# Pre-approved Learning and Assessment Plan

Stage 2 Japanese at Beginners Level

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **J** | **A** | **B** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Japanese at Beginners Level – 20 credits

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Interaction – weighting 30%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Interacting in Spoken Japanese  Students participate in a conversation with the teacher in Japanese to exchange information, ideas, feelings, opinions, and experiences about their education and future aspirations. Students demonstrate their ability to sustain and initiate an interaction in Japanese using a range of linguistic structures, and to provide sufficient depth and breadth in the treatment of their ideas. | 1,2 | 1,2,3 |  | 3-5 minute conversation with teacher.  No notes or cue cards permitted, but students may refer to pictures or other support materials. |
| Presentation and Discussion in Japanese  Students present information with the help of a power point on the topic of city life versus rural life in Japan (Lifestyles). Students then respond to questions on the topic. Students provide relevant and content rich presentation and discussion, and demonstrate capacity to convey information accurately and appropriately, and interact successfully. | 1,2 | 1,2,3 |  | Presentation: approx. 2 minutes  Discussion: approx. 3 minutes  Cue cards allowed for the presentation.  No notes or cue cards allowed for the discussion, but students may refer to pictures or other support materials. |

Assessment Type 2: Text Production – weighting 20%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Writing in Japanese  After researching, students write a blog on a chosen Japanese festival. Students demonstrate their ability to write an informative and evaluative blog, suggesting for example the most valuable traditions and customs seen at the festival and which are worth travelling for and experiencing personally. They convey and support their ideas using a range of language, and use appropriate register and text type conventions. | 1,2 | 1,2 |  | Text type: blog  Length: approximately 320 ji  Completed over two weeks, including some class time Dictionaries and notes may be used  One draft allowed. |
| Responding to Written Texts  Students respond to a letter from a pen pal from Japan. The response is relevant and appropriate in content to the topics and questions in the stimulus text. They convey and support their ideas using a range of language, and use appropriate register and text type conventions. | 1,2 | 1,2 |  | Length: approximately 320 ji  Completed over two weeks, including some class time.  Dictionaries and notes may be used  One draft allowed. |

Assessment Type 3: Text Analysis – weighting 20%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
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| I | E | IR |
| Analysing and Interpreting Spoken Texts  Students listen to three to five texts in Japanese which differ in style and purpose, and then they answer questions. Students interpret meaning, analyse the language and reflect on how cultures, beliefs, values, practices, and ideas are represented or expressed in texts. |  | 2 | 1,2,3 | Length: 90 minutes  Students may use dictionaries and/or word lists. |
| Analysing and Interpreting Written Texts  Students read two or more texts in Japanese which differ in style and purpose, and then they answer questions. The combined length of the texts should be approximately 500 ji. Students interpret meaning, analyse the language and reflect on how cultures, beliefs, values, practices, and ideas are represented or expressed in texts. |  | 2 | 1,2,3 | Length: 120 minutes  Students may use dictionaries and/or word lists. |

External Assessment: Examination – weighting 30%

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| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
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| The oral examination assesses primarily student’s knowledge and skill in using spoken Japanese.  Section 1: Oral presentation and discussion.  Section 2: Conversation.  The 2½ hour written examination has three sections:  Section 1: Listening  Section 2: Reading  Section 3: Writing in Japanese | Oral examination (approximately 10 minutes).  2½ hour written examination with 10 minutes reading time. |

*Eight to ten assessments.**Please refer to the Interstate Assessed Languages at Beginners Level subject outline.*