**STAGE 1 JAPANESE BEGINNERS**

**ASSESSMENT TYPE 3: TEXT ANALYSIS**

**Purpose**

To analyse texts that are in Japanese to interpret meaning.

**Description of Assessment**

Analyse, interpret, and reflect on the following text about a school timetable by answering questions in English.

In your responses you should demonstrate evidence of how you:

* Interpret meaning in text(s), by identifying and explaining
  + The content (key ideas and relevant details)
  + The purpose, audience and message of the text
* Analyse the language in texts, b identifying and explaining
  + linguistic features
  + cultural features

**Assessment Conditions**

To be completed in class over one double lesson.

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| ***Learning Requirements*** | ***Assessment Design Criteria*** |
| 1. Interact with others in Japanese in interpersonal situations.  2. Create texts in Japanese for specific audiences, purposes, and contexts.  3. Analyse texts that are in Japanese to interpret meaning. | Expression  The specific features are:  Coherence in Structure and Sequence   * logical sequence and organisation of ideas   **Interpretation and Reflection**  The specific features are:  **Interpretation of Meaning in Texts**   * the content (overall meaning, general and specific information) * the context, purpose, and audience of the text   **Analysis**   * for example, register, tone, linguistic structures and features of text(s) * cultural aspects of text(s)   **Reflection**   * reflection on how cultures, values, beliefs, practices, and ideas are   represented or expressed in texts   * reflection on their own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 月 | | 火 | 水 | 木 | 金 | 土 |
| 8:25 | ホームルーム | | | | | | | ク  ラ  ブ  か  つ  ど  う |
| 8:40  ~  9:30 | 一時間目 | こくご | | ぜんこう  しゅうかい | えいご | えいご | こくご |
| 9:40  ~  10:30 | 二時間目 | すうがく | | こくご | すうがく | せいぶつ・  かがく・  ぶつり | おんがく・  びじゅつ・  しょどう |
| 10:40 ~ 11:30 | 三時間目 | れきし・  ちり | | せいぶつ・  かがく・  ぶつり | すうがく | せいぶつ・  かがく・  ぶつり | おんがく・  びじゅつ・  しょどう |
| 11:40 ~ 12:30 | 四時間目 | えいご | | すうがく | こくご | かていか | ほけん  たいいく |
| 12:30 ~ 1:20 | ひるやすみ | | | | | | |
| 1:20  ~  2:10 | 五時間目 | せいぶつ・ かがく・ ぶつり | | たいいく | かていか | こくご | れきし・  ちり |
| 2:20  ~  3:10 | 六時間目 | おんがく・ びじゅつ・ しょどう | | たいいく | かていか | れきし・  ちり | えいご |
| 3:10  ~  3:20 | ホームルーム | | | | | | |
| 3:20 ~ | ほうかご | | そうじ、クラブかつどう | | | | |

Vocabulary: ぜんこうしゅうかい= Whole School Assembly

**Questions**

1. How many days a week do students have school lessons?
2. How many times a week does this person study English? When are the lessons?

3. (a) What Japanese scripts were used in the text? Complete the table below with examples of

words from the text.

|  |  |
| --- | --- |
| **Script** | **Example** |
| Kanji |  |
|  | ホームルーム |
|  |  |

(b)Explain why the wordホームルームis written in this script.

4. Are all of the lessons compulsory? Support your answer with specific examples from the text.

5. Is this a Japanese school timetable or an Australian school timetable?

Why? Support your answer with evidence from the text.

6. When do students have the opportunity for extra-curricular activities?

Performance Standards for Stage 2 Interstate Assessed Languages at Beginners Level

