**Assessment Task Advice**

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| Course: Stage 5 Japanese | Year: 10 |
| Task Number: 3 | Weighting: 25% (Understanding 10%, Composing 10%, Interacting 5%) |
| Date Issued: Term 3 Week 4 | Date Due: Term 3 Week 9 |

**Task Description:**

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| Part 1: In-class listening & reading test (10%, Understanding)You will listen to and read texts in Japanese and respond in English. The texts will focus upon language learned in this unit, including describing places, giving directions, and permission. You will require knowledge of language structures and vocabulary from previous units to understand the texts.Part 2: Informative website (10%, Composing)In planning for your class’s annual trip, you will be assigned a group and prefecture/city of Japan, and produce an informational website about key landmarks using Canva or Adobe Express. Each group member will write about two landmarks of the city/prefecture in Japanese, including directions to the chosen location and a description, including things that you can/cannot do.A full description of this task, including a model, is included in this info pack.Part 3: Class Q&A questions (5%, Interacting)You will be interviewed about your chosen landmarks by your teacher. The speaking questions, as well as sample responses, are included in this info pack. You will respond without the help of any learning material. |

**Outcomes being assessed by this task:**

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|[x]  LJA5-1C manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate |
|[x]  LJA5-2C identifies and interprets information in a range of texts |
|[x]  LJA5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences |
|[x]  LJA5-4C experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences |
|[x]  LJA5-5U: demonstrates how Japanese pronunciation and intonation are used to convey meaning |
|[x]  LJA5-6U demonstrates understanding of how Japanese writing conventions are used to convey meaning |
|[x]  LJA5-7U analyses the function of complex Japanese grammatical structures to extend meaning |
|[x]  LJA5-8U analyses linguistic, structural and cultural features in a range of texts |
|[x]  LJA5-9U: explains and reflects on the interrelationship between language, culture and identity |

The below marking criteria will be scaled as per the assessment task notice.

**Marking criteria – Informative website**

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| Criteria | Mark |
| Command of Japanese is mostly accurate and very effective.* Vocabulary is appropriate, varied, and demonstrates evidence of independent research.
* A variety of basic and more complex grammatical structures is used effectively.
* Language has a high degree of accuracy. Minor errors in more complex grammatical structures do not interfere with communication.
* Sequences and structures ideas and information coherently and effectively
 | 9-10A |
| Command of Japanese is effective and mostly accurate.* Vocabulary is appropriate to the task, and varied.
* A variety of basic and more complex grammatical structures is used.
* Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.
* Sequences and structures ideas and information effectively
 | 7-8B |
| Command of Japanese is sound and partially effective.* Vocabulary is appropriate to the task.
* Some basic grammatical structures are used, with some attempts to use more complex structures.
* Language is mostly accurate in basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
* Organises some information and ideas
 | 5-6C |
| Command of Japanese is basic.* Vocabulary is sometimes appropriate to the task.
* Basic grammatical structures are used.
* Language contains errors in basic structures. Errors interfere with communication.
* Attempts to organise information and ideas
 | 3-4D |
| Command of Japanese is limited.* Some language is used although it has low relevance to the task.
* Attempts are made to use basic grammatical structures.
* Language contains many errors. It is difficult to interpret meaning from the response.
* Information and ideas are not organised, which interferes with communication.
 | 0-2E |

**Marking criteria – Q&A**

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| Criteria | Mark |
| * Communicates all required information, in complex sentences where appropriate
* Language is highly accurate. Minor errors do not interfere with communication.
* Uses clear pronunciation and intonation, so that communication is easy to understand
 | A9-10 |
| * Communicates most relevant information
* Language is mostly accurate, with a few errors that do not hinder communication.
* Uses pronunciation and intonation with a few errors, that do not hinder comprehension
 | B7-8 |
| * Communicates some relevant information
* Some errors in grammatical structures sometimes hinder communication.
* Some errors in pronunciation and intonation sometimes hinder comprehension
 | C5-6 |
| * Communicates limited relevant information
* Many errors in grammatical structures often hinder communication.
* Many errors in pronunciation and intonation often hinder comprehension
 | D-E1-4 |