# Government of South Australia LogoSACE Board Logo2024 Japanese (continuers) Subject Assessment Advice

Overview

This subject assessment advice, based on the 2024 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. It provides information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

The Subject Renewal program has introduced changes for many subjects in 2025; these changes are detailed in the change log at the front of each subject outline. When reviewing the 2024 subject assessment advice, it is important to consider any updates to this subject to ensure the feedback in this document remains accurate.

# School Assessment

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all assessment tasks have been labelled correctly
* thoroughly checking all files have been uploaded correctly
* thoroughly checking that all grades entered in Schools Online are correct
* ensuring the uploaded tasks are legible and interactions and oral presentations are audible
* ensuring the assessed performance standards are correctly highlighted.

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 is to be 5–7 minutes in length. The choice of topics is determined by the teacher.

1. Teachers can elicit more successful responses by:

* individualising questions for each student rather than giving all students the same questions
* giving students a range of open as well as closed questions
* allowing students time to elaborate on their responses.

1. *The more successful responses commonly:*

* allowed students to discuss topics in depth and express and give opinions
* 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
* showed flexibility and spontaneity in responding to questions
* demonstrated engagement in the interaction by actively offering additional details
* used a wide range of cohesive devices effectively to elaborate their responses
* included a variety of linguistic structures when responding
* responded with clear pronunciation
* showed a real interest and enthusiasm to engage in Japanese.

1. *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 or allow for spontaneous discussion
* included long periods to process questions and formulate answers
* began with a self-introduction, which was not an interaction
* included frequent basic particle and tense errors
* used very basic vocabulary and very few linguistic structures in their responses
* used English to answer the questions
* used learnt responses which were not relevant to the initial question or did not come across as a natural response.

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 text can be handwritten or typed.

Teachers can elicit more successful responses by:

* allowing students to be individually creative within the text production topic and text type
* avoiding heavily scaffolded tasks that result in class responses being overly similar in content, vocabulary, and grammatical structures
* encouraging students to use polite form when writing text, unless very confident with the use of plain form.

*The more successful responses commonly:*

* allowed students to explore the topic in depth and be creative
* included an extensive range of complex grammatical structures and demonstrated accuracy in their use, with the structures used appropriately and naturally
* clearly demonstrated the purpose and audience (which was also made clear through the task design)
* used a variety of cohesive structures to link ideas
* used a variety of vocabulary.

*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 prescribed Kanji characters as listed in the subject outline
* did not use connective devices to link ideas but instead used a number of simple sentences
* relied heavily on Google Translate and/or Google Dictionary and meaning was unclear due to incorrect word choice
* did not include prescribed SACE grammar structures but instead used difficult words and simple sentences to convey meaning
* included grammar that was not used appropriately and natural.

Text Analysis

Students analyse a text in Japanese. This could be a written or spoken text. Questions relating to interpretation as well as language analysis must be included.

Teachers can elicit more successful responses by:

* ensuring that questions about the text include questions about the language used, the text type, and the purpose of the text.

*The more successful responses commonly:*

* included responses to language analysis questions where students were able to discuss text types, the purpose of the texts, and the style of language used in the texts
* used language examples and evidence from the text to support their findings
* demonstrated depth and breadth in their interpretation of meaning in texts.

*The less successful responses commonly:*

* did not include analysis of language in texts (questions to address this assessment design criteria may not have been included)
* did not use evidence from the text as examples to support their findings
* included only responses to questions from past examinations papers (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 in 2024 included anime, sumo, Japanese food, tourist attractions, geisha, robots, Japanese sweets, and Japanese cosmetics.

Teachers can elicit more successful responses by:

* encouraging students to choose topics that allow them to use language consistent with vocabulary and grammar learnt at the SACE level
* encouraging students to choose topics they are interested in
* encouraging students to investigate engaging subtopics within the main topic of research.

Oral Presentation in Japanese

1. The oral presentation is 3–5 minutes long.

*The more successful responses commonly:*

* clearly demonstrated effective communication and fluency through their oral presentation
* discussed the chosen topic in depth, using current statistics, interesting information, and current issues related to 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 from the prescribed list as detailed in the subject outline
* were presented fluently, with very good pronunciation and intonation
* demonstrated clear and accurate pronunciation of more sophisticated vocabulary specific to the topic
* discussed interesting topics related to the main topic of investigation
* used correct vocabulary related to their chosen topic.