|  | | Ideas | Expression | | Interpretation and Reflection |
| --- | --- | --- | --- | --- | --- |
| A | Relevance  Responses are consistently relevant to context, purpose, and audience.  Responses consistently convey the appropriate detail, ideas, information, and/or opinions.  Responses successfully engage the audience or interlocutor.  Treatment of Ideas, Information, or Opinions  Breadth in the treatment of familiar topics. Ideas, information, and/or opinions on familiar topics are communicated effectively.  Relevant detail is provided to support ideas, information, and/or opinions. | | *Capacity to Convey Information Accurately and Appropriately*  A range of vocabulary and simple sentence structures are used accurately to convey meaning on familiar topics.  More complex vocabulary and sentence structures are used, with some success. Errors are made, but these errors do not usually impede meaning.  Effective use of simple cohesive devices  Language is appropriate for context, audience, and purpose.  Pronunciation is generally accurate. Intonation is used effectively to enhance communication. Responses are fluent when dealing with familiar topics.  *Coherence in Structure and Sequence*  Responses are organised logically and coherently.  Conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation*  Interaction is sustained on a range of familiar topics, with minimal input from the interlocutor. Interrogative devices are understood and used appropriately.  Communication strategies are used to maintain interaction (e.g. using new vocabulary encountered during interaction, asking for repetition, affirming, self-correcting). | *Interpretation of Meaning in Texts*  Key ideas and relevant details are identified and explained.  Conclusions are drawn about the purpose, audience, and message of the text, and supported with relevant evidence from the text.  *Analysis*  The function of particular linguistic structures in the text is clearly explained, and cultural references are identified.  *Reflection*  The ways in which cultures, values, and practices are represented in texts is explained clearly.  Thoughtful reflection on own values, beliefs, practices and/or ideas in relation to those represented in texts. |
| B | Relevance  Responses are mostly relevant to context, purpose, and audience.  Responses mostly convey the appropriate detail, ideas, information, and/or opinions.  Responses mostly engage the audience or interlocutor.  Treatment of Ideas, Information, or Opinions  Some breadth in the treatment of familiar topics, within the range of rehearsed language. Some personal opinions as well as factual information are communicated, using brief descriptive phrases to extend meaning.  Some detail is provided to support ideas, information, or opinions. | | Capacity to Convey Information Accurately and Appropriately  Vocabulary and simple sentence structures are used with some degree of accuracy in familiar contexts.  Attempts are made, with some success, to use vocabulary and sentence structures beyond familiar patterns. Errors sometimes impede meaning.  Generally effective use of simple cohesive devices.  Word choice is appropriate for context, audience, and purpose.  Pronunciation is generally accurate. Intonation is generally used effectively. Responses are generally fluent when dealing with familiar topics.  Coherence in Structure and Sequence  Responses are generally organised logically and coherently.  Most conventions of the text type are observed. | Capacity to Interact and Maintain a Conversation  Interaction is maintained on a range of familiar topics, with some reliance on input from the interlocutor to maintain interaction. Interrogative devices are understood and used with some confidence.  Communication strategies are used to maintain interaction (e.g. asking for repetition, self-correcting). | *Interpretation of Meaning in Texts*  Relevant information and ideas in texts on familiar topics are identified and explained.  Simple conclusions are drawn about the purpose, audience, and message of the text, and supported with some relevant evidence from the text.  *Analysis*  The function of particular linguistic features in the text is described, and some cultural references are identified.  *Reflection*  The ways in which cultures, values, practices, and ideas are represented in texts is described.  Some depth in reflection on own values, beliefs, practices and/or ideas in relation to those represented in texts. |
| C | Relevance  Responses are generally relevant to the purpose, and show some understanding of the audience and context.  Responses generally convey the appropriate detail, information, and simple ideas.  Responses partly engage the audience or interlocutor.  Treatment of Ideas, Information, or Opinions  Information, ideas, and/or opinions on familiar topics are conveyed. Modelled sentence patterns are used to communicate information or an idea or opinion.  Some personal opinions are communicated, but generally not supported. Support of information often consists of listing items. | | Capacity to Convey Information Accurately and Appropriately  Vocabulary and sentence structures are used with varying degrees of accuracy in familiar contexts. Structure may be based on word order derived from first language when attempts are made to elaborate.  Range and variety of vocabulary and sentence structures are limited. Control of language in inconsistent.  Use of one or two cohesive devices.  Language is not always appropriate to context, purpose, and audience.  