**Stage 1 Japanese (Continuers)**

**Assessment Type 2: Text production**

**ともえの手紙**

ともえさんへ

こんにちは。お手紙をもらってうれしかったです。へんじがおくれてすみませんでした。お元気ですか。私は元気です。日本はあたたかくなっているころでしょう。オーストラリアはさむくなっているころです。でも今はいい天気です。

**Ideas**

The response is consistently relevant to the context, purpose and topic.

Displays depth and breadth in the treatment of ideas and information.

A range of opinions support effectively elaborated ideas.

じつは一つおねがいしたいことがあります。来年三週間ともえの家にとまってもいいですか。学校で日本をならっていますから。日本に行きたいです。お金があったら、東京と京都と広島と大阪に行きたいとおもいます。時間があったら、札幌に行くかもしれません。

とてもきれいだそうですから、東京に行ったら皇居を見たいです。　皇居に行ったことがありますか。いっしょに皇居に行きましょうか。とても高いですからディズニーランドにいきたくないです。そして、二年前にフランスにディズニーランドに行きました。でも東京タワーを見たりりょぐここくぎかんを見たりぎんざに行ったりぎんざでかぶき見たり夜東京を見たりするつもりおです。一週間東京にとまりたいとおもいます。大阪じょうはとてもきれいでゆうめいですから、大阪に行くことにしました。きれいだそうです。

**Expression**

Familiar vocabulary and sentence structures are used with a high degree of accuracy.

Effective use of a range of cohesive devices.

Conventions of the text type are observed.

広島平和記念公園に行きたいですから広島に行きたいです。広島に行ったらげんばくドムとさだこさんのどうぞうと広島記念公園はくぶつかんを見たいです。おりづるをつくって広島平和記念公園をかざりたいです。四時間ぐらい東京から広島までしんかんでんにのります。とてもかなしいでしょうから、いっしょに広島に行きましょう。三日間広島にとまるつもりです。

でんとうてきですから京都に行くことにしました。でんとうてきできれいな寺に行きたいです。京都に行かなかったら札幌に行くかもしれません。

どうぞよろしくおねがいします。ごあいさんの家族のみなさまにどうぞよろしくおつたえ下さい。ご返事をまっています。

３月１日

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**Additional Comments**

This example is illustrative of an A grade.

**Ideas**

Responses consistently convey the appropriate detail, ideas, information, and opinions.

Responses successfully create the desired impact and interest, and engage the audience.

Comprehensive evidence of planning and preparation

**Expression**

Some errors when trying to use more complex structures, but errors do not impede meaning.

Information and ideas are organised logically and coherently.