*The less successful responses commonly:*

* limited students’ opportunities to demonstrate strong evidence of effective communication and fluency through recording short sentences on individual PowerPoint slides
* provided basic and well-known information on the chosen topic
* presented with pronunciation and intonation errors which impeded meaning
* used unfamiliar or ‘difficult’ words indicating a lack of understanding of their meaning, which sometimes led to pronunciation and intonation errors
* exceeded or did not sustain the 3–5-minute time limit
* presented with frequent pauses
* lacked research into their chosen topic
* used incorrect words related to their chosen topic.

Written Response in Japanese

The written response in Japanese has a maximum character count of 600 characters. The text can be handwritten or typed.

Teachers can elicit more successful responses by:

* encouraging students to include more depth of ideas in their written response.

*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
* explored the chosen in-depth study topic in a different context and text type, so that information could be shared differently to the oral presentation
* included interesting information and depth of ideas about the chosen topic
* adhered to the text type (e.g. diary — was written in diary form and followed the conventions of the text type).

*The less successful responses commonly:*

* included little information relevant to the chosen topic
* did not write with accuracy
* used incorrect kanji
* did not include a variety of grammatical structures
* did not include a variety of cohesive structures to link ideas
* were very similar, or in some cases the same, in content and context to the oral presentation in Japanese
* expressed information about their chosen in-depth study topic in a very simple way and lacked in depth and breadth
* did not follow a clearly designed structure or follow text type conventions
* exceeded the character limit of 600 characters.

English Reflection

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

Teachers can elicit more successful responses by:

* encouraging students to reflect on their own culture and compare it to the Japanese culture
* encouraging students to choose an article about a current issue related to their chosen topic.

*The more successful responses commonly:*

* reflected critically on how cultures, values, and beliefs were represented in texts
* made connections between their own cultural backgrounds, values, and practices as explored through the texts used
* critically analysed texts and drew comparisons or differences between cultures
* reflected on a current issue associated with their chosen topic
* showed depth of reflection of own practices, and impact of the study was evident and thoughtful
* discussed changes regarding cultural understanding.

*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
* discussed content researched about their chosen topic rather than reflected on cultures and values within their chosen topic
* reflected mainly on their own learning and the research process rather than on cultures and values
* exceeded the 600 word or 5–7-minute time limit
* showed limited reflection of own practices and impact of the study.

# External Assessment

Assessment Type 3: Examination

1. The examination consists of two assessments: an oral examination and a written examination.
2. 177 students attended the 2024 Japanese (continuers) oral examination, and 178 students attended the written examination.
3. Frequent grammatical errors included verb and adjective conjugations, tenses, incorrect use of particles, inconsistent use of plain and polite forms, and simple spelling mistakes. Students are encouraged to review the SACE Grammar, Vocabulary, and Prescribed Kanji lists to thoroughly learn and apply basic sentence structures and spelling accurately.

Oral Examination

Students performed slightly better in Part 1: Conversation, with 35.6% of students achieving a grade in the A range and about 10% receiving a grade in the D or E range. In Part 2: Discussion, 28.8% of students achieved a grade in the A range, while about 18% received a grade in the D or E range. A lack of preparation was evident among less successful students.

General Advice

While preparation levels for the oral examination varied, there was noticeable improvement this year in preparation for the in-depth study discussion.

Accuracy in grammar remains a key area for improvement, especially in the use of particles, tenses, and conjugations of adjectives and verbs. Students need to focus on understanding questions, seeking clarification when needed, and providing relevant answers with accurate grammar and appropriate formal language.

Students are encouraged to practise speaking regularly with teachers, peers, and Japanese speakers, not just in preparation for the exam but consistently throughout their Japanese learning journey.

1. Part 1: Conversation

The more successful students commonly:

* consistently understood questions accurately and provided relevant answers
* responded naturally, without relying on memorised answers
* managed less-expected questions and topic changes with ease
* expanded and elaborated on their ideas with an appropriate level of detail and information, creating more engaging and interesting interactions
* confidently expressed opinions and ideas, supporting them with clear reasons
* used a wide range of vocabulary and grammar to accurately and effectively express ideas
* consistently demonstrated culturally and socially appropriate communication by using a formal register and terms such as 母 and 父
* spoke clearly at an appropriate pace and volume, with good pronunciation and intonation
* maintained a natural flow of conversation by using strategies such as fillers, あいづち (e.g., そうですね), confirming questions, and thanking the examiner when receiving help
* sought help or clarification effectively when needed and demonstrated knowledge of multiple ways to ask for help or clarification, such as: すみません、...は何ですか？...のいみがわかりません。聞こえませんでしたから、もう一ど言ってください.

