2019 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 is to be between 5–7 mins in length. The choice of topics are 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
* responded with yes/no — instead of discussing their answer in depth.

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 hand be hand written or typed.

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
* clearly demonstrated the purpose and audience ( which was also made clear through the task deign).

*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
* relied heavily on google translate/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.

Text Analysis

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

The more successful responses commonly:

* included responses to language analysis questions where students were able to discuss text types, purpose of the text, style of language used in the text etc.
* used language examples 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)
* used 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 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
* included a range of complex grammatical structures from the prescribed SACE list.

*The less successful responses commonly:*

* provided basic and well known information on the chosen topic
* presented with pronunciation and intonation errors which impeded meaning
* had imbedded voice into a series of Power Points — and the presentation was not sustained for 3–5 minutes
* included many errors with pronunciation and intonation, due to the amount of very difficult words used, without students understanding their 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

184 students attended the Japanese Continuers Oral Examination, which is a nearly ten percent increase from last year. Overall, students demonstrated good conversation and discussion skills, with more students (34%) achieved an A grade this year.

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

184 students sat the 2019 Japanese Continuers Written Examination. 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 1 (Listening) was handled particularly well by most students, followed by Question 6 (Reading and Responding A) and Question 9 (Writing). Questions that proved to be the most challenging to many students were Questions 4 and 5, both in the Listening section.

Section 1: Listening and Responding

Generally, 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.

Question 1

The more successful responses commonly:

* correctly identified that Ms Yamada wished to change the time and numbers of her booking
* fully indicated that the time changed from 8pm to 8:30pm and that the numbers had increased from 10 people to 15
* identified that Ms Yamada would look at the online menu and then place her order over the phone.

The less successful responses commonly:

* stated that Ms Yamada would place the order on the website.

Question 2

The more successful responses commonly:

* indicated that Satoshi’s aunt was a vet at the zoo and therefore was able to recommend Satoshi for a part-time job there
* included all relevant and necessary information about Satoshi’s current job and how he feels about it, as well as his aspiration towards working with animals and becoming a vet.

The less successful responses commonly:

* contained incorrect information (e.g. Satoshi got a job as a vet at the zoo which his aunt owns, going to the beach with his aunt)
* did not give all necessary details.

Question 3

The more successful responses commonly:

* fully identified the chores that Hikaru did today
* fully explained how Hikaru’s father’s reaction changed throughout the conversation with appropriate evidence from the text.

The less successful responses commonly:

* did not include all necessary details
* contained incorrect information (e.g. went for a walk, fed the dog, went to the ‘centre’ and to her job)
* relied on the tone of voice and made predictions as to what was being discussed
* included relevant Japanese expressions from the text but not explained in English.

Question 4

The more successful responses commonly:

* displayed comprehensive understanding of how the sales person convinced the customer to change his mind, correctly identified that the black mobile phone was a newer model and the most popular colour, doesn’t get dirty like white ones do, was on sale, and the last one available.

The less successful responses commonly:

* provided incorrect information (e.g. buying a car, clothing, or mixer; the customer wanted to buy the black phone but ended up buying the white one)
* identified only some relevant information.

Question 5

The more successful responses commonly:

* fully identified why the speech was being given.

The less successful responses commonly:

* included inaccurate information (e.g. teacher/seniors giving the speech, inviting students to join the club/camp)
* lacked comprehensive information (e.g. not stating who was invited to the party).

Section 2: Reading and Responding (Part A)

In this section, students were asked to analyse and interpret two written texts which were related. Question 6 was generally handled well, while Questions 7 (b) and 7 (c) proved more difficult as they required more comprehensive and detailed understanding of the texts.

Question 6

The more successful responses commonly:

* fully and correctly identified necessary details
* displayed comprehensive understanding of the issues that Ella sought advice on.

The less successful responses commonly:

* provided inaccurate or partial details
* were unable to understand or explain why Ella did not like the red dress
* identified limited information as to why Ella was seeking advice.

Question 7

The more successful responses commonly:

* displayed comprehensive understanding of the advice given in Post A
* comprehensively summarised the four main points given in Post B
* were able to identify that Ella would be less likely to follow the advice given in Post C and provided comprehensive justification based on the evidence from each text.

The less successful responses commonly:

* displayed misunderstanding or partial understanding of the advice given in Post A
* displayed misunderstanding and/or partial understanding of the points given in Post B
* provided limited or irrelevant justification as to why Ella would be less likely to follow the advice given in Post C.

Section 2: Reading and Responding (Part B)

Students’ scores spread broadly. The stimulus text was relatively simple to interpret, hence student’s responding skills largely contributed to their scores.

Question 8

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 only superficial understanding of the stimulus text (e.g. neglecting the context, purpose, audience)
* 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 (e.g. basic verb conjugation).

Section 3: Writing in Japanese

Question 9 was the most popular chosen by 68% of the students. Overall, Question 9 was handled most successfully.

Question 9

The more successful responses commonly:

* demonstrated clear understanding of the purpose of the text
* described their experience of using Japanese in detail and how/why it was unexpected
* expressed ideas and information using a wide range expression with less grammatical errors (e.g. appreciative verbs)
* observed the text type (letter) and used appropriate register and appropriate level of politeness (to one’s teacher)
* observed 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 did not engage the audience
* contained many grammatical and spelling errors that impeded meaning (e.g. adjective past tense \*楽しいでした)
* heavily relied on the dictionary and ended up with limited relevance/appropriateness of expression
* were often too short or incomplete.

Question 10

The more successful responses commonly:

* demonstrated a good understanding of the purpose of the text
* effectively explained why it was the best way to spend $20
* were able to create the desired impact to engage audience
* used a wide range of appropriate expressions to convey meaning and achieve cohesion
* conveyed more complex ideas effectively within the word limit
* contained less grammatical errors.

The less successful responses commonly:

* displayed partial understanding of the question
* were limited to the description of what they spent the money for, failing to explain why it was the best way to spend the money
* contained a limited range of expressions using the same expressions repetitively
* contained many incorrect selections of expressions from the dictionary (e.g. おきゃくさん vs. とくいさき, たすけるvs.てつだう, せいかつ vs. いのち)
* contained many grammatical errors that significantly impeded meaning, particularly with the past tense and the plain form
* were often too short or incomplete.