

STAGE 2 JAPANESE CONTINUERS
ASSESSMENT TYPE 2: IN-DEPTH STUDY
ORAL PRESENTATION

Purpose

To produce a text in Japanese expressing ideas, information, feelings, and opinions.

Description of Assessment

Use both Japanese (at least 3 texts) and English resources to undertake research into an aspect of Japanese culture or an issue related to the theme 'The Japanese-Speaking Communities'. Then present an informative talk in Japanese to the audience at a Studies of Asia forum on your main findings. You must demonstrate your ability to organise your ideas logically and to use a range of language to express your ideas, creating interest in your talk.

Context/Purpose/Audience:

Context: the presentation of main findings after researching a topic related to the Japanese-speaking Communities at a 'Studies of Asia' forum

Purpose: to share information and engage the audience

Audience: participants at the 'Studies of Asia' forum

Assessment Conditions

Length of Presentation: 3 – 5 minutes

Task completion: to be completed over a two week period with some class and homework time allocated

Props, cue cards, PowerPoint, images etc. permitted

Learning Requirements	Assessment Design Criteria for this task
<ol style="list-style-type: none"> 1. interact with others to exchange information, ideas, opinions, and experiences in Japanese 2. create texts in Japanese to express information, feelings, ideas, and opinions 3. analyse texts that are in Japanese to interpret meaning 4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication. 	<p>Ideas The specific features addressed in this task are:</p> <p>I1 Relevance</p> <ul style="list-style-type: none"> • relevance to context, purpose, audience, and topic • conveying appropriate detail, ideas, information, or opinions • creating interest and engaging the audience <p>I2 Depth of treatment of ideas, information, or opinions</p> <ul style="list-style-type: none"> • depth and breadth of content • elaboration of ideas and support of opinions • planning and preparation. <p>Expression The specific features addressed in this task are:</p> <p>E1 Capacity to convey information accurately and appropriately</p> <ul style="list-style-type: none"> • range of expression (e.g. linguistic structures and features) • accuracy of expression (e.g. linguistic structures and features, grammar) • use of cohesive devices • appropriateness of expression, including cultural appropriateness • clarity of expression including fluency, pronunciation, and intonation <p>E2 Coherence in structure and sequence</p> <ul style="list-style-type: none"> • organisation of information and ideas • use of the conventions of text types

Assessment Comments

This response is illustrative of an A grade.

Ideas

I1 Relevance

- Relevance to context, purpose, audience, and topic.

Responses are consistently relevant to context, purpose, audience and topic.

The topic is introduced clearly at the start and then, with the help of a PowerPoint presentation and a well-structured talk, various subtopics are covered clearly and with appropriate detail.

- Conveying appropriate detail, ideas, information, or opinions

Responses consistently convey the appropriate detail, ideas, information and opinions.

For example:

The meaning of geisha and specific terms related to the topic are clearly explained.

- 芸者^{げいしや}というのはお客を楽しませる女の人です。
- おきやは芸者が住んでいる大きい家です。

- Creating interest and engaging the audience

Responses successfully create the desired impact and interest and engage the audience.

- *Good PowerPoint to support the presentation*
- *Spoken in a clear/confident voice*
- *Draws the audience in right from the start of the presentation by speaking directly to them;*
みなさんは今芸者は何ですかとかんがえているでしょう。

I2 Depth of treatment of ideas, information, or opinions

- Depth and breadth of content

Depth and breadth in the treatment of the topic and content is very detailed and varied.

For example:

それは芸者になるまで5年間のしゅぎょうがあります。その5年間にまいこは毎日ダンスやがっきやうたやをまじめにれんしゅうします。そして、おきやくに会う前にまいこはけしょうをつけたりきものを着たり、そしてかみのけをきれいにしたりします。

- Elaboration of ideas and support of opinions

Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively with originality and creativity.

For example:

そしてそのかんざしに花があります。毎月その花がかわります。そのりゆうはまいかんさし、とくべつないみがあります。

私のいけんではげんだいの女の人にはじゆうがあるのでもっとやさしいしょくぎょうをかんとんにみつかれるからです。私だったらぜったいに芸者になりたくないです。

- Planning and preparation

Comprehensive evidence of planning and preparation

Expression

E1 Capacity to convey information accurately and appropriately

- Range of expression (e.g. linguistic structures and features)

Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow and cohesion

For example :

- 15才になったら
- お客^{きやく}を楽しませる女の人です。
- おきやに入ったばかり
- するひつようはありません。
- けしょうをつけたり。。。かみのけをきれいにしたりします。

– Accuracy of expression (e.g. linguistic structures and features, grammar)

A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.

For example :

- てっだいをするのはひつようはありません。
- うたやをまじめにれんしゅうします。

– Use of cohesive devices

Effective use of a range of sophisticated cohesive devices to connect ideas

For example :

そのうえに、そして、だから、なぜなら、さいごは、たとえば、て form

– Appropriateness of expression, including cultural appropriateness

Expression consistently appropriate to the cultural and social context

– Clarity of expression including fluency, pronunciation, and intonation

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.

E2 Coherence in structures and sequence

– Organisation of information and ideas

Information and ideas are organised logically and coherently

– Use of the conventions of text types

Conventions of the text type are observed.

