Performance: Introducing Brisbane — leisure

This sample has been compiled by the QSA to help teachers plan and develop assessment instruments for individual school settings. It demonstrates the following criterion.

- Conveying meaning: Speaking

Assessment instrument

**Comments**
The task requires the texts and responses in Japanese that demonstrate:

- a range of spoken language features
- a specified audience and text type
- flexibility, coherence and spontaneity
- ideas about things to do and places to see that are known to the student
- information that is relevant to Japanese teenagers.

**Context**
Students at your sister school in Japan will soon be coming to Brisbane and want to know about the places they will be visiting and the things they will be doing while here.

**Task**
You will record a conversation with another student in your class. The conversation will provide information to Japanese students at your sister school. It will inform them about:

- life in Brisbane as a teenager
- interesting things to do in South-East Queensland
- personal views on the things that you think will be interesting for a young Japanese person visiting your hometown.

Your Japanese teacher will listen in and will ask questions if additional information may be necessary.

You have 10 minutes to organise your thoughts and consider what experiences and opinions you wish to share. You may make notes and use them during the conversation, but you may not consult any reference material.

Your conversation will last approximately seven minutes.

Shading is used to link the requirements of the syllabus with the constructs of the assessment task.
### Instrument-specific criteria and standards

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<tbody>
<tr>
<td>The student work has the following characteristics:</td>
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<tr>
<td>• a wide range of vocabulary and grammar is used effectively, with few errors</td>
<td>• a range of vocabulary and grammar is used effectively, although with some errors</td>
<td>• a range of familiar vocabulary and grammar is used, although errors are evident</td>
<td>• some familiar vocabulary and grammar is used, although frequent errors are made</td>
<td>• responses may be single words or short, well-rehearsed phrases, using familiar vocabulary</td>
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<td>• a range of cohesive devices is used to express connected thoughts and ideas</td>
<td>• selected cohesive devices are used to connect familiar thoughts and ideas</td>
<td>• basic cohesive devices are used to connect simple ideas</td>
<td>• some simple linking words are used, but the meaning as a whole is fragmented</td>
<td>• pronunciation hinders communication</td>
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<td>• register is appropriate to the situation</td>
<td>• register is usually appropriate to the situation</td>
<td>• pronunciation may be affected by first language but is comprehensible to a background speaker</td>
<td>• pronunciation hinders communication</td>
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<td>• pronunciation, intonation, rhythm and stress are acceptable to a background speaker</td>
<td>• ideas, information and meaning are usually communicated clearly and effectively, although some errors may occur in complex language</td>
<td>• ideas, information and meaning are usually communicated clearly, although errors may occur in complex language</td>
<td>• there is sufficient accuracy to enable some details to be understood</td>
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<td>• ideas, information and meaning are communicated clearly and effectively, although some errors may occur in complex language</td>
<td>• conversation is initiated and sustained</td>
<td>• where a variety of structures is used, the essential meaning is clear, although there may be frequent errors</td>
<td>• some simple meanings are conveyed.</td>
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<td>• conversation is generally sustained</td>
<td>• spoken communication demonstrates flexibility when using familiar language; responses are relevant to the context, although they may be hesitant</td>
<td>• spoken communication relies on prompts and cues; responses are hesitant, repetitive and formulaic but relevant to the context</td>
<td>• spoken communication relies heavily on prompts and cues; responses are hesitant, repetitive and rehearsed</td>
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<td>• spoken communication demonstrates flexibility, coherence, spontaneity and relevance to the context</td>
<td>• appropriate pause fillers and nonverbal features are used where required.</td>
<td>• some appropriate pause fillers and nonverbal features are used.</td>
<td>• some nonverbal features are used.</td>
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