The less successful students commonly:

* did not understand the questions, particularly wh-questions, failed to seek clarification, guessed incorrectly, and gave irrelevant responses
* heavily relied on rehearsed or memorised responses, often repeating them out of context
* required repetition or rephrasing of questions to understand them and overused phrases like もう一どおねがいします
* gave many short, minimal responses with fragmented, incomplete sentences, or even single words
* lacked flexibility, such as the ability to rephrase, and struggled to elaborate on their ideas
* had a limited vocabulary and did not understand simple words such as しゅみ (hobby), しゅうまつ(weekend), and かもく (subject)
* could only answer simple questions
* made frequent grammatical errors and incorrect word choices that impeded meaning
* slipped into informal language styles, using expressions such as ごめん、めっちゃ、and やばい, which were not culturally and socially appropriate for the context
* used English words instead of Japanese
* spoke hesitantly with many long pauses.

Part 2: Discussion

A variety of topics were chosen by students this year, including some interesting ones such as:

* わがし (Japanese sweets)
* ひきこもり(Hikikomori)
* かろうし (death from overwork)
* にんてんどう (Nintendo)
* サラリーマン (office workers)
* ロボット (robots)

The In-Depth Study outline form informs examiners about students’ research and helps them prepare relevant questions.

Additionally, there were some students that chose to use pictures, photographs, or objects to support their discussion during the oral examination.

The more successful students commonly:

* chose a suitable topic that allowed depth in their responses while not being overly difficult
* prepared and researched thoroughly, using a wide range of appropriate and authoritative sources
* displayed a good understanding of topic-specific vocabulary and could explain terms effectively
* demonstrated a solid understanding of their topic by handling follow-up questions and unexpected questions effectively
* comprehended questions and responded spontaneously, rather than reciting rehearsed or memorised sentences
* conveyed genuine interest in their topic and engaged the audience (examiners) through effective body language, eye contact, and intonation
* presented thoughtful and insightful reflections on Japanese culture as well as their own, rather than offering superficial comments such as おもしろいと思います
* provided in-depth explanations about how the chosen topic impacted on their life and future, making a personal connection with the in-depth study
* used a wide range of expressions, both simple and complex, accurately and effectively.

The less successful students commonly:

* chose a topic that was either too broad or too simple to allow for in-depth discussion or too challenging to manage
* were unprepared or underprepared to talk about their topic and sub-topics, and could not answer predictable questions such as why they chose the topic, how they researched it, and what they learnt through their research
* demonstrated minimum research and knowledge about the topic
* did not understand key words related to their topic, including those that appeared in their in-depth study outline
* lacked understanding of key words and vocabulary in questions, such as どうやって、どうして、しらべます、わかります、かわります、、社会、かんがえ and おなじ.
* did not understand questions accurately and gave irrelevant responses, often repeating memorised answers out of the context
* could not sustain a conversation due to lack of knowledge about the topic and/or insufficient vocabulary and grammar
* often gave overly generic or superficial responses such as おもしろかった、むずかしかった、or たのしかった without further elaboration
* were unable to provide personal opinions about the topic.

Written Examination (Online)

Section 1: Listening and Responding

1. Question 1

This question was handled well with nearly 34.2% of students receiving full marks. Most students successfully identified some relevant information.

1. Question 1(a)

The more successful responses commonly:

* correctly identified that the male speaker could not sleep because there were two cats fighting and playing at night, making a lot of noise
* further added that the male speaker’s sister picked up a cat in the rain and brought it back, resulting in two cats at home now.

The less successful responses commonly:

* displayed partial understanding by stating that a cat was the reason the male speaker could not sleep
* gave an irrelevant response, failing to recognise that cats were the reason the male speaker could not sleep at night.

1. Question 1(b)

The more successful responses commonly:

* fully understood the two things the male speaker tried to do to address the issue: first, he tried to give a cat away to someone, and failing that, he tried to give a cat away to his teacher.

The less successful responses commonly:

* partially understood what the male speaker tried to address the issue, providing only one example, such as the male speaker trying to give a cat away to his teacher
* did not understand what the male speaker tried to do to address the issue and gave an irrelevant response.

1. Question 2

This question proved to be the most challenging due to its length and the amount of information it contained. While 15.7% of students achieved full marks, 17.4% of students received no marks. The mean score for this question was 2.98 out of 6. Less successful students struggled to capture the details of the conversation necessary to contrast the female speaker’s life before and after moving to an island.

1. Question 2(a)

The more successful responses commonly:

* identified two reasons why the house was special to Aiko.