## Performance Standards for Stage 1 Locally Assessed Languages at Continuers Level

|  | **Ideas** | **Expression** | | **Interpretation and Reflection** |
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| **A** | *Relevance*  Responses are consistently relevant to context, purpose, audience, and topic.  Responses consistently relate the appropriate detail, ideas, information, and opinions.  Responses successfully create the desired impact and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Depth and breadth in the treatment of ideas, information, or opinions on familiar topics.  Effective elaboration of ideas and support of opinions.  Comprehensive evidence of planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Familiar vocabulary and sentence structures are used with a high degree of accuracy in familiar contexts.  Some errors when trying to use more complex structures, but errors do not usually impede meaning.  Effective use of a range of cohesive devices to connect ideas.  Expression consistently appropriate to the cultural and social context.  Fluent expression and effective us of intonation and stress, with mostly accurate pronunciation.  *Coherence in Structure and Sequence*  Information and ideas are organised logically and coherently.  Conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is sustained on familiar topics with minimal input from the interlocutor. Interest and enthusiasm for the topic of conversation are conveyed highly effectively.  Use of a number of communication strategies to maintain interaction (e.g. using new vocabulary encountered during interaction, asking for repetition, affirming, self-correcting).  Responses to open-ended questions on familiar topics are quick, confident, and fluent. There may be some hesitation when dealing with unfamiliar topics. | *Interpretation of Meaning in Texts*  Thoughtful interpretation of texts containing familiar and unfamiliar language and content on a range of familiar topics.  Conclusions are drawn about purpose, audience, message (argument) of the text, and justified with evidence from the text.  Concepts, perspectives, and ideas represented in texts are identified and explained with clarity and insight.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are explained clearly.  Ways in which stylistic features used for effect in the text (e.g. register, tone, textual features/organisation) are explained clearly.  *Reflection*  In-depth reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Insightful reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.  Thoughtful reflection on own learning. |
| **B** | *Relevance*  Responses are mostly relevant to context, purpose, audience, and topic.  Responses mostly relate the appropriate detail, ideas, information, and opinions.  Responses generally create the desired impact and interest.  *Depth of Treatment of Ideas, Information, or Opinions*  Breadth and some depth in the treatment of ideas, information, or opinions on familiar topics.  Generally effective elaboration of ideas, and some support of opinions  Sound planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Familiar vocabulary and sentence structures are used with a sound degree of accuracy in familiar contexts.  Errors made when more complex structures are attempted may sometimes impede meaning.  Use of simple cohesive devices to link ideas.  Expression mostly appropriate to the cultural and social context.  Some degree of fluency. Responses are hesitant when dealing with unfamiliar contexts. Reasonably accurate pronunciation and intonation.  *Coherence in Structure and Sequence*  Mostly coherent organisation of information and ideas.  Most conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Use of well-rehearsed language to maintain interaction on familiar topics. Some reliance on input from the interlocutor to maintain interaction. Interest in the topic is conveyed effectively.  Use of a number of communication strategies to maintain interaction (e.g. responding to correction by the interlocutor, using prepared phrases to indicate lack of comprehension and ask for support).  Some fluency in responding to questions on familiar topics. Occasional silences because of lack of comprehension and time required to process more complex language. | *Interpretation of Meaning in Texts*  Key ideas represented in texts containing familiar language and familiar content are identified and explained.  Some conclusions are drawn about purpose, audience, message (argument) of the text, and supported with some relevant examples from the text.  Concepts, perspectives, and ideas represented in texts are generally identified and explained with some clarity.  *Analysis of the Language in Texts*  The functions of particular linguistic structures and features in the text are identified and described. Cultural references in texts are recognised and described (e.g. idiom, rhetoric, expressions).  Stylistic features in the text are identified (e.g. register, tone, textual features/organisation).  *Reflection*  Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.  Some depth in reflection on own learning. |

