# Pre-approved Learning and Assessment Plan

Stage 2 Japanese at Continuers 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** | **C** | **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 Continuers 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: Folio – weighting 50%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Interaction  Students participate in a conversation with the teacher in Japanese to exchange information, ideas, feelings, opinions, and experiences about the topics: School Life, Leisure, Technology and Future Plans. 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 |  | 5-7 minute conversation with teacher.  No notes or cue cards permitted, but students may refer to pictures or other support materials. |
| Text Production  Students write the text of a speech for a youth forum in Japan evaluating the benefits of language learning for high school students. They demonstrate their ability to produce an evaluative piece of writing using a range of langue accurately to express information and ideas, and to organise their ideas logically and coherently. | 1,2 | 1,2 |  | Text of a speech of approximately 450 characters completed over a one week period including some class time.  One draft allowed. |
| Text Analysis  Students read a series of emails written by the different people and answer a series of questions in English to demonstrate their ability to interpret meaning, analyse language and reflect on ideas in the texts. |  | 2 | 1,2,3 | Length: 90 minutes  Under test conditions, with support of printed bilingual dictionaries. |

Assessment Type 2: In-depth Study – weighting 20%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| I | E | IR |
| Oral Presentation  Students use both Japanese and English resources to undertake research into an aspect of The Japanese-speaking Community. They then present an informative talk with the help of a PowerPoint presentation to the audience at a forum on their main findings. They demonstrate their ability to organise their ideas logically and to use a range of language to express their ideas, creating interest in their talk. | 1,2 | 1,2 |  | 3-5 minutes presentation  Visual aids may be used as support.  Cue cards permitted.  Notes, drafts and bibliography are submitted as evidence of preparation and planning. |
| Written Response in Japanese  Using the information gained through research about an aspect of The Japanese-speaking Community, students imagine that they are in Japan and write one or more diary entries about a recent experience/event related to their topic. The diary entry must include evidence of their research and personal reflection and opinions. | 1,2 | 1,2 | 3 | Diary entry/entries of 600 characters in Japanese.  Notes, drafts and bibliography to be submitted as evidence of preparation and planning. |
| English Reflection  Students reflect in English on their experience in undertaking the In-depth study.  They reflect on (suggested):   * how the research experience has influenced their thinking and understanding of the Japanese-speaking Communities * how culture, values, ideas were represented in the texts studied * the language in texts studied * new learning | 2 | 2 | 1,3 | Written response of 600 words or a 5-7 minute talk to the class.  Notes and drafts to be submitted as evidence of preparation and planning. |

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: Conversation.  Section 2: Discussion.  The 2-hour written examination has three sections:  Section 1: Listening and responding.  Section 2: Reading and responding.  Section 3: Writing in Japanese. | Oral examination (10 to 15 minutes).  2-hour written examination plus 10 minutes reading time. |

*Eight to ten assessments.**Please refer to the Locally Assessed Languages at Continuers Level subject outline.*