The less successful responses commonly:

* identified one or no reasons why the house was special to Aiko
* provided incorrect details, such as stating that Aiko grew up in the house.

1. Question 2(b)

The more successful responses commonly:

* demonstrated a comprehensive understanding of how Aiko's life improved in both her work and lifestyle since moving to the island, comparing and contrasting her life in Kobe with life on the island, and providing specific examples, such as now enjoying her work at her own bakery, having a garden where she grows vegetables, and running in the park near the beach.

The less successful responses commonly:

* were unable to identify all the relevant details
* displayed misunderstandings, such as stating that Aiko still lived in Kobe or confusing information about her life in Kobe and on the island
* provided overly simplistic answers or failed to elaborate on key aspects of Aiko’s life.

Section 2: Reading and Responding (Part A)

1. Question 3

This question was handled well, with 34. 3% of students achieving a score of 9 or 10 out of 10, and the mean score was 6.54 out of 10. Most students were able to identity some basic information in the text; however, nearly 2.2% of students received no marks.

1. Question 3(a)

The more successful responses commonly:

* accurately listed and explained three supporting examples from the text
* clearly explained the connection between a radical and the meaning of the kanji
* explained that the kanji ‘sun’ and ‘moon’ together form the kanji for ‘bright’
* explained that the kanji meaning ‘place’ and ‘to live’ together form the phrase ‘place to live’.

The less successful responses commonly:

* identified only one or two relevant examples of how Jose supported his statement that 漢字はおもしろい
* provided an explanation based on their own understanding or opinion rather than using evidence from the text.

1. Question 3(b)

The more successful responses commonly:

* identified that Kate found katakana difficult and accurately explained the reasons why she found it challenging.

The less successful responses commonly

* did not identify that Kate found katakana difficult
* failed to provide examples explaining why Kate found katakana difficult, such as why katakana words such as イベント and セーター could be confusing, or why Kate found the word ケータイconfusing.

1. Question 3(c)

The more successful responses commonly:

* provided a thorough description of reasons why Louis may or may not be likely to study Japanese next year, supported by evidence from the text.

The less successful responses commonly

* used no or only partial examples from the text to support their response
* included personal reasoning that was not based on examples from the text.

Section 2: Reading and Responding (Part B)

General advice

In Reading and Responding Part B, students are required to demonstrate their understanding of the stimulus text in their answer. It is crucial that they first carefully read the stimulus text to understand its context, audience, and purpose, while identifying the key points to respond to.

Students are encouraged to write up to the maximum word count (250 characters). Shorter answers often miss key points that are necessary to formulate a successful response. Punctuation marks are not included in the word count. As a general guideline, students can safely write 20–25 additional characters beyond the 250‍–character count.

1. Question 4

Students’ results were spread across a wide grade range. The majority (62.9%) received a grade in the B or C range, while 17.7% achieved a grade in the A range. A total of 16.9% received a D or E grade, and 2.5% did not receive any marks.

The stimulus text was a poster advertising a kabuki performance. Students, as members of the Japan Cultural Club, saw the poster and attended the kabuki performance. They were asked to write a review for the Japan Cultural Club newsletter, describing both what they enjoyed and what they did not. Students were required to write a formal recount using either plain forms or polite forms.

Key points to address in the review:

* The location, date, and time of the event.
* The cost of a ticket.
* Lunch booking details.
* Available souvenirs and their prices.
* The content of the performance, specifically the portrayal of a superhero in simple Japanese.

The more successful responses commonly:

* demonstrated a clear understanding of the context, audience, and purpose
* followed the conventions of the review text type effectively
* identified and incorporated relevant details from the stimulus text
* created interest by elaborating on ideas and providing thoughtful reflections
* expressed information and feelings clearly, using a wide range of expressions with high accuracy
* wrote a well-structured and coherent response, using cohesive devices
* included both enjoyable and unenjoyable aspects of the experience, concluding with a clear recommendation
* contained minimal grammatical or typographical errors.

The less successful responses commonly:

* failed to follow the conventions of the review text type
* did not refer to the stimulus text, resulting in generic or irrelevant information in the response
* contained common misunderstandings, such as mistaking the kabuki performance for being about history and romance, or assuming it was performed by the Japan Club or the Kabuki Club
* did not fully understand the stimulus text, missing key details such as the performance being presented in easy Japanese or the requirement to book in advance for lunch
* contained many grammatical errors such as issues with tense, particles, word order, and typographical errors (e.g. instead of , instead of ), which impeded meaning
* lacked cohesive devices, making the response fragmented or incoherent
* did not include both enjoyable and unenjoyable aspects of the experience
* contained numerous basic errors, such as incorrect adjective and verb conjugations (e.g. positive vs negative, non-past vs past).

