

## Assessment Schedule – 2005

### Scholarship Japanese (93002)

A nine-point marking scale (0–8) was used to assess each question.

#### Writing

| Mark | Aspect   | Descriptor   |
|------|--|--|
| 8    | Response to and comprehension of stimulus text | All ideas from the stimulus text understood. Response to ideas from the stimulus text is substantially developed and detailed.                           |
|      | Own ideas and language                         | Widespread and detailed development of ideas beyond the text and use of own language beyond the language used in the stimulus text.                      |
|      | Purpose / audience                             | Expression is entirely appropriate to the purpose / audience of the text.  |
|      | Reader interest                                | Text captivates the reader and holds reader's interest throughout.   |
|      | Flexibility / idiom                            | Flexible use of idiomatic language throughout.   |
|      | Vocabulary / structures                        | A very wide variety of vocabulary and structures integrated into the writing.  |
|      | Organisation / coherence / linkage             | Clear, coherent argument throughout text and seamless linkage of ideas.  |
|      | Accuracy                                       | Very few and only minor errors in language, none hindering communication.  |
| 7    | Response to and comprehension of stimulus text | All ideas from the stimulus text understood. Response to ideas from the stimulus text is substantially developed and mainly detailed.                    |
|      | Own ideas and language                         | Widespread development of ideas beyond the text but not all in detail. Use of own language beyond the language used in the stimulus text.                |
|      | Purpose / audience                             | Expression is appropriate to the purpose / audience of the text.   |
|      | Reader interest                                | Text holds reader's interest throughout.   |
|      | Flexibility / idiom                            | Mostly flexible use of idiomatic language.   |
|      | Vocabulary / structures                        | A wide variety of vocabulary and structures integrated into the writing.   |
|      | Organisation / coherence / linkage             | Clear, coherent argument throughout text and seamless linkage of ideas.  |
|      | Accuracy                                       | Few errors in language, mostly minor, and not hindering communication.   |
| 6    | Response to and comprehension of stimulus text | Most ideas understood. Response to ideas from the stimulus text is substantially developed in parts but detail may be unevenly distributed.              |
|      | Own ideas / language                           | <b>Substantial</b> development of ideas beyond the text in parts / <b>substantial</b> use of own language beyond the language used in the stimulus text. |
|      | Purpose / audience                             | Expression is mostly appropriate to the purpose / audience of the text.  |
|      | Reader interest                                | Text mostly holds reader's interest.   |
|      | Flexibility / idiom                            | Intermittent use of idiomatic language.  |
|      | Vocabulary / structures                        | A wide variety of vocabulary and structures integrated into the writing.   |
|      | Organisation / coherence / linkage             | Clearly developed argument and seamless linkage of ideas.  |
|      | Accuracy                                       | Few errors in language; these errors do not hinder communication.  |

| Mark                       | Aspect   | Descriptor   |
|----------------------------|--|--|
| <b>Writing</b> (continued) |  |  |
| 5                          | Response to and comprehension of stimulus text | Response to ideas from the stimulus text is substantially developed in one or two parts; most ideas understood.                        |
|                            | Own ideas / language                           | Development of ideas beyond the text / use of own language beyond the language used in the stimulus text.                              |
|                            | Purpose / audience                             | Expression is mostly appropriate to the purpose / audience of the text.  |
|                            | Reader interest                                | Some points hold reader's interest.  |
|                            | Flexibility / idiom                            | Evidence of idiomatic expressions.   |
|                            | Vocabulary / structures                        | A wide variety of vocabulary and structures mostly integrated into the writing.  |
|                            | Organisation / coherence / linkage             | Clearly developed argument and seamless linkage of ideas.  |
|                            | Accuracy                                       | Few errors in language; these errors do not hinder communication.  |
| 4<br>3                     | Response to and comprehension of stimulus text | Response to ideas from the stimulus text shows understanding of the main ideas in the stimulus text but may not directly address them. |
|                            | Own ideas / language                           | One or two ideas beyond the text, not all developed.   |
|                            | Purpose / audience                             | Expression shows consideration of the purpose / audience of the text.  |
|                            | Reader interest                                | Some points hold reader's interest.  |
|                            | Flexibility / idiom                            | Occasional evidence of idiomatic expressions.  |
|                            | Vocabulary / structures                        | A wide variety of vocabulary and structures not always integrated into the language.   |
|                            | Organisation / coherence / linkage             | Organises and substantially develops ideas.  |
|                            | Accuracy                                       | Errors in language do not hinder overall communication.  |
| 2<br>1                     | Response to and comprehension of stimulus text | Reference made to main ideas in the stimulus text.   |
|                            | Own ideas / language                           | Limits response to ideas from within the text and language used in the text.   |
|                            | Purpose / audience                             | Expression does not really take into account the purpose / audience of the text.   |
|                            | Reader interest                                | Some interesting points made but in more pedestrian way.   |
|                            | Flexibility / idiom                            | Little evidence of idiomatic expressions.  |
|                            | Vocabulary / structures                        | Wide variety of vocabulary and structures not always integrated into the language.   |
|                            | Organisation / coherence / linkage             | Organises and substantially develops ideas.  |
|                            | Accuracy                                       | Any errors do not significantly hinder overall communication.  |

