

## Assessment Task Advice

<b>Course:</b> Stage 5 Japanese		<b>Year:</b> 9
<b>Task Number:</b> 3	<b>Weighting:</b> 30% (Understanding 15%, Composing 15%)	
<b>Date Issued:</b>	<b>Date Due:</b> 22/8/23	

### Task Description:

#### **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 **Daily Routine** topic, however texts may reference vocabulary and grammar from prior topics.

#### **Part 2: Photostory** (Composing 15%)

Students will write an extended text in Japanese in the **past tense**, introducing their dream week 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 this info pack.

### Outcomes being assessed by this task:

<input type="checkbox"/>	<b>LJA5-1C</b> manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
<input checked="" type="checkbox"/>	<b>LJA5-2C</b> identifies and interprets information in a range of texts
<input checked="" type="checkbox"/>	<b>LJA5-3C</b> evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
<input checked="" type="checkbox"/>	<b>LJA5-4C</b> experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
<input checked="" type="checkbox"/>	<b>LJA5-5U:</b> demonstrates how Japanese pronunciation and intonation are used to convey meaning
<input checked="" type="checkbox"/>	<b>LJA5-6U</b> demonstrates understanding of how Japanese writing conventions are used to convey meaning
<input checked="" type="checkbox"/>	<b>LJA5-7U</b> analyses the function of complex Japanese grammatical structures to extend meaning
<input checked="" type="checkbox"/>	<b>LJA5-8U</b> analyses linguistic, structural and cultural features in a range of texts

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 - Photostory

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

