



<b>COURSE</b>	Year 11 Japanese Continuers
<b>TASK NUMBER</b>	Assessment 3 – Yearly Examination
<b>COMPONENTS</b>	Speaking, Listening & Responding, Reading & Responding, Writing in Japanese
<b>TASK WEIGHT</b>	Total: 40% Speaking – 10%, Listening – 10%, Reading – 10%, Writing – 10%
<b>MARK ALLOCATION</b>	Total: 60 marks Speaking – 10 marks, Listening – 20 marks, Reading – 20 marks, Writing – 10 marks
<b>DATE OF TASK</b>	<b>Supervised task</b> to be completed on: <b>Friday, 6 September 2024</b> <b>Important</b> – students must complete and hand in to their supervisor the <i>Assessment Attendance Confirmation Notice</i> on p. 3 of this notice.
<b>TIME ALLOWED</b>	Speaking: approximately 7 minutes Written Paper: 1 hour and 30 minutes plus 5 minutes reading time
<b>VENUE</b>	NSW School of Languages ( <i>Metropolitan students</i> ) Home School ( <i>Non-Metropolitan students</i> ) If you are unsure if your home school is Metropolitan or Non-Metropolitan, please speak to your NSL teacher.
<b>ADDITIONAL INFORMATION</b>	<p><b>Important Assessment Sign-off:</b> Click on the assessment block in Canvas to complete the Assessment 3 sign-off by acknowledging that you have read and understood the Assessment Task notice.</p> <p>Monolingual/bilingual print dictionaries <b>ARE</b> permitted. However, they <b>must not</b> be annotated. Online dictionaries or any other search engines are <b>NOT</b> permitted.</p> <p>This is a <b>supervised paper-based 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.</p> <p><b>Any student found to have breached the integrity of the assessment will be given a mark of zero.</b></p>

## TASK DESCRIPTION

### Syllabus Topics:

- personal world
- daily life
- leisure
- living in Japan

### Syllabus outcomes:

1.1, 1.2, 1.3, 1.4

2.1, 2.2, 2.3

3.1, 3.4, 3.5, 3.6

4.1

### Specifications:

#### **Speaking (10 marks) – 10%**

You will engage in an approximately **7-minute** conversation in Japanese with the examiner about the relevant topics.

#### **Written Paper**

##### **Section I: Listening & Responding (20 marks) – 10%**

You will hear **SEVEN** texts in Japanese based on the topics above. You will be required to respond in English to questions phrased in English.

##### **Section II: Reading & Responding (20 marks) – 10%**

###### **Part A: 10 marks**

You will read **ONE** text in Japanese based on the topics above. You will be required to respond in English to questions phrased in English.

###### **Part B: 10 marks**

You will read **ONE** text in Japanese based on the topics above. You will be required to respond to a question phrased in English by writing approximately 300 *ji* in Japanese.

##### **Section III: Writing in Japanese (10 marks) – 10%**

You will be required to respond to **ONE** question phrased in English by writing approximately 300 *ji* in Japanese. The question will indicate the purpose, context and audience for your response.

### **Feedback provided**

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

# Assessment Attendance Confirmation Notice

Return this completed and signed form to NSW School of Languages by

**Monday, 26 August 2024**

Email completed forms to: [eri.katomorcom1@det.nsw.edu.au](mailto:eri.katomorcom1@det.nsw.edu.au)

**Year 11 Japanese Continuers Yearly Examination**

**Date of Assessment: Friday, 6 September 2024**

Student: \_\_\_\_\_

Home School: \_\_\_\_\_

NSW School of Languages Teacher: \_\_\_\_\_

**Complete ONE of the following:**

**The student will attend NSW School of Languages** to complete the assessment and will arrive by 8.45 a.m.

### Principal's / Supervisor's Permission

I hereby give my permission for the above student to attend NSW School of Languages in Petersham on the date shown for the assessment.

Signature of Principal/Supervisor \_\_\_\_\_

### Parent's / Caregiver's Permission

I hereby give my permission for the above student to attend NSW School of Languages in Petersham on the date shown for the assessment.

#### COVID Safety:

- I acknowledge that the excursion is required to be held in accordance with any current NSW Health COVID-19 Public Health Orders and the NSW Department of Education's policies and procedures.
- I acknowledge and accept that there is a risk that my child may be exposed to COVID-19 whilst attending and participating in this event.
- I confirm that my child will not attend if displaying any symptoms of COVID-19, and/or if directed to isolate under Public Health Orders.
- I understand that if symptoms occur during the excursion, parents will be contacted, and arrangements will be made for the student to be dismissed.

Signature of Parent/Carer \_\_\_\_\_

Does the student have a medical condition/allergy that we should be aware of?

