 Stage 4 Japanese – assessment task

Unit – Let’s learn Japanese!

Outcomes

A student

* LJA4-3C organises and responds to information and ideas in texts for different audiences
* LJA4-5U applies Japanese pronunciation and intonation patterns
* LJA4-7U applies features of Japanese grammatical structures and sentence patterns to convey information and ideas
* LJA4-9U identifies that language use reflects cultural ideas, values and beliefs

All outcomes referred to in this unit come from [Japanese K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/wcm/connect/2256076d-336e-40e4-9a56-61359be5b83b/japanese-k-10-syllabus-2017.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

Assessment of learning task

Your school will be hosting Japanese exchange students soon. Your teacher has asked you to interview the exchange students in Japanese at the next school assembly, as everyone in Stage 4 has been learning Japanese. Three of the exchange students have sent you recordings of their self-introductions. Listen carefully to the introductions. When you introduce the exchange students during assembly, what questions will you need to ask them to be able to share this information with the school? Record the script of what you will say.

In your recording, include:

* greeting the assembly
* asking the assembly to please be quiet and listen
* asking the exchange students to sit down
* greeting the exchange students
* using the exchange students’ names to indicate who should answer
* questions that will draw out the information the exchange students provided in their introductions
* thanking the exchange students
* thanking and farewelling the assembly.

Marking guidelines – version A

| Outcomes | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- |
| LJA4-3C | Creates a welcoming and friendly assembly script that includes all of the following:   * greeting assembly and exchange students * commands to assembly and exchange students * the full range of questions that will elicit all answers included in the recorded self-introductions * thanking * farewelling. | Creates a welcoming and friendly assembly script that includes most of the following:   * greeting assembly and exchange students * commands to assembly and exchange students * questions that will elicit most answers included in the recorded self-introductions * thanking * farewelling. | Creates a welcoming assembly script that includes some of the following:   * greeting assembly and exchange students * commands to assembly and exchange students * questions that will elicit some answers included in the recorded self-introductions * thanking * farewelling. | Creates an assembly script that includes a few of the following:   * greeting assembly and exchange students * commands to assembly and exchange students * questions that will elicit a few of the answers included in the recorded self-introductions * thanking * farewelling. | Attempts to create a script that includes limited elements of:   * greeting assembly and exchange students * commands to assembly and exchange students * questions that will illicit limited answers included in the recorded self-introductions * thanking * farewelling. |
| LJA4-5U | Speaks confidently and fluently with minimal pronunciation errors.  Uses correct intonation for:   * sentences * questioning * issuing commands. | Speaks fluently with very minor pronunciation errors.  Uses correct intonation for:   * sentences * questioning * issuing commands. | Speaks with some pauses and pronunciation errors.  Uses mostly correct intonation for:   * sentences * questioning * issuing commands. | Speaks with pauses and pronunciation errors.  Uses correct intonation for some of the following:   * sentences * questioning * issuing commands. | Speaks with longer pauses and many pronunciation errors.  Intonation of   * sentences * questioning * issuing commands   requires improvement. |
| LJA4-7U | Applies a wide range of vocabulary and linguistic structures, with minimal errors. | Applies a wide range of vocabulary and linguistic structures, with some minor errors. | Applies a range of vocabulary and linguistic structures with errors. | Applies a basic range of vocabulary and linguistic structures with errors that may impede comprehension. | Applies a limited range of vocabulary and linguistic structures with errors that impede comprehension. |

| Outcomes | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- |
| LJA4-9U | Demonstrates extensive knowledge of how language use reflects cultural ideas, values and beliefs by including all of the following:   * using appropriate honorific suffix after students’ names * addressing the assembly appropriately * bowing at all appropriate times * using *aizuchi* to demonstrate listening. | Demonstrates very good knowledge of how language use reflects cultural ideas, values and beliefs by including most of the following:   * using appropriate honorific suffix after students’ names * addressing the assembly appropriately * bowing at all appropriate times * using *aizuchi* to demonstrate listening. | Demonstrates sound knowledge of how language use reflects cultural ideas, values and beliefs by including some of the following:   * using appropriate honorific suffix after students’ names * addressing the assembly appropriately * bowing at all appropriate times * using *aizuchi* to demonstrate listening. | Demonstrates basic knowledge of how language use reflects cultural ideas, values and beliefs by including a few of the following:   * using appropriate honorific suffix after students’ names * addressing the assembly appropriately * bowing at all appropriate times * using *aizuchi* to demonstrate listening. | Demonstrates limited knowledge of how language use reflects cultural ideas, values and beliefs by including less than 2 of the following:   * using appropriate honorific suffix after students’ names * addressing the assembly appropriately * bowing at all appropriate times * using *aizuchi* to demonstrate listening. |

