



COURSE	Year 11 Japanese In Context
TASK NUMBER	Assessment 3 – Yearly Examination
COMPONENTS	Interacting, Processing & Responding (Spoken & Written Texts), Composing
TASK WEIGHT	Total: 40% Interacting – 10%, Processing & Responding – 20%, Composing – 10%
MARK ALLOCATION	Total: 60 marks Interacting – 20 marks, Processing & Responding – 20 marks, Composing – 20 marks
DATE OF TASK	Supervised task to be completed on: Wednesday, 4 September 2024 Important – students must complete and hand in to their supervisor the <i>Assessment Attendance Confirmation Notice</i> on p. 3 of this notice.
TIME ALLOWED	Speaking: approximately 7 minutes Written Paper: 1 hour and 30 minutes plus 5 minutes reading time
VENUE	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.
ADDITIONAL INFORMATION	<p>Important Assessment Sign-off: 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 ARE permitted. However, they must not be annotated. Online dictionaries or any other search engines are NOT permitted.</p> <p>This is a supervised paper-based task. 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>Any student found to have breached the integrity of the assessment will be given a mark of zero.</p>

TASK DESCRIPTION

Syllabus Topics:

- Young people and their relationships
- Traditions and values in a contemporary society
- The nature of work

Syllabus outcomes:

LJAC6-1; LJAC6-2; LJAC6-3; LJAC6-4; LJAC6-5; LJAC6-6; LJAC6-8

Specifications:

Interacting (20 marks) – 10%

Presentation – Approx. 1 minute

You are to speak for approximately ONE minute in JAPANESE.

The task description and discussion sheet will be available on Canvas two weeks prior to the assessment. The discussion sheet is to be submitted one week prior to the task (28 August). You may refer to the discussion sheet during the examination, but you must NOT read directly from it.

This will then be followed by a discussion of approximately 6 minutes during which the examiner will ask you a number of questions relating to your presentation.

Written Paper

Section I: Processing & Responding (20 marks) – 20%

You will hear and read **FOUR** texts in Japanese based on the topics above. You will be required to respond to a range of questions in English or in Japanese as specified. One question may require students to refer to both a listening text and a reading text in their response.

Section III: Composing (20 marks) – 10%

You will be required to respond to **ONE** question by writing 400-450 *ji* in JAPANESE. The question will be phrased in English and in Japanese and 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: takako.bryan@det.nsw.edu.au

Year 11 Japanese In Context Yearly Examination

Date of Assessment: Wednesday, 4 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:

Interacting

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sophisticated ability to reflect on ideas.• Applies research findings and textual study to the personal investigation in a perceptive manner.• Demonstrates a highly developed ability to present and substantiate a point of view effectively and consistently.• Communicates effectively and fluently using authentic language features to enhance communication, such as intonation.• Demonstrates a high level of grammatical accuracy and sophistication in the use of language structures and vocabulary.	17-20
<ul style="list-style-type: none">• Demonstrates a good ability to reflect on ideas.• Applies research findings and textual study to the personal investigation.• Demonstrates an ability to present and substantiate a point of view effectively and consistently.• Communicates effectively using appropriate language features to enhance communication, such as intonation.• Demonstrates consistent accuracy in the use of language structures and vocabulary.	13-16
<ul style="list-style-type: none">• Demonstrates some ability to reflect on ideas.• Makes detailed and appropriate references to texts studied.• Demonstrates some ability to present and justify a point of view.• Communicates with appropriate language features to enhance communication, such as intonation.• Uses language structures and vocabulary effectively.	9-12
<ul style="list-style-type: none">• Presents some relevant opinions or ideas.• Makes appropriate references to texts studied.• Provides some evidence of the ability to present a point of view.• Uses comprehensible language structures and vocabulary.	5-8
<ul style="list-style-type: none">• Makes some superficial references to opinions or ideas.• Makes some references to texts.• Responds using simple language structures and vocabulary with frequent pauses.	1-4

Composing

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates breadth and depth in the treatment of relevant information and ideas.• Writes perceptively for a specified audience, purpose and context.• Structures and sequences information and ideas coherently and effectively.• Demonstrates an excellent control of a range of language structures and vocabulary, including kanji.	17-20
<ul style="list-style-type: none">• Demonstrates some degree of breadth and depth in the treatment of relevant information and ideas.• Writes effectively for a specified audience, purpose and context.• Structures and sequences information and ideas effectively.• Demonstrates a good command of a range of language structures and vocabulary, including kanji.	13-16
<ul style="list-style-type: none">• Presents relevant information and ideas.• Writes appropriately for a specified audience, purpose and context.• Demonstrates the ability to organise and express most ideas reasonably, but weaknesses in sequencing, linking, grammar and vocabulary, including kanji.	9-12
<ul style="list-style-type: none">• Demonstrates an awareness of audience, purpose and context, using a narrow range of relevant information and ideas.• Attempts to link information and ideas.• Uses a limited range of language structures and vocabulary to express ideas.	5-8
<ul style="list-style-type: none">• Communicates a limited range of ideas with little attempt to organise and sequence information.	1-4