriate to the situation spelling, punctuation and word order display a reasonable degree of accuracy kana scripts and kanji are correctly formed and appropriately used some inaccuracies in the use of katakana words a range of kanji is used 	<ul style="list-style-type: none"> a range of familiar vocabulary and grammar is used, but errors are evident basic cohesive devices are used to connect simple ideas register used is generally consistent spelling, punctuation and word order contain inaccuracies hiragana is usually accurate errors may occur in katakana words, especially in unfamiliar words familiar kanji are mostly accurate but errors may occur when a wider range is attempted 	<ul style="list-style-type: none"> some familiar vocabulary and grammar is used, but frequent errors are made some simple linking words are used, but the meaning as a whole is fragmented errors in spelling, punctuation and word order hinder meaning errors in kana scripts interfere with communication few kanji are attempted; kanji display inaccuracies 	<ul style="list-style-type: none"> responses may be basic sentences using well-rehearsed words and phrases frequent errors are evident
	Creating and responding	<ul style="list-style-type: none"> written communication adheres consistently to the conventions of the text type the writer's ideas and purposes are conveyed effectively with flexibility and originality written text is well-organised and displays a high level of coherence an understanding and response to cultural contexts is clearly evident in the writing. 	<ul style="list-style-type: none"> the writer's ideas, information and meaning are usually communicated clearly, although errors may occur in complex language written text is organised and is generally coherent an understanding and response to cultural contexts may be evident in the writing. 	<ul style="list-style-type: none"> written communication may feature some aspects of the text type simple ideas are conveyed effectively organisation of the written text is basic and displays some coherence the writing shows some recognition of cultural contexts. 	<ul style="list-style-type: none"> written communication may not always be appropriate to the text type some simple ideas are conveyed written text lacks coherence the writing shows little recognition of cultural contexts. 	<ul style="list-style-type: none"> some simple meanings are conveyed.

Appendix 2: Marking guide

Listening			
The student response in English:			
Text 1			Sample A — standard response
Q1a	1	Identifies a valid relationship	Identifies <i>business situation — real estate agent and customer.</i>
	0	Does not identifies a valid relationship	
Q1b	2	Uses 2 pieces of correct information from the text	Justifies the response using 'as' or 'because': <ul style="list-style-type: none"> <i>honorific language used by real estate agent</i> <i>masu form is used by renter/customer shows they are not friends.</i>
	1	Uses 1 out of 2 pieces of correct information from the text	
	0	Does not satisfy any of the above descriptors	
Q2	1	Identifies information from the text	Identifies <i>renting an apartment or accommodation.</i>
	0	Response does not satisfy any of the above descriptors	
Q3a	1	Draws a valid decision	<i>States that either option 1 or 2 is better than the other.</i>
	0	Response does not satisfy any of the above descriptors	
Q3b	4	Uses 4 pieces of information from the text	Justifies the response using 'as' or 'because': Option 1 <ul style="list-style-type: none"> <i>closer to university (10 minutes by bus + 2 minutes to bus stop)</i> <i>new, furnished apartment with view of the river</i> <i>friends can stay over</i> <i>has a pool, gym and rooftop BBQ</i> Option 2 <ul style="list-style-type: none"> <i>bus stop is 8 minutes away</i> <i>25 minutes by bus to university</i> <i>2 bedrooms</i> <i>\$40 a month cheaper.</i>
	3	Uses 3 pieces of information from the text	
	2	Uses 2 pieces of information from the text	
	1	Translates part of the text	
	0	Does not satisfy any of the above descriptors	

Listening

The student response in English:

Text 2

Q1	3	Correctly explains the purpose of the event	<i>To celebrate</i> <ul style="list-style-type: none"> • <i>Aboriginal people's and Torres Strait Islander people's history and culture in a NAIDOC Week school assembly.</i>
	2	Identifies essential information	
	1	Translates part of the text	
	0	Does not satisfy any of the above descriptors	
Q2	4	Correctly identifies 4 activities	Students may respond with a combination of the following: <ul style="list-style-type: none"> • <i>watch an Aboriginal dance group perform at assembly</i> • <i>watch people playing didgeridoo</i> • <i>watch people singing in traditional language</i> • <i>sell traditional food that his homeroom class</i> • <i>participate in an art class/paint a picture together with his classmates.</i>
	3	Identifies 3 activities	
	2	Identifies 2 activities	
	1	Translates part of the text	
	0	Does not satisfy any of the above descriptors	
Q3a	1	Evaluates the experience	<i>He thinks it is an important experience.</i>
	0	Does not satisfy any of the above descriptors	
Q3b	3	Uses 3 plausible reasons from the text	Justifies the response 'as' 'because' linked to evidence: <ul style="list-style-type: none"> • <i>he has learnt about indigenous Australians and now wants to study various people of Japan</i> • <i>wants to learn about Hokkaido's Ainu people and Okinawa's Ryukyu people</i> • <i>he wants to study history more</i> • <i>looks fun as it will be his first time watching Australian dance.</i>
	2	Uses 2 plausible reasons from the text	
	1	Uses 1 plausible reason from the text	
	0	Does not satisfy any of the above descriptors	