Marking guidelines – version B

| Criteria | Grade |
| --- | --- |
| * Creates a welcoming and friendly assembly script that includes all of the following:   + greeting assembly and exchange students   + commands to assembly and exchange students   + the full range of questions that will elicit all answers included in the recorded self-introductions   + thanking   + farewelling. * Speaks confidently and fluently with minimal pronunciation errors. * Uses correct intonation for:   + sentences   + questioning   + issuing commands. * Applies a very wide range of vocabulary and linguistic structures, with minimal errors. * Demonstrates extensive knowledge of how language use reflects cultural ideas, values and beliefs by including all of the following:   + using appropriate honorific suffix after students’ names   + addressing the assembly appropriately   + bowing at all appropriate times   + using *aizuchi* to demonstrate listening. | **A** |
| * Creates a welcoming and friendly assembly script that includes most of the following:   + greeting assembly and exchange students   + commands to assembly and exchange students   + questions that will elicit most answers included in the recorded self-introductions   + thanking   + farewelling. * Speaks fluently with very minor pronunciation errors. * Uses correct intonation for:   + sentences   + questioning   + issuing commands. * Applies a wide range of vocabulary and linguistic structures, with some minor errors. * Demonstrates very good knowledge of how language use reflects cultural ideas, values and beliefs by including most of the following:   + using appropriate honorific suffix after students’ names   + addressing the assembly appropriately   + bowing at all appropriate times   + using *aizuchi* to demonstrate listening. | **B** |

| Criteria | Grade |
| --- | --- |
| * Creates a welcoming assembly script that includes some of the following:   + greeting assembly and exchange students   + commands to assembly and exchange students   + questions that will elicit some answers included in the recorded self-introductions   + thanking   + farewelling. * Speaks with some pauses and pronunciation errors. * Uses mostly correct intonation for:   + sentences   + questioning   + issuing commands. * Applies a range of vocabulary and linguistic structures, with errors. * Demonstrates sound knowledge of how language use reflects cultural ideas, values and beliefs by including some of the following:   + using appropriate honorific suffix after students’ names   + addressing the assembly appropriately   + bowing at all appropriate times   + using *aizuchi* to demonstrate listening. | **C** |
| * Creates an assembly script that includes a few of the following:   + greeting assembly and exchange students   + commands to assembly and exchange students   + questions that will elicit a few of the answers included in the recorded self-introductions   + thanking   + farewelling. * Speaks with pauses and pronunciation errors. * Uses correct intonation for:   + sentences   + questioning   + issuing commands. * Applies a basic range of vocabulary and linguistic structures, with errors that may impede comprehension. * Demonstrates basic knowledge of how language use reflects cultural ideas, values and beliefs by including a few of the following:   + using appropriate honorific suffix after students’ names   + addressing the assembly appropriately   + bowing at all appropriate times   + using *aizuchi* to demonstrate listening. | **D** |
| * Attempts to create a script that includes limited elements of:   + greeting assembly and exchange students   + commands to assembly and exchange students   + the full range of questions that will elicit all answers included in the recorded self-introductions   + thanking   + farewelling. * Speaks with longer pauses and many pronunciation errors. * Intonation of   + sentences   + questioning   + issuing commands   requires improvement.   * Applies a limited range of vocabulary and linguistic structures, with errors that impede comprehension. * Demonstrates limited knowledge of how language use reflects cultural ideas, values and beliefs by including less than 2 of the following:   + using appropriate honorific suffix after students’ names   + addressing the assembly appropriately   + bowing at all appropriate times   + using *aizuchi* to demonstrate listening. | **E** |