# 2018 Japanese (continuers) Subject Assessment Advice

## Overview

Subject assessment advice, based on the previous year’s assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

# School Assessment

Assessment Type 1: Folio

The folio must contain 3–5 tasks and must include one of each of the following:

* Interaction
* Text Analysis
* Text Production

*Interaction*

The Interaction should be 5 - 7mins in length as stipulated in the Subject Outline. The choice of topic is determined by the teacher.

The more successful responses commonly:

* allowed students to express and give opinions
* allowed students to discuss topics in depth
* were maintained in polite form
* included a range of complex grammatical structures
* were fluent and spontaneous
* responded accurately using the correct tense and with correct use of particles
* used a variety of communication strategies to maintain conversation.

The less successful responses commonly:

* included closed questions that did not allow for depth in the response
* followed a specific set of questions rather than following the natural flow of the conversation or the interest of the student, which did not encourage spontaneous discussion
* included long periods to process questions and formulate answers
* used only words or phrases to respond rather than complete sentences
* used English to ask for clarification or when students did not know the word in Japanese
* did not complete sentences, using only single words to answer

*Text Production*

The text production is a written text in Japanese. The text type, topic and length of the text production are chosen by the teacher.

The more successful responses commonly:

* allowed students to explore the topic in depth
* allowed students to be creative
* included an extensive range of complex grammatical structures
* demonstrated accuracy in the use of grammatical structures.

The less successful responses commonly:

* lacked depth in ideas
* included only basic grammatical structures
* included many grammatical errors, including tense, spelling and particle errors
* did not include kanji characters prescribed in the SACE kanji list
* did not use connective devices to link ideas but instead used a number of simple sentences.

*Text Analysis*

Students are to analyse a text or texts in Japanese. Texts can be written, spoken or in multi-modal form. Questions relating to interpretation of meaning as well as language analysis must be included.

The more successful responses commonly:

* included language analysis questions so that students were able to discuss text types, purpose of the text, style of language used in the text and use language examples to support their findings and discuss the style of language used in the text
* included questions that enabled students to answer in depth and use the text to support their answers
* came from tasks that provided an opportunity for students to demonstrate learning of interpretation, evaluation, and reflection.

The less successful responses commonly:

* did not include language analysis questions for the students to answer
* did not ask students to explain their reasons using evidence from the text or to give examples form the text to support their findings
* used past examinations that included Interpretation questions only
* were marked on a number scheme, rather than assessed using the performance standards.

Assessment Type 2: In-depth Study

The In-depth Study must include:

* Oral presentation in Japanese
* Written response in Japanese
* English reflection

Each task must differ in context, purpose and audience. Common topics included anime, sumo, Japanese food, tourist attractions, and geisha.

*Oral Presentation in Japanese*

The Oral Presentation is 3–5 minutes long.

The more successful responses commonly:

* discussed in depth the chosen topic, using current statistics and information related to the topic
* discussed current issues associated with the topic
* demonstrated a deep understanding of the researched topic
* were well structured in their presentation of the topic
* included an extensive range of complex grammatical structures
* were presented fluently, with very good pronunciation and intonation.

The less successful responses commonly:

* provided basic and well known information on the chosen topic
* presented with pronunciation and intonation errors which impeded meaning.

Written Response in Japanese

The Written Response in Japanese has a maximum character count of 600 characters. The text can be hand written or typed.

The more successful responses commonly:

* included in-depth information on their chosen topic in the written response
* included an extensive range of complex grammatical structures
* used a range of cohesive devices to link ideas
* wrote with excellent control of language
* wrote in diary form and expressed feelings about their experiences after the event.

The less successful responses commonly:

* included little information relevant to the chosen topic
* did not write with accuracy
* did not include a variety of grammatical structures
* did not include a variety of cohesive structures to link ideas.

English Reflection

The English Reflection is a maximum of 600 words in written form or an oral presentation of 5–7 minutes.

The more successful responses commonly:

* reflected critically on how cultures, values, and beliefs were represented in texts
* made connections between their own values and practices and with what they had explored through texts.

The less successful responses commonly:

* based their reflection on the content of what they had learnt through the chosen topic
* described their own values, without making connections with those represented in texts.

# External Assessment

Assessment Type 4: Examination

## Oral Examination

177 students attended the Japanese Continuers Oral Examination in 2018. The oral exams consists of two parts – a general conversation followed by a discussion focused on the student’s in-depth study topic.