Reading

The student response in English:

Text 3			Sample A — standard response
Q1	2	Uses information from the text to draw a conclusion on Shingo's age.	Identifies <i>Shingo as a late teenager (17–19).</i> <i>Justifies with:</i> <ul style="list-style-type: none"> • he talks about going to university • 'boku' being a masculine word.
	1	Draws a conclusion using partial information from the text	
	0	Does not draw a conclusion or satisfy any of the above descriptors	
Q2	3	Identifies 3 out of 3 correct pieces of information	<ul style="list-style-type: none"> • <i>get a passport (and visa)</i> • <i>buy his textbooks</i> • <i>decide on a place to live</i>
	2	Identifies 2 out of 3 correct pieces of information	
	1	Identifies 1 out of 3 correct pieces of information	
	0	Does not satisfy any of the above descriptors	
Q3a	1	Draws a valid conclusion	States that <i>Shingo is planning effectively.</i>
	0	Does not satisfy any of the above descriptors	
Q3b	4	Uses all relevant information from the text	Justifies the response 'as', 'because' linked to evidence: <ul style="list-style-type: none"> • <i>organising the necessary documents (passport and visa)</i> • <i>buying text books</i> • <i>deciding on a place to live for next January</i> • <i>planning to cook his own food to save money</i> • <i>intending to study business at university.</i>
	3	Uses 3 pieces of information from the text	
	2	Uses 2 pieces of information from the text	
	1	Uses 1 piece of information from the text	
	0	Does not satisfy any of the above descriptors	
Texts 4 and 5			Sample A — standard response
Q1	2	Identifies 2 out of 2 accommodation options	<i>Identifies share house and homestay with family.</i>
	1	Identifies 1 out of 2 accommodation options	
	0	Does not satisfy any of the above descriptors	
Q2a	1	Draws a valid conclusion	<i>States that Shingo should live at either the share house OR homestay.</i>
	0	Does not satisfy any of the above descriptors	

Reading

The student response in English:

Q2b	4	Uses 4 pieces of relevant information from the text	<p><i>Living with a homestay family because (any four responses):</i></p> <ul style="list-style-type: none"> • <i>a host family will encourage him to speak English</i> • <i>homestay is cheaper</i> • <i>meals (breakfast and dinner) included</i> • <i>can use the pool and billiard table at any time</i> • <i>convenient location</i> • <i>is 1 km away from the mall, cinemas, and the library</i> • <i>free internet.</i> <p>OR</p> <p><i>Living with Daisuke in a share house because:</i></p> <ul style="list-style-type: none"> • <i>he can live with another Japanese person who can speak his language and help him if needed</i> • <i>has a spacious room and an ensuite</i> • <i>close to restaurants that you can walk to</i> • <i>has a lift so you don't need to walk the 16 floors.</i>
	3	Uses 3 pieces of information from the text	
	2	Uses 2 pieces of information from the text	
	1	Uses 1 piece of information from the text	
	0	Does not satisfy any of the above descriptors	

Writing

Connectedness	Marks	Meaning	Marks	Language features	Marks	Textual conventions	Marks
Responds to the stimulus by:							
<ul style="list-style-type: none"> Introducing themselves (1) Addressing all 3 questions (3) Providing personal information (1) Offering information to help the host family plan (1) 	6	Clearly conveys meaning on all task requirements	4	Range and selection of vocabulary, characters and grammar is effective	3	Applies appropriate textual conventions	2
Responds to the stimulus with any 5 above	5	Clearly conveys meaning on some task requirements	3	Range and selection of vocabulary, characters and grammar used but with errors	2	Does not consistently follow textual conventions	1
Responds to the stimulus with any 4 above	4	Conveys some simple ideas	2	Vocabulary, characters and grammar used/may have frequent errors	1	Does not respond	0
Responds to the stimulus with any 3 above	3	Ideas are fragmented	1	Does not respond	0		
Responds to the stimulus with any 2 above	2	Does not respond	0				
Words and/or phrases from stimulus are used	1						
Does not respond to the stimulus/has no link to the stimulus	0						
Out of:	6		4		3		2
15							

Appendix 3: Glossary of terms

Term	Explanation
analyse	to break up a whole into its parts; to examine in detail to determine the nature of; to look more deeply into and to detect the relationships between parts
conclude	reach a position based on information
decide	reach a resolution as a result of consideration; make a choice from a number of alternatives
describe	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
evaluate	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
explain	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
identify	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
justify	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable
prose	written or spoken language in the form of a sentence or paragraph
state	identify or list specific information
support	corroborate; give greater credibility by providing evidence
text	coherent piece of spoken/signed, written, nonverbal, visual or auditory language used to convey meaning
text type	classified by the different purposes they are designed to achieve; purposes influence the characteristic features the texts employ, such as language, structure, and medium of communication; classifications are sometimes ambiguous or overlapping; can include the following: analytical texts, descriptive texts, informational texts, narrative texts, persuasive texts, satirical and comedic texts, transactional texts, visual texts, written texts