Section 3: Writing in Japanese

1. General Advice

This section was generally handled well, with 27.3% of students receiving a grade in the A range, 38.6% in the B range, 21.1% in the C range, 8.7% in the D range, and 3.4% in the E range. Nearly 3 per cent (2.8%) of students did not provide a response. The mean score for Question 5 was 19.95 out of 30.

There were three options for students, each with varying text types and themes. Options 2 and 3 were similarly popular, with about 35% of students selecting each, while Option 1 was the least popular, chosen by approximately 26% of students.

Students are encouraged to write within the word count limit of 350 – 400 characters. Shorter responses often lack the necessary elaboration, width, or depth. Adhering to the word count limit is essential to ensure key points are not dismissed for exceeding it.

To minimise spelling and kanji errors, students are strongly encouraged to proofread their responses thoroughly. It is also recommended that students practise producing different kinds of writing styles (e.g. informative, imaginative, narrative, personal, persuasive, evaluative, or descriptive) and text types (e.g. diary, letter, blog, or speech).

1. Question 5

Option 1

You are an exchange student in Japan and are asked to talk about ‘gap years’ in Australia. Write the script of a speech for your school assembly in which you explain what a gap year is and what the advantages and disadvantages of taking one can be.

*あなたは日本にしています。オーストラリアの「ギャップ・イヤー」について教えてほしいとたのまれました。「ギャップ・イヤー」は何かと、そのメリットやデメリットを学校でするスピーチのを書きなさい。*

The more successful responses commonly:

* accurately understood the context, audience, and purpose
* effectively explained what a gap year is, discussing its advantages and disadvantages with detailed examples
* used appropriate vocabulary, expressions, and grammar with a high degree of accuracy
* created a well-structured response, adhering to the conventions of the required text type (speech using polite forms)
* achieved smooth flow and cohesion by using appropriate cohesive devices.

The less successful responses commonly:

* misunderstood the context and focused solely on recounting their personal gap year experience
* failed to recognise that they were an exchange student in Japan and that the audience of their speech was Japanese students at the school assembly
* did not include both the advantages and disadvantages, as required
* relied heavily on a dictionary, resulting in frequent incorrect word choices, expressions, and kanji that impeded meaning
* produced a short response with little to no elaboration.

Option 2

You return to a holiday destination you visited several years ago and are amazed how much has changed. Write a diary entry outlining your thoughts on the changes.

*何年か前に旅行したことがある場所にまた行ってみたら、色々わっていてびっくりしました。どのように変わったのか、またそのについてどう思ったかを日記に書きなさい。*

The more successful responses commonly:

* described the destination, both before and after, highlighting the changes
* provided multiple examples of changes and included thoughtful reflections on those changes
* followed the conventions of the required text type, incorporating stylistic features of a diary entry
* maintained an appropriate register, consistently using either formal or informal forms
* were well-structured and cohesive, effectively using linking devices appropriately.

The less successful responses commonly:

* did not follow the conventions of the text type (e.g., omitted the date, day, and weather for a diary entry, or included greetings appropriate for a letter instead)
* failed to effectively explain changes by contrasting before and after, and included irrelevant information
* contained numerous grammar errors, such as incorrect particles, tense, conjugations (especially in adjectives, e.g. おいしかっただ and ねむいだ), confusing the verbs ある and いる, and incorrectly adding の between an adjective and a noun
* had frequent spelling mistakes, such as ビール instead of ビル and こんいちわ instead of こんにちは
* mixed polite and plain forms inconsistently
* did not include reflections or opinions on the changes.

Option 3

Your Japanese teacher has asked you to write an essay about an important person that has influenced you in your life. Describe the person and the influence they have had on you.

*日本語の先生があなたのにをえたな人についてエッセイを書くように言いました。その人がどんな人であなたにどんな影響を与えたかについてエッセイを書きなさい。*

The more successful responses commonly:

* wisely chose a person who was easy to talk about, such as their Japanese teacher, mother, or a host sister, and provided detailed explanations of what kind of person they were
* elaborated on the important person’s influence, such as advice and encouragement they gave and how it affected on their life, using a conjunction like ～から and ～ので
* produced a well-organised and cohesive text.

The less successful responses commonly:

* described the important person but failed to explain their influence on their life
* used incorrect family terms for their own family such as お姉さん instead of 姉
* did not follow the required conventions of the text type, writing a diary or letter instead of an essay.