### Part 1: Conversation

*The more successful students commonly:*

* listened to the examiners carefully and comprehended questions thoroughly
* gave relevant responses in their own words
* did not reply with memorised answers
* comfortably went beyond the minimum answers by giving an appropriate amount of detail and information
* presented well-thought opinions and ideas with reasons
* expressed complex ideas accurately and effectively
* handled less-expected questions well, not evading them by saying ‘I don't know’
* demonstrated good knowledge of vocabulary and grammar
* spoke in complete sentences
* sought help/clarification effectively when needed
* spoke clearly with appropriate pace and voice volume
* maintained the natural flow of conversation e.g. by using fillers, confirming the question, and thanking the examiner when receiving help
* understood and used the formal register appropriately. e.g. お名前vs. 名前, ご家族 vs. 家族, お兄さん vs. 兄, すみません、もういちどおねがいします vs. もういちど？

*The less successful students commonly:*

* had insufficient knowledge of Stage 2 level vocabulary and grammar
* did not fully understand the questions and gave irrelevant answers
* had not had enough practice to engage in natural/genuine conversation in Japanese
* relied on the question list from the SACE Board website and on rehearsed answers
* gave excessive answers through the recitation of long prepared answers
* did not have strategies to deal with unexpected questions
* could answer simple questions only
* gave short and minimum responses with little or no information/content
* spoke hesitantly with many unnatural pauses
* made frequent grammatical errors that impeded meaning. e.g. tense and particles
* did not understand when the same questions were asked in different ways. e.g. どのくらい/ 何回/何時間,　何で/どうやって, なぜ/どうして, ほうかご/じゅぎょうが終わってから, 学校で何を勉強して/学校のかもく

### Part 2: Discussion

*The more successful students commonly:*

* had chosen a suitable (i.e. manageable and sufficiently challenging) topic for their In-depth study
* demonstrated good understanding of own topic
* provided solid evidence of research. e.g. clear interpretation of books/websites used, not just the titles
* made use of appropriate and authoritative sources for research
* presented careful and insightful reflection on Japanese and own cultures, values and practices
* effectively presented reflection on their own learning
* presented their main points of study accurately and effectively in the outline form. e.g. more specific and concise than general and broad
* thoroughly comprehended examiners’ questions and gave relevant answers in their own words and effectively responded to questions for which they had not rehearsed answers
* took part in genuine discussion without presenting a ‘speech’ on what they had learnt
* displayed a good understanding of subject-specific vocabulary
* used a wide range of expressions, both simple and complex, accurately and effectively
* spoke in their own words rather than reciting memorised texts written by someone else
* engaged the audience (examiners) well using effective body language, eye contact, and intonation.

*The less successful students commonly:*

* did not fully understand the examination procedures and requirements. e.g. outline form, one-minute (not assessed) talk option
* had chosen a topic that was too difficult to handle for their language level
* had chosen a topic that was too broad or too simple to go into depth in discussion
* were unprepared/underprepared to talk about their main points on the outline form
* were unable to display sufficient knowledge of their topic
* did not provide good evidence of research. e.g. could not explain about books/websites used
* did not listen to entire questions, picked out key words (often from their dot points) and gave irrelevant responses
* did not understand basic question words for IDS discussion. e.g. どうやって, どうして , 学びました , しらべました , 分かりました , 変わりました , 多い , 少ない , 文化 , かんけい, いみ etc.
* did not understand or handle harder and/or less-expected questions
* relied heavily on memorised answers, which were too often long and irrelevant to the questions asked
* provided very limited answers to reflection questions. e.g. おもしろかった、むずかしかった without being able to say what, why and/or how.

## Written Examination

178 students sat the Japanese Continuers Written Examination in 2018. Students’ scores were spread over a wide range, with all questions discriminating students’ levels well. Overall results show the students’ sound knowledge and understanding of basic Japanese language at the SACE continuers level.

Question 7 (Reading and Responding A) and Question 10 (Writing) were handled particularly well by most students. Questions that proved to be the most challenging to many students were Questions 1 and 5, both in the Listening section.

### Section 1: Listening and Responding

In general, there was a good understanding of the texts and the questions posed. Most students were able to identify basic information, but at times were unable to pick up and include finer and deeper detail from the texts. Questions 3 and 4 were best handled by most students.

Question 1

*The more successful responses commonly:*

* fully identified that the speakers did not have any eggs and that the convenience store’s eggs are not fresh and are expensive
* fully identified that the female speaker was going to go and buy eggs at a supermarket and would return in an hour.

*The less successful responses commonly:*

* stated that the speakers did not have any hotcakes and therefore had settled for eggs
* contained incorrect/inaccurate information (e.g. さとname of the supermarket as ‘soup’, ‘茶道’ tea ceremony, or ‘さとう’ sugar ).

Question 2

*The more successful responses commonly:*

* fully and correctly identified what trouble the boy faced and how he was assisted by the station staff.

*The less successful responses commonly:*

* contained incorrect information (e.g. missed his train, did not know which train to catch, worried he would be late for the test, the station staff gave the boy her contact number, the station staff helped him to catch the correct train)
* did not give all necessary details.

Question 3

*The more successful responses commonly:*

* identified that the speaker was asked to buy some grocery items on his way home from school
* fully identified that the speaker was happy and that it was because his mother was not going to work at the hospital tonight and therefore they could eat a home-made dinner together.

