EXAMINERS' REPORT ON 2001 TERTIARY ENTRANCE EXAMINATION

SUBJECT: JAPANESE: SECOND LANGUAGE

STATISTICS

Year	Number Who Sat	Non-Examination Candidates	Did Not Sit
2001	294	10	12
2000	282	8	14
1999	327	17	9

The Examiners' Report is written by the Chief Examiner (or another Examiner on their behalf) to comment on matters relating to the Tertiary Entrance Examination in their subject. The opinions and recommendations expressed in this report are those of the Chief Examiner and not necessarily representative of or endorsed by the Curriculum Council.

The Marking Guide provided at the end of this report was prepared for markers and may have been substantially amplified by discussions held in the pre-marking meeting. It is not intended as a set of model answers, and is not exhaustive as regards alternative answers. Some of the answers are less than perfect, but represents a standard of response that the examiners deemed sufficient to earn full marks. Teachers who use this guide should do so with its original purpose in mind.

SUMMARY/ABSTRACT

The examination consisted of two parts, the oral interview and the written paper (which included the aural comprehension). The number of tasks in the written paper was fewer than in the 2000 TEE examination, however the degree of difficulty was regarded as similar and some sections proved to be equally challenging to the candidates as the 2000 paper. The mean was 54.93%, compared to 52.88% in 2000. The lowest mark was 10% and the highest mark was 96%. The individual average marks were:

Oral examination	59.13 (57.2 in 2000)
Aural Comprehension	50.91 (51.32 in 2000)
Written examination	55.6 (52.8 in 2000)

The oral interview consisted of three parts, a narrative account based on a set of pictures, a roleplay and a general discussion related to the set themes. Each section took approximately four minutes. The written paper consisted of the aural comprehension, reading and responding, and writing sections. The choices in the writing section varied from previous years in that one task was of much greater length (400 *ji*), and that the form of language, ie. *desu/masu* was specified. The average mark for the writing section alone was 58.5, which indicates that the tasks provided the opportunities for the range of candidates to demonstrate their achievement in this area. As per last year, the Grade Related Descriptors provided the basis for the marking criteria for the oral interview and the writing sections of the examination and markers reported overall satisfaction with these. It was felt however, that further development of the GRDs as marking criteria to suit different types of tasks in the writing section in particular, would be advantageous in future. In the reading and aural comprehension sections, marks were allocated to questions in such a way that one mark did not equate to one percent, which had been a criticism of previous papers' marking systems.

While many candidates performed well, there remains a need for improved knowledge of basic grammar and vocabulary as remarked upon in the 2000 Examiners' Report. Verb formation and correct use of particles and the ability to link thoughts through effective use of a wide range of verb conjugations still needs improvement.

GENERAL COMMENTS

In the Japanese: Second Language examination, the Examining Panel aimed to cover the full range of themes as outlined in the syllabus as well as a wide range of grammar, vocabulary and kanji. Texts and questions were designed to test the candidates' ability to answer higher order questions and writing tasks of greater length than previous examinations were included.

The oral interviews were conducted in Perth and in Bunbury and by telephone to schools in northern Western Australia. Each marker was required to take both the speaking, and silent marking roles across the interviews thus candidates were examined by both native and non-native speakers. Markers expressed a great deal of satisfaction with this opportunity, and care was taken to match experienced markers with inexperienced markers as much as possible. The oral interview component was favourably received, with markers reporting that the picture story allowed candidates to really demonstrate a wide range of achievement. The role-play was quite challenging for some candidates. The tendency to "launch" into prepared remarks in the general conversation section was reported by many markers. There remains a need for candidates to develop general conversation skills and the ability to maintain and direct a conversation rather than waiting for questions to be asked of them.

There were six markers involved in the written paper, including two of the Examining Panel members. A pair of markers marked the aural comprehension, reading and responding and writing sections respectively. Thus all scripts were marked by all six markers, ensuring consistency in the marking of each section. Both the aural and reading sections required both short and longer answers to some questions. Markers of these sections commented that, although candidates' answers at times indicated they understood the gist of the events described in the texts, the detail was not understood and thus their answers were not sufficient to earn full marks for the question.

Teachers must include more higher order questions in their school-based aural and reading assessments in order to ensure their candidates are able to work through a text beyond grasping the gist. There were some very high quality written responses although there were occasions when obviously prepared material was included even though it did not quite fit the requirements of the task. Teachers need to ensure that candidates can apply the grammar structures they learn to a wider range of scenarios than often found in textbooks.

