PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Japanese (continuers)**

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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| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **J** | **A** | **C** | **10** |  |

**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.
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**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 |  |

Stage 1 Japanese (continuers) (10-credits)

Assessment Overview

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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | **Assessment conditions**(e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| **I** | **E** | **IR** |
| **Assessment Type 1:** **Interaction****Weighting 20%** | Students interact with their teacher in Japanese to exchange personal information about the topic ‘Leisure’. Students use a range of language to express their ideas and justify their opinions, and maintain the interaction through using a variety of communication strategies. | 1,2 | 1,2,3 |  | Oral conversation with teacher up to a maximum of 3 minutes. Visual aids may be used as support materials. |
| **Assessment Type 2:** **Text Production****Weighting 20%** | Students read a letter in Japanese from their teacher about the recent summer holidays, and then write a personal letter of reply, responding to all relevant information (questions, ideas etc.) giving appropriate detail, justifying their opinions, and adhering to the text type conventions. Students demonstrate their ability to structure and sequence their idea and use appropriate register. | 1,2 | 1,2 |  | **Written**: 250 - 300 ji1 x lesson + 1 x week homework.Students provide evidence of preparation and planning e.g. notes, drafts, etc. |
| **Assessment Type 3:** **Text Analysis****Weighting 20%** | Students read a text in Japanese about how recent technological innovations are impacting on Japanese society. They use both English and Japanese to answer questions demonstrating their ability to interpret meaning, analyse the language, and reflect on their own values. Students support and justify their answers using evidence from the text. |  | 1,2 | 1,2,3 | **Written**: short answers in both English and Japanese45 minutes (single lesson) supervised in class under test conditions with bilingual dictionary support. |
| **Assessment Type 4:** **Investigation** **Weighting 40%** | **Response in Japanese**: Students identify and research a current issue related to youth in Japan using a range of Japanese and English sources. Where possible, students use primary sources such as interview and/or surveys with Japanese youths to conduct the research. Based upon this research, students present a speech to the class informing them about this issue and respond to questions. In the speech students discuss:* the nature of the issue, including causes and features
* the impact of the issue on society
* how families, school etc are trying to solve the issues
* personal opinions on the issue

**Reflective Response in English**: Based upon the information obtained from their research on a current issue related to youth in Japan, students write a personal reflection in English where they reflect on:* what they learnt about the Japanese language used in source materials
* how this issue has impacted their own values and/or attitudes towards Japan
* how this issue has affected their own values and/or attitudes towards their own life
* the research experience
 | 1,2 | 1,2,32 | 11,3 | **Response in Japanese:** Oral presentation of up to a maximum of 3 minutes to the class, using PowerPoint, followed by up to a maximum of 2 minutes of questions and answers. Cue cards may be used.Students provide evidence of planning, preparation and research e.g. notes, drafts, etc.**Reflective Response in English:** 400 - 500 wordsStudents provide evidence of planning, preparation and research e.g. notes, drafts, etc. |

***Five assessments.*** *Please refer to the Stage 1 Locally Assessed Languages Continuers Level Subject Outline.*