



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Course: Stage 4 Japanese</b>		<b>Year: 8</b>
<b>Task Number: 1</b>	<b>Weighting: 25% (Understanding 10%, Composing 15%)</b>	
<b>Date Issued: T1W1 Tue 31<sup>st</sup> January 2023</b>		<b>Date Due: T1 W8 Monday 13 March 2023</b>
Class Teachers: <b>Ms Yamada/Ms Baker</b>		Head Teacher: <b>Mr Paine</b>

### **Part 1: In-Class Listening & Reading Test** (Understanding 15%)

Students will listen to and read texts in Japanese, and respond in English.

The texts will contain the language structures and vocabulary from this unit, with a particular focus on **greeting people and introducing yourself**.

### **Part 2: Recorded self-introduction** (Composing 10%)

Students will create a self-introduction Japanese, introducing themselves. They will record their voice and submit their assignment on the Google Classroom by the due date. Students will be guided in the use of 'Adobe Spark', however may use any technology that can create a similar text to record their introductions.

Extensive support for writing this text, including examples, is available inside this info pack.

### **Non-completion of Task:**

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

### **Plagiarism:**

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

**Failure to follow the above procedures may result in a zero award.**

**The policies and procedures that are outlined on the ROSA booklet will be followed regarding the non-completion of assessment tasks.**

<input type="checkbox"/>	<b>Interacting (ML4-INT-01)</b> exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
<input checked="" type="checkbox"/>	<b>Understanding (ML4-UND-01)</b> interprets and responds to information, opinions and ideas in texts to demonstrate understanding
<input checked="" type="checkbox"/>	<b>Creating texts (ML4-CRT-01)</b> creates a range of texts for familiar communicative purposes by using culturally appropriate language

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

## Sample Listening / Reading Criteria

Criteria	Mark
<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of...</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of ...</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	<b>1</b>

## Marking Criteria – Recorded self-introduction

Criteria	Mark
<p><b>Command of Japanese is highly accurate and very effective.</b></p> <ul style="list-style-type: none"> <li>• The text includes all required information, and vocabulary is appropriate.</li> <li>• Language is highly accurate. Minor errors do not interfere with communication.</li> <li>• Uses clear pronunciation and intonation, so that communication is easy to understand.</li> </ul>	<b>4</b> <b>A</b>
<p><b>Command of Japanese is sound and mostly accurate.</b></p> <ul style="list-style-type: none"> <li>• The text includes almost all required information, and vocabulary is appropriate.</li> <li>• Language is mostly accurate. Minor errors do not interfere with communication.</li> <li>• Pronunciation and intonation are comprehensible, and errors do not hinder communication.</li> </ul>	<b>3</b> <b>B</b>
<p><b>Command of Japanese is basic.</b></p> <ul style="list-style-type: none"> <li>• The text includes some required information.</li> <li>• Language is mostly accurate. Minor errors do not interfere with communication.</li> <li>• Language contains errors in basic structures. Errors interfere with communication.</li> <li>• Pronunciation and intonation have errors, which hinder communication</li> </ul>	<b>2</b> <b>C</b>
<p><b>Command of Japanese is limited.</b></p> <ul style="list-style-type: none"> <li>• Vocabulary is sometimes appropriate to the task.</li> <li>• Language contains many errors. It is difficult to interpret meaning from the response.</li> <li>• Pronunciation and intonation make comprehension very difficult</li> </ul>	<b>0-1</b> <b>D-E</b>