The Chief Examiner extends her sincere gratitude to the two other members of the examining panel, Mr Takeshi Moriyama and Ms Tomoko Nakamatsu. Their high degree of dedication, professionalism and long hours of work was reflected in the production of a paper that covered the syllabus thoroughly. In addition, gratitude is extended to the Independent Reviewer, Mrs Iyoko Scanlan , and the Final Checker, Ms Glenda James, for their very thorough and professional input. The smooth conduct of the oral interview and the marking of the written paper would not have been possible without the efficient and enthusiastic team of markers who give up their time, many of them year after year. The depth of experience in the marking teams only serves to enhance the quality of marking and it is hoped that those markers who marked for the first time in 2001 found the experience to be of great benefit professionally and personally. I would also like to thank Dr Bob Peck, Mrs Trina Edwards, Mr Neil Wilson, Mrs Kerry Tarrant and Ms Clare Buising for their invaluable assistance with the development of the paper and the organization of the examination.

COMMENTS ON SPECIFIC SECTIONS/QUESTIONS

Oral Interview

Part A: Account based on a set of pictures

The range of pictures enabled all the candidates to make some attempt at this task. The instructions to the task were that the candidates were to imagine they were giving a speech to their class in Japan about a school camp, however very few candidates included this notion in their response. The word *kyampu* was frequently mispronounced as *kampu; kanuingu* was frequently used instead of *kanuu ni nottari…;ikitari* instead of *ittari* was another frequent mispronunciation. There was a marked overuse of *ikimasu* and *ittari*, and the *~tari ~tari* form in general was overused and poorly conjugated. Pronunciation of place names and *katakana*- derived words was poorly done. Candidates also had difficulty with indirect questioning such as *~ka dou ka*. Candidates were required to create the ending for the narrative and although some struggled with this, many used this opportunity to show a good range of language skills. Frequently attempted structures were *~wo suru koto wo tanoshimi ni shiteimashita*, or *~ni tsuite kangaemashita*.

Part B: Role Play

Candidates often did not listen to the markers' instructions ie. *Watashi no hou kara hajimemasu*. and attempted to start the role play. Candidates seem to struggle with this task because the roles were reversed, and few candidates were able to initiate questions and seek information from the traveller. Many candidates were unable to cope with more complex structures such as *watashi wa isshuukan tomaritaindesuga ii tokoro ga arimasuka*.

Many candidates did not listen to the questions fully, but grasped key words thus were not able to answer the questions correctly. Pronunciation of *katakana* place names and words such as *tomaru (tomaeru*) and *shawaa* was poor. Words such as *mawari* and *kono hen* were not being used despite their appropriateness to the scenario. Direction giving and discussion of local destinations needs improvement, ie. *Arubanii made kuruma de ni shuukan kakarimasu.*

Part C: General conversation
Markers were instructed to concentrate upon the two topics of money and future plans. It was found that candidates had a lot of prepared responses to the initial questions asked by the markers and on the whole did not move the conversation along further than their prepared responses. Thus the 'general conversation' was more often a question/answer situation. When a candidate did attempt to control the conversation by asking a question of the marker, they frequently failed to listen to the response and follow it up with further remarks. The questions asked of markers were also often out of context. Teachers need to ensure that candidates can elaborate far more than the typical response and can direct a conversation in a way that allows them to better demonstrate their achievements. A far wider range of language, ie grammar and vocabulary is expected.

Written Paper
Section One: Aural Comprehension
Part One proved the easiest section with few candidates making errors. Part Two proved problematic for candidates in that the gist was grasped, but the detail required was only half provided, consequently half marks only could often be awarded for a number of the questions. Few candidates were able to answer question twelve at all, mother often being translated as wife, and son as daughter. Common errors in Parts Three and Four were due to questions not being answered fully, such as in Part Three, *Yamashita san,* instead of *take catalogue to Yamashita san.* In Part Four few candidates correctly answered the dates and times of the festivals. Time expressions such as *gozen* were not understood. Part Five was also poorly answered because again, candidates were not providing all the required details to earn full marks. Common errors were not including the fact that the judo club got together with *clubs from two other schools* for the training camp; the reason for the *ryokan* being selected for the girls' accommodation, ie. *it was owned by the father of Yamamoto sensei;* and that the club captain's shoulder injury *will take three months to heal.*

