



<b>COURSE</b>	Year 11 JAPANESE In Context
<b>TASK NUMBER</b>	Assessment 1
<b>SKILL</b>	Processing and Responding – Spoken Texts (Listening) & Interacting (Speaking)
<b>TASK WEIGHT</b>	Total: 30%      Listening – 15%;      Speaking – 15%
<b>MARK ALLOCATION</b>	Total: 30 marks      Listening – 15 marks;      Speaking – 15 marks
<b>DATE OF ASSESSMENT</b>	<b>Supervised Listening task:</b> to be completed on Canvas at your home school during the week of <b>6-10 May 2024</b> . <b>Speaking:</b> to be completed in your regular speaking lesson during the week of <b>6-10 May 2024</b> .
<b>TIME ALLOWED</b>	<b>Listening task:</b> the task will be open for 20 minutes <b>Speaking task:</b> approximately 5 minutes
<b>VENUE</b>	Home school (online)
<b>ADDITIONAL INFORMATION</b>	<b>Important Assessment Sign-off:</b> Click on the assessment block in Canvas to complete the Assessment 1 sign-off by acknowledging that you have read and understood the Assessment Task notice. This is a <b>supervised task</b> . Attempt all questions. No mobile phones, smart watches or any other electronic devices are permitted during the assessment. Ensure that all work is entirely your own. If you submit work generated by a computer, website, or artificial intelligence (e.g. ChatGPT) as your own work, this is considered malpractice and may result in a mark of zero. You will be required to demonstrate your knowledge, understanding and skills to show evidence that the submitted task is your own work. The use of monolingual and/or bilingual print dictionaries <b>IS</b> permitted during the supervised Listening assessment only. However, they <b>must not</b> be annotated. Online dictionaries or any other search engines are <b>NOT PERMITTED</b> . <b>Any student found to have breached the integrity of the assessment will be given a mark of zero.</b>

## TASK DESCRIPTION

### Syllabus Modules:

- Young people and their relationships
- Traditions and values in contemporary society

### Syllabus outcomes:

LJAC6-1; LJAC6-2; LJAC6-3; LJAC6-6; LJAC6-7

### Specifications

#### Section I: Listening – 15%

To access the **supervised** task, click on the Assessment block in your Canvas course. This is a timed task, and you will have 20 minutes and only **ONE attempt** to complete the task. Do not attempt the task unless you are supervised and have the required time to complete it. If you experience any difficulties, contact your NSW School of Languages teacher immediately.

You should not have access to any course materials or any other browser tabs, computer programs, or other electronic devices. A failure to comply will result in a mark over zero being recorded. You may have a spare blank piece of paper with you to take notes during the listening. This paper will not be collected or marked.

You will hear TWO texts based on the topics above. Each text will be played twice. You will be required to respond to the questions in English or in Japanese as specified. For questions requiring a response in English, you will type your answer directly into Canvas. For questions requiring a response in Japanese, you will write your responses by hand on the assessment paper provided.

#### Section II: Speaking – 15%

You will research ONE aspect of Japanese popular culture. You may use online resources, magazines, books, etc. You may choose one of the stimulus images and the topic indicated in the images, or a topic of your own choice. The task description will be published in the assessment section of your Canvas course two weeks prior to the week of the assessment. You must submit your Discussion sheet to your teacher by Friday 3 May.

On the Assessment day, you will present your findings in a **2-minute speech** in Japanese. You will be permitted to refer to your discussion sheet during the task. You will then be asked a variety of questions in Japanese based on your findings. The discussion will be approximately **3 minutes**.

The task will take place during your scheduled speaking lesson in the assessment week. The task will be recorded.

### Feedback provided

The teacher will provide written feedback outlining strengths and areas for improvement to build on knowledge, understanding and skills for future learning.

## Marking Guidelines

### Speaking

Marking Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a sophisticated and perceptive ability to reflect on ideas and information.</li><li>• Makes detailed and perceptive references to resources used.</li><li>• Demonstrates a highly developed ability to present and substantiate a point of view effectively and consistently.</li><li>• Communicates effectively and fluently with appropriate intonation and pronunciation.</li><li>• Demonstrates a high level of fluency and sophistication in the use of language structures and vocabulary.</li></ul>	<b>13-15</b>
<ul style="list-style-type: none"><li>• Demonstrates a sound ability to reflect on ideas and information.</li><li>• Makes detailed references to resources used.</li><li>• Demonstrates an ability to present and substantiate a point of view effectively and consistently.</li><li>• Communicates effectively with appropriate intonation and pronunciation.</li><li>• Demonstrates breadth and fluency in the use of language structures and vocabulary.</li></ul>	<b>10-12</b>
<ul style="list-style-type: none"><li>• Demonstrates some ability to reflect on ideas and information.</li><li>• Makes references to resources used.</li><li>• Demonstrates some ability to present and justify a point of view.</li><li>• Communicates with appropriate intonation and pronunciation.</li><li>• Uses language structures and vocabulary effectively.</li></ul>	<b>7-9</b>
<ul style="list-style-type: none"><li>• Presents some relevant information or ideas.</li><li>• Makes some appropriate references to resources used.</li><li>• Provides some evidence of the ability to present a point of view.</li><li>• Uses comprehensible language structures and vocabulary.</li></ul>	<b>4-6</b>
<ul style="list-style-type: none"><li>• Makes some reference to ideas and information.</li><li>• Makes some reference to resources.</li><li>• Responds using simple language structures and vocabulary with frequent pauses.</li></ul>	<b>1-3</b>