*The less successful responses commonly:*

* contained incorrect information (e.g. the boy was asked to cook dinner, the family was going on holiday, mum or dad was sick/returning from hospital)
* did not include all necessary details.

Question 4

*The more successful responses commonly:*

* correctly identified who Jun was and the purpose of the announcement
* gave comprehensive details.

*The less successful responses commonly:*

* provided incorrect information (e.g. Jun (not the school) was 50 years old)
* identified only some relevant information
* provided broad and vague information.

Question 5

*The more successful responses commonly:*

* displayed comprehensive understanding of what is required to obtain a driver’s license in Japan based on the information in the text
* provided logical and persuasive advice based on the information in the text.

*The less successful responses commonly:*

* included inaccurate information
* lacked comprehensive supporting information
* provided irrelevant/personal opinions which were not substantiated by the text.

### Section 2: Reading and Responding (Part A)

Overall, students demonstrated good understanding of the texts, but some did not show comprehensive understanding of details in the text and/or provide explicit answers.

Question 6

*The more successful responses commonly:*

* fully identified what makes the author feel that the number of international tourists to Japan has increased
* displayed comprehensive understanding of the different reasons why international tourists visit Japan
* displayed comprehensive understanding of the particular usage of Katakana word 「スシ」 in context.

*The less successful responses commonly:*

* provided inaccurate or partial details
* displayed inaccurate or partial understanding of why international tourists visit Japan
* were unable to understand or explain the usage of the Katakana word 「スシ」 in the context of the text.

Question 7

*The more successful responses commonly:*

* identified the students who have opposing views with supporting evidence
* provided comprehensive detail of the shared opinion of Ben’s father and Yoshi
* displayed accurate understanding of Mari’s roles in the discussion and provided explicit explanation with evidence from the text.

*The less successful responses commonly:*

* provided limited evidence to support who had opposing views
* displayed partial understanding of the shared opinion of Ben’s father and Yoshi
* misidentified Mari’s roles in the discussion or provided limited explanation.

### Section 2: Reading and Responding (Part B)

Question 8 required students to respond to a letter from an Aunt living overseas.

*The more successful responses commonly:*

* displayed accurate understanding of the question (e.g. context, audience and purpose)
* displayed accurate and in-depth understanding of the stimulus text
* identified and responded to relevant points in the stimulus text
* created the desired interest by elaborating ideas beyond the obvious
* included a wide range of effective expression (e.g. relative clause, nominalisation) with high degrees of accuracy
* displayed effective use of cohesive devices (e.g. conjunctions)
* observed the text type (review) and the word limit.

*The less successful responses commonly:*

* displayed limited understanding of the question
* displayed only superficial understanding of the stimulus text (e.g. neglecting the context of situation)
* failed to identify the main responding points in the stimulus text
* conveyed only basic information mostly copied from the stimulus text
* contained irrelevant content and went over the word limit
* contained frequent grammatical and spelling errors.

### Section 3: Writing in Japanese

Question 11 was the most popular chosen by 54% of the students, followed by Question 10 (31%) and Question 9 (10%). Overall, Question 10 was handled most successfully.

Question 9

*The more successful responses commonly:*

* demonstrated clear understanding of the purpose of the text.
* created the desired impact and interest to engage the intended audience of the speech. (e.g. ませんか、じゃないですか、ですね)
* contained detailed descriptions of the business
* expressed ideas and information using a wide range expression with less grammatical errors
* observed the text type (speech) and the word limit.

*The less successful responses commonly:*

* demonstrated partial understanding of the text type and/or the purpose of the text
* lacked detail and depth, and were not persuasive enough
* contained many grammatical and spelling errors that impeded meaning
* were often too short or incomplete.

Question 10

*The more successful responses commonly:*

* demonstrated a good understanding of the content, topic and purpose of the task
* presented opinion clearly with personal experience while considering the topic from multiple perspectives
* used a wide range of appropriate expressions to convey meaning and achieve cohesion
* observed the text type convention (article) and the word limit.

*The less successful responses commonly:*

* displayed partial understanding of the question
* presented a simple opinion with few personal examples
* consisted of simple vocabulary and short sentences with errors.

Question 11

*The more successful responses commonly:*

* vividly reflected and described the event of purchasing a new bicycle (when/why/what kind/how)
* included content which was more personal and reflective rather than only descriptive (e.g. how the new bicycle changed their life, reminiscing memories related to the bicycle, reflecting the journey towards obtaining a new bicycle, their personal growth through the event)
* used effective expressions to express personal feelings to help emphasise the impact of the event
* were structured well using a range of appropriate cohesive devices (e.g. その上、しかも、たとえば、じつを言うと、それでも)
* contained less grammatical errors, particularly in the plain form.

*The less successful responses commonly:*

* were limited to the description of the event of purchasing a new bicycle, failing to include what the bicycle meant to them
* contained a limited range of expressions using the same expressions repetitively
* contained many grammatical errors that significantly impeded meaning, particularly with the past tense and the plain form.