Stage 2 Japanese (Continuers)

Assessment Type 2: In-depth Study

Reflective Response in English

Write a reflection about your experience in undertaking the In-depth Study.

In your response you may consider the following:

* How your research has increased your understanding of your topic
* How the research experience was similar to or different from your preconceptions
* How cultures, values and beliefs are represented in texts studied
* How your learning may have changed your thinking
* How you may use this experience in the future

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| Theme | The Japanese-Speaking Communities |
| Topic | Life in Japan (Leisure) |
| Aspect/Focus | Animé |
| Audience | On-line readers |
| Text Type | Blog |

Assessment Conditions

Task length: maximum 600 words in English

Task duration: 3 weeks

Task completion: homework, some class time will be allocated

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| Learning Requirements | Assessment Design Criteria |
| * analyse texts that are in Japanese to interpret meaning * examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication. | Expression  E2 Coherence in structure and sequence   * organisation of information and ideas * use of the conventions of text types.   Interpretation and Reflection  IR3 Reflection   * reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts * reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied * reflection on own learning. |

TOPIC AND PURPOSE10/04/2012 4.00pm

I have always been an avid follower of Animé shows ever since I was a child. I’m sure anyone who has seen a Japanese animation – film or T.V. series, would agree with me that there’s something amazing about the effects that a countless stack of pictures, put in motion on screen, can have on the viewer. Animé captures my imagination every time I see it because of the endless possibilities that can stem from a single illustration. After being given the year-long task of researching an aspect of Japanese culture that interests me, Japanese Animé was obviously a no-brainer. This assignment gave me the opportunity to find out things about Animé I have always wanted to know such as; how it came to be so globally popular, and why almost any person can enjoy it regardless of their age.

Interpretation and Reflection

Some depth in reflection on own ideas and connections made with those explored in texts.

UNDERSTANDING AND PERSPECTIVE08/05/2012 3.40pm

Producing even an episode of Japanese animation requires the effort and dedication of entire teams. The process these teams go through is something I’ve become completely aware of only after carrying out independent research. Thousands of drawn images are coloured and retouched on computer and prepared for digital production. After which, voice-acting sound effects, music and credits are added. While almost all animation is produced this way, I think what sets Japanese animation apart from the rest is the art style. The way the characters are drawn and the way their expressions are drawn are much more different and relatable in comparison to say, The Simpsons. Western animation like ‘The Simpsons’ are only really relatable through its humour while with Animé I can perceive so many different ideas just from the simple expression of a character. Not only do I now see Animé as one of my favourite forms of entertainment but also as an amazing work of art.

**Interpretation and Reflection**

Some depth in reflection on how cultures, values, practices and ideas are represented in texts.

OPINIONS AND BELIEFS21/06/2012 6.10pm

I’ve always wondered how Animé has become so popular. There had to be some kind of massive breakthrough that sent a seemingly simple piece of art across the globe right? As always, research has helped me find the answer to this. After *Spirited Away* won an Oscar for best animated feature film at the 75th Annual Academy Awards in 2003, Animé was able to achieve instant fame worldwide. It was magical, breathtaking, unpredictable and amazingly effective. Movies like Spirited *Away* are perfect examples of how different Animé is to other animations. I believe Japanese artists are able to capture the imagination of the viewer simply through unpredictable, but carefully planned, events. Dedicated fans such as myself believe that it’s really that feeling of awe, that’s gained when anticipating what might happen next and then seeing something completely unexpected, which for me keeps Animé forever fresh and entertaining.

**Interpretation and Reflection**

Some depth in reflection on own ideas and connections made with those explored in texts.

LANGUAGE AND CULTURE03/07/2012 2.00pm

Interpretation and Reflection

Some thoughtful reflection on own learning.