Pronunciation is understandable. Some attention is given to intonation. Fluency is often confined to pre-learnt material.  *Coherence in Structure and Sequence*  Responses are generally organised.  Some conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation*  Well-rehearsed language is relied on to respond to simple questions on familiar topics, with frequent reliance on the interlocutor to take the lead and maintain interaction. Partial understanding of questions may lead to a response that is not relevant.  The sentence patterns of the interlocutor are often repeated in the response. Prepared phrases are used to indicate lack of comprehension. | Interpretation of Meaning in Texts  Some relevant information from texts on familiar topics containing predictable language structures is identified and extracted.  Simple conclusions are drawn about the purpose, audience, and message of the text, and supported with isolated examples from the text.  Analysis  Particular linguistic and stylistic features in the text are identified, and one or more cultural references are identified.  Reflection  Some cultural values and/or practices represented or expressed in texts are identified.  Some reflection on own values, beliefs, practices, and/or ideas in relation to those represented in texts. |
| D | *Relevance*  Responses are partially relevant to the purpose, and show some awareness of the audience or context.  Responses convey some simple details or information that may be appropriate.  Responses include one or more elements that may engage the audience or interlocutor.  *Treatment of Ideas, Information, or Opinions*  Some information relating to familiar topics is communicated.  Responses are brief and often rely on keywords or formulaic expressions to communicate meaning, or attempt to support information. | | *Capacity to Convey Information Accurately and Appropriately*  A restricted range of simple structures and vocabulary are used. Rehearsed simple sentences are used out of context.  The language produced contains frequent errors and only partially communicates what is intended. Responses may resemble literal translations from first language.  A cohesive device may be used.  Language is occasionally appropriate to the purpose or audience.  Pronunciation may impede meaning. Little attention is paid to intonation. Lack of comprehension impedes fluency.  *Coherence in Structure and Sequence*  Responses tend to be loosely connected sentences.  Inconsistent use of one or more conventions of the text type. | *Capacity to Interact and Maintain a Conversation*  Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics, with heavy reliance on the interlocutor to complete the interaction. Repetition, rephrasing of questions and a slowed rate of speech are required for comprehension.  Utterances rarely consist of more than two or three words. A keyword or partial response is provided as a means of negotiating more time for processing, with reliance on paralinguistic devices to convey meaning. | Interpretation of Meaning in Texts  Keywords and some supporting detail are identified in texts containing simple, well-rehearsed language dealing with familiar situations.  Specific information in the text is transcribed rather than interpreted.  Analysis  One or more basic linguistic features of the text are identified.  Reflection  Some awareness of cultural elements in texts.  One or more of own values, beliefs, practices, or ideas in relation to those represented in texts are identified. |
| E | Relevance  Responses have limited relevance to the purpose or audience.  Responses are often incomplete.  Responses may include an element that attempts to engage the audience or interlocutor.  Treatment of Ideas, Information, or Opinions  Some basic information relating to familiar topics is communicated, using single words.  Responses are very brief and often rely on a keyword or formulaic expression. | | Capacity to Convey Information Accurately and Appropriately  Single words and brief formulaic expressions are used to convey basic information on familiar topics.  There is a high incidence of basic errors that impede meaning, with evidence of the influence of the syntax of English and/or other languages.  Attempted use of a cohesive device.  Limited appropriateness of language to the purpose or audience.  Pronunciation impedes meaning and may be strongly influenced by first language.  *Coherence in Structure and Sequence*  Responses are disjointed and consist of disconnected words and phrases.  Attempted use of one or more conventions of the text type. | Capacity to Interact and Maintain a Conversation  Interaction is limited to rehearsed repetitive vocabulary and one-word answers, with assistance from the interlocutor needed to complete sentences or to interpret intended meanings. There are misunderstandings of simple questions.  A keyword is used to convey a whole message. There are frequent long pauses to process questions, and heavy reliance on paralinguistic devices to convey meaning. | Interpretation of Meaning in Texts  Isolated items of information are identified in texts on familiar topics containing simple language.  Understanding is limited to occasional isolated words, such as borrowed words.  Analysis  Attempted identification of one or more basic linguistic features.  Reflection  Attempted identification of isolated cultural elements.  One or more of own values, beliefs, practices, or ideas are identified. |