Section Two: Reading and Responding
Matching tasks were removed from this section of the examination in 2001, candidates being required instead to provide short answer or longer explanation-type answers for the four texts. The text types selected ranged from newsletter style articles, web pages to letters and diary entries, exposing candidates to both formal and plain form written language. Questions One and Two required simpler answers allowing candidates to skim text and identify key information. These two questions were done well. Some issues were raised about whether place names should have been translated, example in Question Two: was *Minamiyama* meant to have been translated as *Southern Mountain*, or could candidates leave it as a place name in romanized Japanese. It was treated as a place name, and *Minamiyama* was accepted. In Question Three few candidates were able to work out December as the correct answer to question (i). In Question Four candidates also had difficulty in answering question (i). Questions Three and Four required candidates to write much longer answers, and a common occurrence was for candidates to include far more detail in their answers than was really required to answer the question. This led to some answers overlapping between questions. Candidates were not penalised for including greater detail than was necessary. Overall candidates performed well in this section.

Section Three: Writing
This section of the examination clearly demonstrated a very wide range of achievement in writing and there were some outstanding pieces of writing. This year it was decided to have one short and one much longer writing task, a clear change from previous years. The instructions for the tasks specified that candidates write 200 *ji* and 400 *ji* respectively, so they were penalized if they wrote either significantly under or over the *ji* limit. The form of language was also specified this year and candidates were penalised if they selected the incorrect form. The most preferred choice of tasks were: Question One (i), and Question Two (ii).

Grammar errors and spelling errors continue to plague this section of the examination with many errors occurring in verb endings, such as *~te* form and vocabulary that are taught in middle school or lower, such as *gomenasai* instead of *gomennasai*. Other spelling errors of vocabulary used epecially in year twelve themes is particularly poor, eg. s*otsugyo, ryoukan, ryoshin, ishouni, isshouni, ishoni.* Katakana problems with words such as limousine, formal, host family and partner need to be addressed by teachers when these themes are taught. Grammar errors included combining *i* adjectives with *deshita; na +noun; +dakara;* poor use of *no ato de; ~mashita no ato; ~wo haitte ato de;* plain form + *kara* instead of *te* form; *motteikimashita* instead of *tsureteikimashita;* use of permission instead of potential; overuse of *~tari ~tari; wo noru* instead of *ni noru; sorekara* instead of *dakara,* particularly in short tasks. A number of candidates had difficulty differentiating between "I like to.." and " I would like to…". Confusion between the *~te hoshii* form and the *~tai* form was also common. Punctuation such as commas was not used effectively and in some cases full stops were omitted.

Many candidates who chose to write to Maekawa Sensei in Task Two did not consider writing Maekawa in kanji. This name was selected by the Examining Panel specifically because it can be written in kanji from the prescribed kanji list. Teachers should ensure that students can both read and write a number of names in kanji from the prescribed kanji list. There was also a number of candidates who did not write Jun or Hiromi correctly in hiragana. Some candidates completed the tasks signing ~san yori or ~kun yori after their name. This should not be occurring beyond lower school. A number of the long tasks were simply descriptive accounts rather than letters. The more capable candidates wrote good openings to both notes and letters and sought to interact with the reader rather than merely writing a description of themselves or the activity they were supposed to have undertaken.

On the issue of *kanji*, correct stroke order needs to be addressed by teachers. Kanji is frequently written with strokes misformed and radicals too widely separated so as to appear as separate words. Thus the the kanji is both disproportionate and distorted. *Hiragana* and particularly *katakana* formation also needs some improvement across the board at this level. Poorly written script by candidates at this level affects the overall quality of work produced and is of great concern. Problems with *okurigana* in words such as *daisuki* and *yasumi* continue to occur.

Teachers again need to ensure that candidates can demonstrate a wide range of structures in their writing, especially when given the opportunity to complete a longer task. Well-practised grammatical patterns are essential in longer tasks as the need to develop good linking passages becomes integral to the smooth flow of the writing. Many candidates are unable to structure a longer piece of writing well. Ensuring content is relevant remains an important issue as on occasion candidates produce a good piece of writing, but it is not on the topic.

POINTS FOR CONSIDERATION BY THE SYLLABUS COMMITTEE

- That aural comprehension tasks remains a combination of short and long answer questions to encourage listening for key points and greater detail. Higher order questions are essential to differentiate between candidates.
- That the number of passages remains similar, but a wider range of topics be covered.
- Design of the reading comprehension questions be of higher order thus requiring candidates to elicit reason from the texts. Number of passages to remain similar.
- Writing tasks be in both forms of language, ie formal and informal, and similar length to this examination.
- Consideration to be given to how candidates unable to attend oral examination centres will be assessed in the new discussion/general conversation format.