Please indicate and give details:

\_\_\_\_\_  
\_\_\_\_\_

**OR**

**The student will complete the assessment at the home school** because the student attends school outside the Sydney Metropolitan area **or** has had a Change of Date/Venue form approved. The student will be available to do the Speaking assessment at the time and on the day confirmed by NSW School of Languages.

Signature of Principal/Supervisor \_\_\_\_\_

Signature of Parent/Carer \_\_\_\_\_

## Marking Guidelines:

### Speaking

Criteria	Marks
<ul style="list-style-type: none"><li>Engages effectively and fluently in a conversation by responding in some depth to a range of questions.</li><li>Uses consistently appropriate language features to enhance communication, such as intonation.</li><li>Manipulates language with a high level of grammatical accuracy in a range of contexts.</li><li>Demonstrates an excellent knowledge of vocabulary and language structures.</li></ul>	<b>9-10</b>
<ul style="list-style-type: none"><li>Responds fluently with relevant information in some depth to a range of questions.</li><li>Uses appropriate language features to enhance communication, such as intonation.</li><li>Manipulates language in a range of contexts.</li><li>Demonstrates knowledge of a range of vocabulary and language structures.</li></ul>	<b>7-8</b>
<ul style="list-style-type: none"><li>Maintains satisfactory communication with some degree of fluency but with possible repetition and inaccuracies in grammar and vocabulary.</li><li>Responds to questions with relevant information and opinions.</li><li>Demonstrates some ability to manipulate language.</li></ul>	<b>5-6</b>
<ul style="list-style-type: none"><li>Maintains a basic level of communication using simple structures and vocabulary with pauses and errors.</li><li>Presents some relevant information, opinions or ideas.</li></ul>	<b>3-4</b>
<ul style="list-style-type: none"><li>Responds to some questions using single words and formulaic expressions.</li></ul>	<b>1-2</b>

## Reading & Responding Part B

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates an excellent understanding of the whole text.</li><li>• Writes effectively and appropriately for the audience, purpose and context of the task.</li><li>• Manipulates language structures authentically and creatively relevant to the task.</li><li>• Sequences and structures ideas and information coherently and effectively.</li></ul>	<b>10</b>
<ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of the text.</li><li>• Writes with a good understanding of the audience, purpose and context of the task.</li><li>• Demonstrates an excellent understanding of language structures relevant to the task.</li><li>• Sequences and structures ideas and information effectively.</li></ul>	<b>8-9</b>
<ul style="list-style-type: none"><li>• Demonstrates an understanding of some relevant points in the text.</li><li>• Writes with an understanding of the audience, purpose and context of the task.</li><li>• Demonstrates a good understanding of language structures relevant to the task.</li><li>• Organises some information and ideas.</li></ul>	<b>6-7</b>
<ul style="list-style-type: none"><li>• Responds to some information in the text.</li><li>• Presents some information, opinions or ideas relevant to the task.</li><li>• Demonstrates a rudimentary understanding of vocabulary and sentence structures.</li><li>• Attempts to organise information and ideas.</li></ul>	<b>4-5</b>
<ul style="list-style-type: none"><li>• Attempts to address the requirements of the task.</li><li>• Uses single words, set formulae and unrelated sentences to express information.</li></ul>	<b>2-3</b>
<ul style="list-style-type: none"><li>• Produces some comprehensible language relevant to the task.</li></ul>	<b>1</b>

## Writing

Criteria	Marks
<ul style="list-style-type: none"><li>• Writes effectively and appropriately for the audience, purpose and context of the task.</li><li>• Manipulates language structures authentically and creatively relevant to the task.</li><li>• Sequences and structures ideas and information coherently and effectively.</li></ul>	<b>10</b>
<ul style="list-style-type: none"><li>• Writes with a good understanding of the audience, purpose and context of the task.</li><li>• Demonstrates an excellent understanding of language structures relevant to the task.</li><li>• Sequences and structures ideas and information effectively.</li></ul>	<b>8-9</b>
<ul style="list-style-type: none"><li>• Writes with an understanding of the audience, purpose and context of the task.</li><li>• Demonstrates a good understanding of language structures relevant to the task.</li><li>• Organises some information and ideas.</li></ul>	<b>6-7</b>
<ul style="list-style-type: none"><li>• Presents some information, opinions or ideas relevant to the task.</li><li>• Demonstrates a rudimentary understanding of vocabulary and sentence structures.</li><li>• Attempts to organise information and ideas.</li></ul>	<b>4-5</b>
<ul style="list-style-type: none"><li>• Attempts to address the requirements of the task.</li><li>• Uses single words, set formulae and unrelated sentences to express information.</li></ul>	<b>2-3</b>
<ul style="list-style-type: none"><li>• Produces some comprehensible language relevant to the task.</li></ul>	<b>1</b>