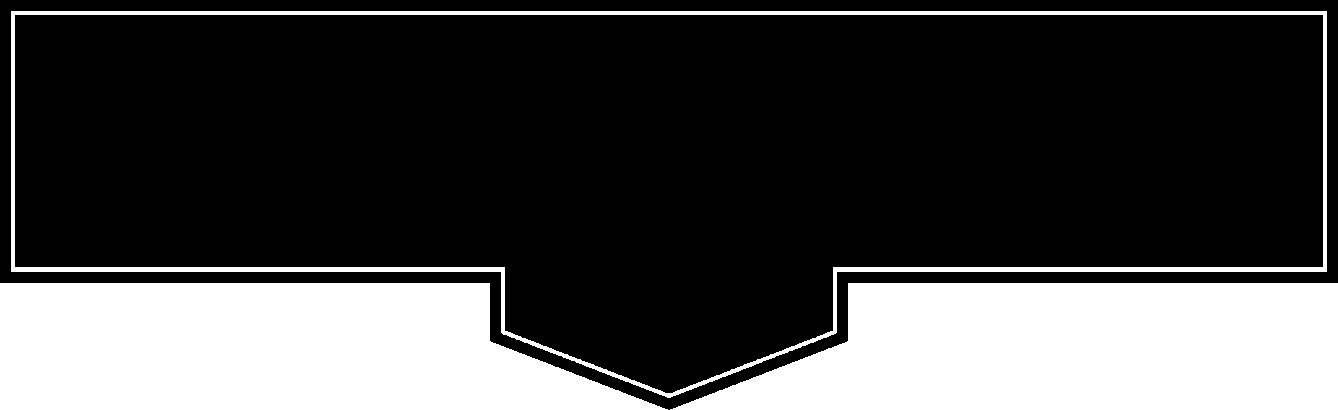
At first, watching Animé helped improve my own Japanese vocabulary and grammar and also influenced the way I speak in Japanese. However, after conducting my research, I have gained invaluable knowledge on the history of Japanese animation and its connection to Japanese culture. From what I assumed, and have now confirmed through research, Animé was inspired by Manga. Manga is the Japanese name for comic books, which I am also an avid follower of. Over half of the Animé produced from the 1960’s until now, have been inspired by manga stories. To keep from ruining the original story lines in the manga, authors are often made the producers of the Animé that is based on their manga. This aspect is incredibly important to me as only the authors truly know their characters and what I believe Animé was created for was to translate and amplify the different qualities of manga characters through sound and moving pictures. Different aspects of the Japanese culture such as, Japanese food and humour, are also constantly reflected in the Animé. This helped me in realising that not only am I entertaining myself when watching Animé, I am also learning.

Interpretation and Reflection

Some depth in reflection on how cultures, values, practices and ideas are represented in texts.

Interpretation and Reflection

Some thoughtful reflection on own learning.



What have you guys learnt about the Japanese culture by  
watching Animé?  
Comment below...

Additional Comments

This response is illustrative of a B grade and was used in clarifying forums in 2012.

Expression

* Information and ideas are organised logically and coherently.
* Some comment from followers and responses from the blogger to these comments is usual in blogs.

Interpretation and Reflection

* Some depth in reflection on representation of ideas in texts:
* the time and effort required to create an Animé piece discussed
* distinctive nature of Japanese animation as an art style explained
* origins of Animé identified
* Animé and other popular Western cartoons compared
* international recognition achieved by Japanese cartoons acknowledged.
* Some depth in reflection on own ideas:
* student's on-going passion for Animé, its possibilities, and its stimulation of the imagination described
* appeal of creative, unique and entertaining plot lines globally, and to increasingly new audiences, noted and explained
* relationships between Animé and comic books explored.
* Some thoughtful reflection on own learning:
* improvement in student's Japanese language skills acknowledged
* significance of Animé in Japanese language and culture recognised
* watching Animé provides the student with learning experiences as well as with entertainment.