Fiona Orrman-Brown
December 2001

2001 Examining Panel
Chief Examiner: Mrs Fiona Orrman-Brown
Deputy: Mr Takeshi Moriyama
Third Member: Ms Tomoko Nakamatsu

Chief Marker: Mrs Fiona Orrman-Brown

JAPANESE: SECOND LANGUAGE TEE 2001 MARKING GUIDE

ORAL INTERVIEW **30 marks**

There are 3 parts to this interview. Each part carries equal marks.

You will be assessed on

- The capacity to maintain a conversation and discussion (comprehension, communication strategies)
- Relevance and depth of treatment of information, opinions and comment
- Clarity of expression (pronunciation, intonation, stress)
- Accuracy of vocabulary and grammar
- Range and appropriateness of vocabulary and grammar

PART A: ACCOUNT BASED ON A SET OF PICTURES **10 marks**

You are giving a short speech to your class in Japan about a school camp. Relate the story that is depicted in the attached set of pictures. You might choose to add an introductory section to set the scene but you must create your own conclusion for the last frame. You do not have to spend equal time on each frame.

You will have approximately 5 minutes to complete this task.

PART B: ROLE PLAY **10 marks**

You work in a tourist information centre in Australia. A Japanese traveller arrives and explains that he/she wants to stay in your town for a week. They ask you questions about types of accommodation available, places to eat, transport and tours. Answer the travellers questions and make recommendations.

You will have about 5 minutes to complete this task.

PART C: GENERAL DISCUSSION RELATED TO THE SET THEMES **10 marks**

This part of the oral interview will take about 5 minutes.

The following will not appear on the examination paper, but is a guide to markers/examiners. The candidates will not see any of this during their preparation time.

Conversation structure:

Money: Have you had a part-time job whilst you have been a high school student? If so, what kind of job, where, how many hours do you work? How much money do you receive? What do you do with your money? What will you do next year to earn money?

OR If you have not had a part-time job, do you receive pocket money? If so, how much, how often, from whom and how do you spend your money? What will you do next year to earn money?

Future Plans: What have you enjoyed about high school life? What haven't you enjoyed and why not?

JAPANESE: SECOND LANGUAGE: ORAL INTERVIEW

MARKING KEY

(To be used for each of the 3 components of the interview)

A	10 9 ½ 9 8 ½	Very good. The student has completed the task to a high standard. He/she speaks and communicates with confidence and ease. The content is highly relevant, well structured and with depth of information, intentions, feelings, ideas. Responses are contextually appropriate. Is able to elaborate. The student speaks with a very high degree of clarity (v good pronunciation, accent, intonation and correct stress). There is a very good variety and control of vocabulary and grammar (including year 11 and 12 grammar). There are, if any, only very few errors. Most are self-corrected. Comprehension is very good, with only one or two occasions where clarification is sought and this was done appropriately. Can deal with the unexpected very well. Very little (if any) support is needed. Willingness to communicate. Frequently takes the initiative. He/she has a very high capacity to maintain a conversation or give a narrative or descriptive account.
B	8 7 ½ 7 6 ½	Good. The student completed the task well with some support. He/she speaks and communicates with some confidence, though tentative and hesitant at times. The content is relevant, well structured and, at times, shows some depth beyond the superficial. Responses are contextually appropriate. While generally good, there may be some errors in pronunciation, accent, intonation and stress. There is a good variety and control of vocab and grammar. Much of this might be from lower school (basic patterns, vocabulary) but there are at least a few upper school items. Some self-correction, but communication maintained. Initiates at times. Comprehension is good – some clarification sought (in an appropriate manner). Can cope with change of topics.
C	6 5 ½ 5	Satisfactory completion of task; most of it completed with support. Was able to communicate his/her intentions effectively despite some errors. Speech is quite hesitant. The content is relevant, but dealing fairly superficially with the material. Responses are not always appropriate to context. Attempts at any depth may have several errors. Clarity is acceptable, (pronunciation, intonation, stress are adequate) generally not impeding communication, though at times pronunciation might be faulty. More than half of the content is understood, with support. Needs repetition and paraphrasing to maintain communication. The vocabulary and grammar are mainly basic (lower school) and repetitious. Problems are encountered with more difficult items (ie yr 11 and 12 patterns). Several grammatical and vocabulary errors. Tends to respond more than initiate. Reluctant to go beyond minimal responses. Intelligible but fragmented speech.
D	4 ½ 4 3 ½ 3	The student completes only part of the task. There is very superficial treatment of the material. A few items of vocab and limited number of basic structures are attempted, though with recurrent linguistic errors. Responses are often contextually inappropriate. Less than a half of the messages/ information/ content is understood and only with considerable support. The student makes little if any attempt to self-correct. Clarification is constantly sought, typically using one memorised phrase. A great deal of support is required (rephrasing, repeating). Clarity (pronunciation) is poor, often impeding the message. Response generally very hesitant and often unintelligible. Unable to go beyond minimal responses. Difficulty coping with changes of topic.
E	2 ½ 2 1 ½ 1	The student finds it extremely difficult to complete the task at all, even when support is provided. There is practically no comprehension, too little for any meaningful communication to take place. Very little is said. Only a few vocab items and one or two patterns are used. Vocab and grammar are very limited with errors. Responses/ utterances are minimal, incoherent and contextually inappropriate. Pronunciation and intonation are very poor. Student has extreme difficulty in maintaining any kind of conversation.

