

# ORANGE HIGH SCHOOL

## Honour the Past; Create the Future



### Assessment Task Advice

Course: Preliminary Japanese Continuers		Year: 11
Task Number: 2	Weighting: 30% (Reading 20%, Writing 10%)	
Date Issued: Monday 21 <sup>st</sup> June 2021 Period 6	Date Due: Friday 23 <sup>rd</sup> July 2021 Periods 3&4	

#### Task Type:

Hand-in Writing Task  
In-class Test (Reading)

#### Task Description:

**The use of translation software/sites such as Google Translate to construct sentences is explicitly forbidden in the school's Assessment Policy and will result in a mark of zero.**

**In-Class Test (20%)**  
Length: 70 minutes

Section 1: Reading and Responding A – answer in English (approx. 30 minutes)  
Section 2: Reading and Responding B – answer in Japanese (approx. 40 minutes)

Topics: There will be a particular focus on Neighbourhood (Unit 3) and School Life (Unit 4).  
Reading tasks may reference vocabulary and grammar from prior topics.

**Written Report (10%)**  
Length: 2x A4 pages

Students are to write a report comparing Japanese and Australian neighbourhoods and school life. Time to prepare for the task will be provided in class. The report is due in digital form (Google Classroom) on the day of the in-class test.

Students will be awarded marks for detail (a range of language structures, adverbs, cohesive devices) and the accuracy of their language.

#### Outcomes being assessed by this task:

2.1 applies knowledge of language structures to create original text
2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3 structures and sequences ideas and information
3.1 conveys the gist of texts and identifies specific information
3.2 summarises the main ideas
3.5 interprets, analyses and evaluates information
4.1 recognises and employs language appropriate to different social contexts
4.2 identifies values, attitudes and beliefs of cultural significance
4.3 reflects upon significant aspects of language and culture

## Written Report (10%)

Criteria	Mark
<p><b>Command of Japanese is highly 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> </ul>	<b>9-10</b>
<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> </ul>	<b>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> </ul>	<b>5-6</b>
<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> </ul>	<b>3-4</b>
<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> </ul>	<b>0-2</b>

## In-Class Reading: Response in English (10%)

Criteria	Total Mark
<ul style="list-style-type: none"> <li>Demonstrates a comprehensive understanding of all questions and successfully interprets and justifies answers with detailed reference to the text.</li> <li>Successfully identifies the purpose, context and audience of the provided text and responds accordingly.</li> <li>Sequences and structures ideas and information coherently.</li> </ul>	<b>A</b>
<ul style="list-style-type: none"> <li>Demonstrates a thorough understanding of most questions and interprets and justifies answers with detailed reference to the text with high success.</li> <li>Identifies the purpose, context and audience of the provided text with high success and mostly responds accordingly.</li> <li>Sequences and structures most ideas and information coherently.</li> </ul>	<b>B</b>
<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of most questions and interprets and justifies answers with reference to the text with some success.</li> <li>Identifies the purpose, context and audience of the provided text with some success and sometimes responds accordingly.</li> <li>Sequences and structures some ideas and information coherently.</li> </ul>	<b>C</b>
<ul style="list-style-type: none"> <li>Demonstrates a basic understanding of some questions.</li> <li>Identifies the purpose, context and audience of the provided text with a little success.</li> <li>Sequences and structures ideas and information. At times responses lack clarity.</li> </ul>	<b>D</b>
<ul style="list-style-type: none"> <li>Demonstrates a limited understanding of questions.</li> <li>Shows limited understanding of the purpose, context and audience of the provided text.</li> <li>Shows limited understanding of the meaning of the text in responses.</li> </ul>	<b>F</b>

## In-Class Reading: Response in Japanese (10%)

Criteria	Total Mark
<ul style="list-style-type: none"><li>• Demonstrates an excellent understanding of the whole text</li><li>• Manipulates language authentically and creatively to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	13-15
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the text</li><li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	10-12
<ul style="list-style-type: none"><li>• Responds to some of the questions, statements, comments and/or specific information in the text</li><li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li><li>• Attempts to structure relevant information and ideas</li></ul>	7-9
<ul style="list-style-type: none"><li>• Responds to some of the questions, statements, comments and/or specific information in the text</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates limited ability to link information and ideas or structure text</li></ul>	4-6
<ul style="list-style-type: none"><li>• Responds to isolated elements in the text</li><li>• Uses single words or set formulae to express information</li></ul>	1-3

👉 Reading a text in Japanese \*and\* responding in Japanese will be the **hardest thing** that you do in the **written HSC exam**.

🔍 It is a very complex question, and your teacher will look for:

- ALL questions from the text, answered in your reply
- ALL facts referenced in the text, referenced in your reply
- Correct addressee (who wrote it to you?)
- Correct sender (not YOUR name!)
- Correct/appropriate \*date\*
- Appropriate formality of language (are they your friend? Teacher? Senior? Boss? Plain or polite form?)
- And on top of that, accurate Japanese!