Performance Standards for Stage 2 Locally Assessed Languages at Continuers Level

|  | Ideas | Expression | | Interpretation and Reflection |
| --- | --- | --- | --- | --- |
| A | *Relevance*  Responses are consistently relevant to context, purpose, audience, and topic.  Responses consistently convey the appropriate detail, ideas, information, and opinions.  Responses successfully create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Depth and breadth in the treatment of the topic and content is very detailed and varied.  Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively, with originality and creativity.  Comprehensive evidence of planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.  A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.  Effective use of a range of sophisticated cohesive devices to connect ideas.  Expression consistently appropriate to the cultural and social context.  Very effective communication with a high degree of fluency. Pronunciation is accurate, and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning.  *Coherence in Structure and Sequence*  Information and ideas are organised logically and coherently.  Conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest and enthusiasm for the topic of discussion are conveyed.  A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers).  Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well. | *Interpretation of Meaning in Texts*  Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).  Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.  Concepts, perspectives, and ideas represented in the text are identified and explained with clarity and insight.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are explained with clarity and insight.  Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.  Critical reflection on own learning. |
| B | *Relevance*  Responses are mostly relevant to context, purpose, audience, and topic.  Responses mostly convey the appropriate detail, ideas, information, and opinions.  Responses generally create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Breadth and some depth in the treatment of the topic.  Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position.  Sound planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features, with good control, to convey meaning.  Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning.  A range of cohesive devices is used to connect ideas.  Expression is mostly appropriate to the cultural and social context.  Effective communication, with some degree of fluency. Reasonably accurate pronunciation and intonation.  *Coherence in Structure and Sequence*  Mostly coherent organisation of information and ideas.  Most conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is maintained on a range of familiar topics. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. Interest in the topic is conveyed effectively.  A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification).  Occasional pauses to process questions and to search for linguistic resources. | *Interpretation of Meaning in Texts*  Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples.  Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text.  Concepts, perspectives, and ideas represented in the text are generally identified and explained with some clarity.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are described.  Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Some depth in reflection on own values, beliefs, practices, and ideas in relation to those represented in texts.  Thoughtful reflection on own learning. |
| C | *Relevance*  Responses are generally relevant to topic and purpose, with some relevance to context and audience.  Responses generally convey simple ideas and opinions, with generally appropriate information.  Responses generally create some interest, and partly engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics.  Simple sentences usually containing one idea are used with some effectiveness to convey meaning and support an opinion.  Competent planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns.  Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns.  Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level.  Expression is generally appropriate to the cultural and social context.  Some hesitancy in responding. Pronunciation and intonation are understandable.  *Coherence in Structure and Sequence*  Generally coherent organisation of information and ideas.  Responses generally conform to the conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Use of well-rehearsed language to maintain an interaction by responding to questions on familiar topics. Some reliance on the interlocutor to take the lead. Some interest in the topic is conveyed.  Use of prepared phrases to indicate lack of comprehension and ask for support. Often relies on the interlocutor’s sentence patterns to respond.  Occasional silences because of lack of comprehension and time required to process more complex language and to search for words. Responses may be repetitive. Some hesitation in communication when dealing with unfamiliar contexts. | *Interpretation of Meaning in Texts*  Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures.  Competent understanding of context, purpose, and audience, supported with isolated examples from the text.  Main concepts, ideas, and one or more perspectives in the text are identified, with some explanation.  *Analysis of the Language in Texts*  Particular linguistic and cultural features of the text are identified.  Identification of stylistic features in the text (e.g. idioms, rhetoric, expressions).  *Reflection*  Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts.  Some reflection on, with mostly description of, own values, beliefs, practices, and ideas in relation to those represented in texts.  Some reflection on own learning. |
| D | *Relevance*  Responses partially relevant to the topic and purpose.  Responses convey some basic information that may be appropriate.  Responses include one or more elements of interest that may engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some basic treatment of information or ideas relating to simple aspects of familiar topics.  Simple sentences are used with partial effectiveness to convey an idea or opinion. Sentences may be short or incomplete.  Some planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of simple vocabulary, short sentences, formulaic expressions, and rehearsed patterns to convey meaning. When attempts are made to elaborate, the structure is often based on word order derived from English.  Frequent errors and incorrect selection of words from the dictionary impede meaning.  A cohesive device may be used, with some effectiveness.  Expression occasionally appropriate to cultural and social context.  Frequent hesitancy in responding. Pronunciation may impede meaning.  *Coherence in Structure and Sequence*  Some basic organisation of information and/or ideas.  Some use of very basic conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic may be conveyed.  Reliance on repetition and rephrasing of questions. Partial understanding of questions may lead to a response that is not relevant.  Frequent silences may occur because of lack of comprehension and time required to search for words and construct answers. | *Interpretation of Meaning in Texts*  Keywords and some supporting detail are identified in texts dealing with familiar situations.  Some basic understanding of context, purpose, and/or audience.  Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted.  *Analysis of the Language in Texts*  One or more basic linguistic and/or cultural features of the text are identified.  One or more stylistic features are identified.  *Reflection*  One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified.  One or more of own values, beliefs, practices, or ideas in relation to those represented in texts are described.  Learning experiences are recounted. |
| E | *Relevance*  Responses have limited relevance to the topic and purpose.  Responses attempt to convey some basic information, with limited appropriateness.  Responses attempt to include an element of interest.  *Depth of Treatment of Ideas, Information, or Opinions*  Attempted treatment of simple information relating to one or more aspects of familiar topics.  Responses are brief and often rely on a keyword to convey basic meaning.  Attempted planning or preparation. | *Capacity to Convey Information Accurately and Appropriately*  Relies heavily on the dictionary. Use of a very limited range of vocabulary and sentence structures, with single words and set formulaic expressions to convey basic information. Reliance on anglicisms to convey meaning.  Frequent errors impede meaning.  Limited appropriateness of expression.  Attempted use of a cohesive device, with limited effectiveness.  Always or mostly hesitant in responding. Pronunciation impedes meaning.  *Coherence in Structure and Sequence*  Limited organisation of information or ideas.  Limited evidence of conventions of text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Reliance on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings.  Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension. Utterances rarely consist of more than two or three words. Frequent misunderstandings of simple questions.  Frequent long pauses to process questions and to search for words. May resort to using English to convey meaning. | *Interpretation of Meaning in Texts*  Isolated items of information are identified in texts on familiar topics containing simple language.  Identification of a context, purpose, or audience.  Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).  *Analysis of the Language in Texts*  Attempted identification of a basic linguistic feature of the text.  Attempted identification of a stylistic feature.  *Reflection*  One or more formulaic cultural expressions are identified.  One or more of own values, beliefs, practices, or ideas are identified.  Learning experiences are listed. |