JAPANESE: SECOND LANGUAGE TEE 2001 MARKING GUIDE

SECTION ONE: AURAL COMPREHENSION TOTAL 37 MARKS

Part One: 7 marks

1. b
2. a
3. c
4. b
5. b
6. a
7. d

Part Two: 12 marks

8. He is busy at work (½ mark) and the holidays are only for three days. (½ mark)
9. He is planning to go fishing with his son-in-law. (1 mark)
10. That he cannot relax/wind down in three days (½ mark) and because the roads are busy it takes six hours to travel from where they live to his parents'-in-law home . (½ mark)
11. In the past two years he has been too busy at work to take a break during Golden Week (½ mark) but this year he plans to go to Hokkaido (½ mark) and stay in a hotel in Sapporo for a week relaxing . (½ mark)
12. She is taking her mother and her son (½ mark) because he wants to see a lake. (½ mark)
13. By train because the roads are crowded/busy. (½ mark total)
14. He is planning to go to America. (1 mark)
15. Satoru agrees it will be hard (½ mark), but explains that he will be paid 1500 yen per hour. (½ mark)
16. He will work in the Club House cleaning (½ mark) and at the Pro Shop. (½ mark)
17. She has an English exam soon after Golden Week. (½ mark), so she should study for the exam (½ mark)
18. There are many foreigners at the golf course (½ mark) so they will be able to practise their English. (½ mark)
19. Golf bags are heavy (½ mark) and that she cannot carry one and walk. (½ mark)

Part Three: 6 marks

20. Take/ deliver catalogue (to Yamashita san)
21. After going to Toyota/ after delivering catalogue
22. Help Aota san
23. 1pm-2pm
24. copy books
25. Yamamoto Camera shop

Part Four: 6 marks

26. A walk (½ mark) through forest (½ mark)
27. May 5, (1 mark) **OR** Children's Day (1 mark)
28. Make a *manga*/cartoon character out of snow
29. From 8pm until morning
30. Traditional women's festival
31. Dancing (½ mark)
32. Drinking sake (½ mark)

Part Five: 6 marks

33. They had a training camp (½ mark) with two other schools. (½ mark)
34. At a high school in the classrooms. (1 mark)(In the classrooms only (½ mark))
35. At a nearby ryokan/Japanese style inn (½ mark) chosen because it is operated by the father of Yamamoto Sensei (½ mark)
36. The club captain was injured **OR** the club captain injured his shoulder (1 mark)
37. He will act as club captain (1 mark) because the captain's shoulder injury will take three months to heal. (1 mark)

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SECTION TWO: READING AND RESPONDING TOTAL 50 MARKS

1. 11 marks

(i) Chankonabe is a dish of soup with meat, fish & vegetables (1 mark) and is cooked in a large pot. (1 mark)
(ii) Sumo wrestlers after practise. (1 mark)
(iii) To go shopping at Kita /north markets for the fresh ingredients. (1 mark)
(iv) He was a sumo wrestler until 5 years ago, (1 mark) and he will show the participants how to make chankonabe. (1 mark)
(v) While listening to the restaurant owner talk about sumo (1 mark) they will be able to make and eat chankonabe. (1 mark)
(vi) To go to see sumo. (1 mark)
(vii) In front of the Kita-ku 4 chome library (½ mark) and they should bring an apron. (½ mark)

