# 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 in Japanese with the teacher on the topics of home, family neighbourhood and self. They demonstrate their ability to: engage the audience using a range of language and communication strategies to express their ideas and maintain the conversation; provide relevant information about the topic in a logically-sequenced manner; use a range of appropriate vocabulary and sentence structures accurately; and use accurate pronunciation, intonation and stress to enhance communication. | 1,2 | 1,2,3 |  | Length: 3-5 minutes, unscripted.  Visual Aids (e.g. pictures) may be used to support the interaction. |
| Presentation and discussion in Japanese  Students give a spoken presentation to the class in Japanese about a place in Japan and then respond to questions on the presentation. They demonstrate their ability to: convey relevant detail; convey information accurately and appropriately; coherently structure and sequence their information and ideas; and interact with others. | 1,2 | 1,3 |  | Length: Presentation of 2 minutes followed by a discussion of approximately 3 minutes.  Visual cues or multimedia may be used.  Reading from a script is prohibited. |

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 texts in Japanese  Students research a topic of interest that relates to Japanese culture and write a letter to a friend about their topic. Students must indicate why they have selected the topic and give detailed information about the topic. They demonstrate their ability to use a range of language accurately; treat ideas in depth and breadth; sequence ideas coherently; and observe text type conventions. | 1,2 | 1,2 |  | Length: 320 ji  1 single lessons + 1 x week homework.  One draft. |
| Responding to written texts in Japanese  Students read several different types of texts relating to Holidays, Travel and Tourism. They then respond to the texts in Japanese. They demonstrate their ability to: use a range of language accurately; treat ideas in depth and breadth; sequence ideas coherently; and observe text type conventions. | 1,2 | 1,2 |  | Length of text response: 320 ji  60 minutes in class under supervision.  No dictionaries are allowed. |

Assessment Type 3: Text Analysis – weighting 20%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| I | E | IR |
| Analysing and Interpreting Spoken Texts  Students listen to four Japanese texts related to school life (the topic *education and work*). They then answer questions requiring them to analyse and interpret meaning and reflect on language use in the text, and reflecting on how cultures, practices and /or ideas are represented in the texts. Students also reflect on their own values and/or practices in relation to those in the texts. |  | 2 | 1,2,3 | Length: 60 minutes under supervision  Printed bilingual dictionaries may be used. |
| Analysing and Interpreting Written Texts  Students read, analyse and interpret six written tests in Japanese on the topic of *holidays, travel and tourism.* Students use both English and Japanese to answer questions analysing and interpreting the meaning and language used in the text, and reflecting on how cultures, practices and/or ideas are represented in the texts. Students also reflect on their own values and/or practices in relation to those in the texts. |  | 2 | 1,2,3 | The combined lengths of the written texts is approximately 500ji.  Length: 80 minutes under supervision  Printed bilingual dictionaries may be used. |

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.*