|  | **Ideas** | **Expression** | | **Interpretation and Reflection** |
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| **C** | *Relevance*  Responses are generally relevant to the topic and purpose, with some relevance to context and audience.  Responses generally relate simple ideas and opinions, with generally appropriate information.  Responses generally create some interest and partly engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some variety in the treatment of information and simple ideas or opinions on familiar topics.  Short simple sentences usually containing one idea are used with some effectiveness to convey meaning and support an opinion.  Competent planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of familiar vocabulary and sentence structures and well-rehearsed language to convey meaning. Structure often based on word order derived from English when attempts are made to elaborate.  Accuracy tends to be variable with some quite basic errors. Generally accurate when using formulaic expressions and rehearsed patterns.  Often relies on one or two cohesive device to link ideas.  Expression generally appropriate to the cultural and social context.  Some hesitancy in responding. Pronunciation and information are understandable.  *Coherence in Structure and Sequence*  Generally coherent organisation of information and ideas.  Some of the conventions of the text type are observed (e.g. can use rehearsed salutations). | *Capacity to Interact and Maintain a Conversation and Discussion*  Use of well-rehearsed language to maintain an interaction by responding to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic is conveyed.  Often relies on the interlocutor’s sentence patterns to respond. Partial understanding of questions may lead to a response that is not relevant.  Responses may be hesitant and fluency is often confined to pre-learnt material. | *Interpretation of Meaning in Texts*  Identifies and extracts some relevant information from texts on familiar topics containing predictable and familiar language structures.  Competent understanding of context, purpose, and audience, supported with isolated examples from the text.  Main concepts, ideas, and one or more perspectives in texts are identified, with some explanation.  *Analysis of the Language in Texts*  Particular linguistic structures and cultural features of the text are identified.  Particular stylistic features are identified.  *Reflection*  Some reflection on, with mostly description of, cultures, values, beliefs, practices, and ideas represented or expressed in texts.  Some reflection own values, beliefs, ideas, and practices in relation to those represented in texts.  Some reflection on learning experiences. |
| **D** | *Relevance*  Responses partially relevant to the topic and purpose.  Responses relate some basic information that may be appropriate.  Responses include one or more elements of interest that may engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some basic treatment of information or ideas relating to simple aspects of familiar topics.  Short and generally incomplete sentences are used with partial effectiveness to convey an idea or opinion.  Some planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Reliance on learnt structures and formulaic expressions to convey meaning. Learnt vocabulary and structures are recombined to create simple sentences on very familiar topics.  The language produced contains frequent errors and only partially communicates what is intended. Responses may resemble literal translations from first language.  A cohesive device may be used with some effectiveness in pauses.  Expression occasionally appropriate to the cultural and social context.  Frequent hesitancy in responding. Pronunciation may impede meaning.  *Coherence in Structure and Sequence*  Responses tend to be a series of loosely connected sentences.  Inconsistent use of limited conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Interaction is maintained by input from the interlocutor. Some interest in the topic may be conveyed.  Utterances rarely consist of more than two or three words and there are frequent pauses, repetition and inaccuracies.  Repetition, rephrasing of questions and a slowed rate of speech are required for comprehension. | *Interpretation of Meaning in Texts*  Keywords and some supporting detail are identified in texts dealing with familiar situations.  Some basic understanding of context, purpose, and/or audience.  Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted.  *Analysis of the Language in Texts*  One or more basic linguistic structures and/or cultural features of the text are identified.  One or more stylistic features are identified.  *Reflection*  One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified.  One or more of the students own values, beliefs, ideas, and practices in relation to those represented in texts are described.  Learning experiences are recounted. |

|  | **Ideas** | | **Expression** | | | **Interpretation and Reflection** | |
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| **E** | *Relevance*  Responses have limited relevance to the topic and purpose.  Responses attempt to relate some basic information with limited appropriateness.  Responses attempt to include an element of interest.  *Depth of Treatment of Ideas, Information, or Opinions*  Attempted treatment of simple information relating to one or more aspects of familiar topics.  Responses are brief and often rely on a keyword to attempt to convey meaning.  Attempted planning or preparation. | *Capacity to Convey Information Accurately and Appropriately*  Limited range of vocabulary and sentence structures, with use of single words and set formulaic expressions to convey basic information relating to familiar topics.  High incidence of basic errors that impede meaning with evidence of the influence of syntax of English and/or other languages.  Attempted use of a cohesive device, with limited effectiveness.  Relies heavily on the dictionary. Incorrect or inappropriate selection of words impedes meaning.  Limited appropriateness of expression.  Hesitancy in responding. Pronunciation may still be strongly influenced by first or different language and impedes meaning.  *Coherence in Structure and Sequence*  Responses are disjointed.  Attempted use of one or more conventions of the text type. | | *Capacity to Interact and Maintain a Conversation and Discussion*  Relies on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings.  Mostly single words are used to respond. Frequent misunderstandings of simple questions.  Frequent long pauses to process questions. | *Interpretation of Meaning in Texts*  Isolated items of information are identified in short texts on familiar topics containing simple language.  Identification of a context, purpose, or audience.  Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).  *Analysis of the Language in Texts*  Attempted identification of a basic linguistic structure of the text.  Attempted identification of a stylistic feature.  *Reflection*  One or more formulaic cultural expressions are identified.  One or more of the student’s own values, beliefs, practices, or ideas are identified.  Learning experiences are listed. | |