2. 9 marks

(i) People who live in Minamiyama New Town (1 mark)
(ii) steak restaurant (½ mark), bookshop (½ mark), supermarket (½ mark)
(iii) newspapers and cans (½ mark)
(iv) In the morning on rubbish days (1 mark)
(v) Autumn colour/ maple tree (leaf)/ *momiji* viewing at Minamiyama Park (1 mark) with a barbecue afterwards (1 mark)
(vi) To attract new players (1 mark)
(vii) To come & watch them practise (1 mark) on Saturday at 2pm at Minamiyama Ground/Oval (1 mark)

3. 14 marks

(i) December (1 mark)
(ii) Because Sam has been an exchange student in Japan. (1 mark)
(iii) She was looking forward to riding a motorbike in Japan but it is against the school rules to ride a motorbike. (2 marks)
(iv) In an Australian high school the students ask lots of questions(½ mark) and express their own opinions, (½ mark) but in a Japanese classroom students quietly listen to their teacher talking(½ mark) and just take notes. (½ mark)
(v) He suggested she study to be a pharmacist/to be a chemist (1 mark) because the family business is a pharmacy. (1 mark)
(vi) Because she is no good at science, (especially biology and physics.) (1 mark)
(vii) She sat three exams and failed two/ passed only one. (1 mark)
(viii) Her father seemed very worried (1 mark) but her mother said that she did well/coped with living in Australia so she will be fine. (1 mark)
(ix) That it is good that she has much more free time (1 mark) but is hard because she has to do everything herself. (1 mark)

4. 16 marks

(i) Because she lost the money for Kenta's juku/cram school fees. (1 mark)
(ii) To telephone her neighbour (½ mark) because she couldn't remember whether she had locked the door or not (½ mark)
(iii) That Kenta would be very angry about what happened. (1 mark)
(iv) He said no need to worry (1 mark) and that he doesn't have to go to cram school (1 mark) because he can study at home. (1 mark)
(v) He had been working part time for one year (1 mark) in order to go to cram school in the summer holidays (this year). (1 mark)
(vi) Going to movies with friends (1 mark) and buying a new bicycle. (1 mark)
(vii) If he can't go to a juku/cram school then may not be able to go to university. (2 marks) He is worried about whether he can study at home by himself or not. (2 marks)

CRITERIA FOR MARKING WRITTEN TASKS

A	15 14 ½ 14 13 ½ 13 12 ½	10 9 ½ 9 8 ½	The student has successfully completed the task to a very high standard. The information is highly relevant and there is depth of treatment of ideas, information and opinions. There is insight and originality. It is coherent and contextually appropriate. There is a very high degree of accuracy in the grammar, vocabulary and kanji. There is a very good range of vocabulary, *prescribed kanji* and grammar (including year 11 and 12 ones) with little or no repetition of the items and very few errors. The work is very well sequenced (beginning, middle and end) and flows smoothly and naturally. The student uses the correct conventions of the text type (format and style of letter, e-mail, journal entry etc).
B	12 11 ½ 11 10 ½ 10	8 7 ½ 7 6 ½	The student has completed the task well. The information is mostly relevant and at times shows some depth of treatment. The work is generally accurate, coherent and appropriate. *Writes Japanese script with few errors.* Some more complex items, structures prove difficult. There is a good range of vocabulary, prescribed kanji and grammar. Some repetition of linguistic items. The work has been structured correctly, connectors/ joiners are used well and generally the correct conventions of that text type are used.
C	9 ½ 9 8 ½ 8 7 ½	6 5 ½ 5	The student can complete most of the task. Content is relevant but tends to be superficial in treatment of the topic. (Attempts at more in depth treatment will result in lack of coherence/ several errors in grammar and vocab). At times is contextually inappropriate. *Writes Japanese script but with errors. Kanji,* vocab, grammar tend to be the more basic ones/ limited range (year 10), with much repetition and several errors. Structure/ flow can be faulty with limited use of connectors/ joiners.
D	7 6 ½ 6 5 ½ 5	4 ½ 4 3 ½ 3	The student can complete only a part of the task. Content is either very superficially treated or not relevant to the topic. (Note – a D is the highest a student can be awarded if the task is "off the topic" and then only if the rest of the criteria are met to at least a good level) Generally, the work is difficult to understand, inaccurate and contextually inappropriate. *Writes Japanese script with many errors.* Very limited range of vocab and grammar. Poorly structured.
E	4 ½ 4 3 ½ 3 etc	2 ½ 2 1 ½ 1	The student cannot complete the task. The work is generally not comprehensible, inaccurate and /or irrelevant to the topic.