



# ORANGE HIGH SCHOOL

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## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Japanese Stage 5
<b>Topic</b>	Recounting Past Experiences
<b>Class Teacher</b>	Ms A Yamada
<b>Head Teacher</b>	Mr I Paine
<b>Year</b>	Year 10
<b>Date Given</b>	Week 2 Term 1
<b>Date Due</b>	Week 6-7 Term 1
<b>Weighting</b>	25% (Understanding 15%, Composing 10%)

### Assessment Outline

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

Students will listen to and read texts in Japanese and respond in English. There will be a particular focus on the **Special Events** topic, however texts may reference vocabulary and language structures from prior topics.

#### **Part 2: Speech** (Composing 10%)

Students will write an extended text in Japanese, introducing significant events from their life until now, as well as introducing significant events they would like to experience in Japan. Exemplar responses will have a high level of detail and accuracy for each section.

Extensive support for writing this text, including examples, is available inside the 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.**

#### **Outcomes being assessed by this task:**

<input type="checkbox"/>	<b>Interacting (ML5-INT-01)</b> exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
<input checked="" type="checkbox"/>	<b>Understanding (ML5-UND-01)</b> analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
<input checked="" type="checkbox"/>	<b>Creating texts (ML5-CRT-01)</b> creates a range of texts for diverse communicative purposes by manipulating 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>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of ...</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

## Marking Criteria - Speech

Criteria	Mark
<p><b>Command of Japanese is mostly accurate and very effective.</b></p> <ul style="list-style-type: none"> <li>• Vocabulary is appropriate and varied, and demonstrates evidence of independent research.</li> <li>• A variety of basic and more complex grammatical structures is used effectively.</li> <li>• Language has a high degree of accuracy. Minor errors in more complex grammatical structures do not interfere with communication.</li> <li>• Uses clear pronunciation and intonation, which makes communication easy to comprehend</li> </ul>	9-10 A
<p><b>Command of Japanese is effective and mostly accurate.</b></p> <ul style="list-style-type: none"> <li>• Vocabulary is appropriate to the task, and varied.</li> <li>• A variety of basic and more complex grammatical structures is used.</li> <li>• Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</li> <li>• Pronunciation and intonation are comprehensible, and errors do not hinder communication</li> </ul>	7-8 B
<p><b>Command of Japanese is sound and partially effective.</b></p> <ul style="list-style-type: none"> <li>• Vocabulary is appropriate to the task.</li> <li>• Some basic grammatical structures are used, with some attempts to use more complex structures.</li> <li>• Language is mostly accurate in basic structures, but errors occur in more complex structures. Errors at times interfere with communication.</li> <li>• Pronunciation and intonation have some errors, which sometimes hinder communication</li> </ul>	5-6 C
<p><b>Command of Japanese is basic.</b></p> <ul style="list-style-type: none"> <li>• Vocabulary is sometimes appropriate to the task.</li> <li>• Basic grammatical structures are used.</li> <li>• Language contains errors in basic structures. Errors interfere with communication.</li> <li>• Pronunciation and intonation have many errors, which often hinder communication</li> </ul>	3-4 D
<p><b>Command of Japanese is limited.</b></p> <ul style="list-style-type: none"> <li>• Some language is used although it has low relevance to the task.</li> <li>• Attempts are made to use basic grammatical structures.</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>	0-2 E