## Speaking

| Mark | Aspect                  | Descriptor  |
|------|-------------------------|---|
| 8    | Response                | Response to stimulus text is substantial and comprehensive; responds to all the questions in a full and balanced way. |
|      | Ideas                   | Detailed and widespread development of ideas from within the text and beyond the text.                                |
|      | Listener interest       | Text captures and holds listener's interest throughout.   |
|      | Flexibility / idiom     | Flexible use of idiomatic language (solid idiomatic feel throughout).   |
|      | Vocabulary / structures | A very wide variety of vocabulary and structures integrated into the speaking.  |
|      | Purpose / audience      | Expression is entirely appropriate to the purpose / audience of the text.   |
|      | Accuracy                | Few errors in language, pronunciation, phrasing.  |
|      | Spontaneity / fluency   | Response is fluent, with appropriate use of pauses and fillers.   |
| 7    | Response                | Response to stimulus text is substantial; responds to all the questions in a full and balanced way.                   |
|      | Ideas                   | Development of ideas from within the text and ample development of ideas beyond the text.                             |
|      | Listener interest       | Text holds listener's interest throughout.  |
|      | Flexibility / idiom     | Mostly flexible use of idiomatic language.  |
|      | Vocabulary / structures | A wide variety of vocabulary and structures integrated into the speaking.   |
|      | Purpose / audience      | Expression is appropriate to the purpose / audience of the text.  |
|      | Accuracy                | Few errors in language, pronunciation, phrasing.  |
|      | Spontaneity / fluency   | Response is fluent, with appropriate use of pauses and fillers.   |
| 6    | Response                | Response to the text; <b>substantially</b> responds to all the questions.   |
|      | Ideas                   | Development of ideas from within the text and some development of ideas from beyond the text.                         |
|      | Listener interest       | Text generally holds listener's interest.   |
|      | Flexibility / idiom     | Intermittent use of idiomatic language.   |
|      | Vocabulary / structures | A wide variety of vocabulary and structures integrated into the speaking.   |
|      | Purpose / audience      | Expression is mostly appropriate to the purpose / audience of the text.   |
|      | Accuracy                | Few errors in language; these errors do not hinder communication.   |
|      | Spontaneity / fluency   | Response is fluent, with mostly appropriate use of pauses and fillers.  |
| 5    | Response                | Response to the text: responds to all the questions, <b>not all fully detailed</b> .                                  |
|      | Ideas                   | Development of ideas from within the text.  |
|      | Listener interest       | Raises some interesting points, holds listener's interest.  |
|      | Flexibility / idiom     | Evidence of idiomatic expressions.  |
|      | Vocabulary / structures | A wide variety of vocabulary and structures mostly integrated into the speaking.                                      |
|      | Purpose / audience      | Expression is mostly appropriate to the purpose / audience of the text.   |
|      | Accuracy                | Few errors in language; these errors do not hinder communication.   |
|      | Spontaneity / fluency   | Response is fluent, with mostly appropriate use of pauses and fillers.  |

| Mark | Aspect | Descriptor |
|------|--------|------------|
|------|--------|------------|

**Speaking** (continued)

|        |                        |   |
|--------|------------------------|---|
| 4<br>3 | Response               | Shows understanding of main ideas in the stimulus text; responds to most /all of the questions, <b>most answers short and not detailed.</b> |
|        | Ideas                  | Some development of ideas from within text.   |
|        | Listener interest      | Raises some interesting points, holds listener's interest.  |
|        | Flexibility /idiom     | Some evidence of idiomatic expressions.   |
|        | Vocabulary /structures | A wide variety of vocabulary and structures mostly integrated into the speaking.  |
|        | Purpose /audience      | Expression shows consideration of the purpose /audience of the text.  |
|        | Accuracy               | Errors in language do not significantly hinder communication.   |
|        | Spontaneity /fluency   | Response is fluent in parts.  |
| 2<br>1 | Response               | Some reference to the main ideas in the stimulus text.  |
|        | Ideas                  | Limited development of ideas from within text.  |
|        | Listener interest      | Raises some interesting points.   |
|        | Flexibility /idiom     | Little evidence of idiomatic expressions.   |
|        | Vocabulary /structures | Wide variety of vocabulary and structures not always integrated into the language.  |
|        | Purpose /audience      | Expression does not take into account the purpose /audience of the text.  |
|        | Accuracy               | Errors in language do not significantly hinder communication.   |
|        | Spontaneity /fluency   | Response lacks fluency.   |

An aggregate mark of 16 from two questions was used in Japanese.

In 2005, candidates who achieved 16 were awarded Outstanding Scholarship; candidates who achieved 12 were awarded Scholarship.