



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Japanese Stage 5
<b>Topic</b>	Homestay, Giving Directions, Eating Out
<b>Class Teacher</b>	Ms A Hurford
<b>Head Teacher</b>	Mr I Paine
<b>Year</b>	Year 10
<b>Date Given</b>	Week 2
<b>Date Due</b>	November 3 <sup>rd</sup> , 2020 Week 4 (Periods 1&2)
<b>Weighting</b>	Spoken component: 10 marks (15%) Written component: 15 marks (15%) TOTAL: 30%

### Assessment Outline

#### **Spoken Component:**

You will perform a skit in Japanese in **PAIRS or in a group of three**. You will take on the role of either a waiter or a customer.

The performance will follow the order of:

- Enter the restaurant / greet customers.
- Read the menu, decide on an order and make/take the order.
- Finish the meal, pay and exit the restaurant.

The foods and prices you will say will be provided to you by the teacher on the day of the speaking assessment.

#### **Written Component:**

You will be completing 3 written questions in class. Focus on the following topics:

- Giving directions
- School rules – Remember the song (You Must, You May, You don't have to and You Mustn't)
- Daily routines – The TE form!!

#### **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 Assessed

A student

- **LJA5-1C** manipulates Japanese in sustained interactions to exchange information, ideas and opinions
- **LJA5-2C** Identifies and interprets information in a range of texts
- **LJA5-6U** demonstrates understanding of how Japanese writing conventions are used to convey meaning
- **LJA5-7U** analyses the function of complex Japanese grammatical structures to extend meaning

<b>Spoken Task Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Responds effectively by using appropriate expressions and linguistic structures</li> <li>• Demonstrates excellent intonation and pronunciation</li> <li>• Speaks with confidence and fluency throughout the interview</li> <li>• Demonstrates an excellent control of a variety of vocabulary and language structures in the interview</li> </ul>	9 – 10
<ul style="list-style-type: none"> <li>• Responds using appropriate expressions and linguistic structures</li> <li>• Uses acceptable intonation and pronunciation in most instances</li> <li>• Responds with some confidence, however, may speak with some hesitance</li> <li>• Demonstrates a sound knowledge of vocabulary and language structures in the interview</li> </ul>	7 – 8
<ul style="list-style-type: none"> <li>• Responds using appropriate expressions and linguistic structures</li> <li>• Speaks with hesitation and frequent pauses</li> <li>• Demonstrates some knowledge of vocabulary and language structures in the question</li> </ul>	5 – 6
<ul style="list-style-type: none"> <li>• Attempts to respond using brief, short sentences</li> <li>• Struggles to respond and recall information about their location</li> <li>• Demonstrates a basic knowledge of vocabulary and language structures</li> </ul>	3 – 4
<ul style="list-style-type: none"> <li>• Achieves minimal communication through the use of single words</li> <li>• Use of English during the interview</li> </ul>	1 – 2

<b>Written Task Criteria – Question 3 Genko Youshi</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Ideas and information are organised coherently and sequentially.</li> <li>• Uses Kanji, Katakana and Hiragana accurately.</li> <li>• Implement an extensive range of vocabulary and language structures</li> <li>• Correct use of language structures.</li> </ul>	9 – 10
<ul style="list-style-type: none"> <li>• Ideas and information are mostly coherent.</li> <li>• Uses Katakana and Hiragana with accuracy, and some use of Kanji</li> <li>• Implement a range of vocabulary and language structures</li> <li>• Most sentence and grammar structures are utilised correctly.</li> </ul>	7 – 8
<ul style="list-style-type: none"> <li>• Ideas and information are incorrect and somewhat incoherent.</li> <li>• Uses Katakana and Hiragana with some accuracy, however limited use of <i>Kanji</i></li> <li>• Limited use of vocabulary and/or language structures.</li> </ul>	5 – 6
<ul style="list-style-type: none"> <li>• Presents some information relevant to the task</li> <li>• Demonstrates a basic knowledge of vocabulary and language structures in the short conversation</li> </ul>	3 – 4
<ul style="list-style-type: none"> <li>• Produces some comprehensible language related to the task</li> </ul>	1 – 2