The presentation has an appropriate introduction and conclusion (それは以上です。着てくれてありがとうございます。)

	Ideas	Expression		Interpretation and Reflection
A	<p><i>Relevance</i></p> <p>Responses are consistently relevant to context, purpose, audience, and topic.</p> <p>Responses consistently convey the appropriate detail, ideas, information, opinions.</p> <p>Responses successfully create the desired impact and interest, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Depth and breadth in the treatment of the topic and content is very detailed and varied.</p> <p>Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively with originality and creativity.</p> <p>Comprehensive evidence of planning and preparation.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.</p> <p>A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.</p> <p>Effective use of a range of sophisticated cohesive devices to connect ideas.</p> <p>Expression consistently appropriate to the cultural and social context.</p> <p>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.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Information and ideas are organised logically and coherently.</p> <p>Conventions of the text type are observed.</p>	<p><i>Capacity to Interact and Maintain a Conversation and Discussion</i></p> <p>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, enthusiasm, and passion for the topic of discussion are conveyed.</p> <p>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).</p> <p>Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations of text are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).</p> <p>Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.</p> <p>Concepts, perspectives, and ideas represented in texts are identified and explained with clarity and insight.</p> <p><i>Analysis of the Language in Texts</i></p> <p>The functions of particular linguistic and cultural features in the text are explained with clarity and insight.</p> <p>Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation).</p> <p><i>Reflection</i></p> <p>Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.</p> <p>Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.</p> <p>Critical reflection on own learning.</p>
B	<p><i>Relevance</i></p> <p>Responses are mostly relevant to context, purpose, audience, and topic.</p> <p>Responses mostly convey the appropriate detail, ideas, information, and opinions.</p> <p>Responses generally create the desired impact and interest, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Breadth and some depth in the treatment of the topic.</p> <p>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.</p> <p>Sound planning and preparation.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Use of a range of linguistic structures and features with good control to convey meaning.</p> <p>Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning.</p> <p>A range of cohesive devices are used to connect ideas.</p> <p>Expression is mostly appropriate to the cultural and social context.</p> <p>Effective communication with some degree of fluency. Reasonably accurate pronunciation and intonation.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Mostly coherent organisation of information and ideas.</p> <p>Most conventions of the text type are observed.</p>	<p><i>Capacity to Interact and Maintain a Conversation and Discussion</i></p> <p>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.</p> <p>A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification).</p> <p>Occasional pauses to process questions and to search for linguistic resources.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples from the text.</p> <p>Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text.</p> <p>Concepts, perspectives, and ideas represented in texts are generally identified and explained with some clarity.</p> <p><i>Analysis of the Language in Texts</i></p> <p>The functions of particular linguistic and cultural features in the text are described.</p> <p>Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation).</p> <p><i>Reflection</i></p> <p>Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.</p> <p>Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.</p> <p>Thoughtful reflection on own learning.</p>

STAGE 2 JAPANESE CONTINUERS
ASSESSMENT TYPE 2: IN-DEPTH STUDY
WRITING IN JAPANESE

Purpose

To produce a text in Japanese expressing ideas, information, feelings, and opinions.

Description of Assessment

Write a diary entry (or several diary entries) in Japanese, recalling your recent experience of your topic. E.g. You are a member of the Ikebana club, you have just been to see Kabuki, spent time at an onsen or met someone famous. Include personal reflections and opinions.

Context/Purpose/Audience:

Context: you have just had a personal experience related to your topic and you are writing a diary entry about it
 Purpose: to reflect on your experiences of your topic

Audience: essentially you but you need to explain new terminology as you go – as if you are writing to remind/inform yourself

Assessment Conditions

Length: 600 字

Task completion: To be completed over a two week period with some class and homework time allocated.

Evidence of planning, preparation and research is required e.g. notes, drafts, etc.

Learning Requirements	Assessment Design Criteria for this task
5. interact with others to exchange information, ideas, opinions, and experiences in Japanese 6. create texts in Japanese to express information, feelings, ideas, and opinions 7. analyse texts that are in Japanese to interpret meaning 8. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.	<p>Ideas The specific features addressed in this task are:</p> <p>I1 Relevance</p> <ul style="list-style-type: none"> • relevance to context, purpose, audience, and topic • conveying appropriate detail, ideas, information, or opinions • creating interest and engaging the audience <p>I2 Depth of treatment of ideas, information, or opinions</p> <ul style="list-style-type: none"> • depth and breadth of content • elaboration of ideas and support of opinions • planning and preparation. <p>Expression The specific features addressed in this task are:</p> <p>E1 Capacity to convey information accurately and appropriately</p> <ul style="list-style-type: none"> • range of expression (e.g. linguistic structures and features) • accuracy of expression (e.g. linguistic structures and features, grammar) • use of cohesive devices • appropriateness of expression, including cultural appropriateness <p>E2 Coherence in structure and sequence</p> <ul style="list-style-type: none"> • organisation of information and ideas • use of the conventions of text types <p>Interpretation and Reflection The specific features addressed in this task are:</p> <p>IR3 Reflection</p> <ul style="list-style-type: none"> • reflection on how cultures, values, practices and ideas are represented or expressed in texts

トピック : 芸者

二月二十八日 (水) 晴れ

京都に来てからもう二週間だ。芸者になるため、京都に引っこした。

そして今「置屋」という芸差に住んでいる家にくらしている。私はまだこのきびしい生活になれていない。「しこみ」として置屋で色々な手伝いをする。例えば、晩ご飯を準備したり、使いをしたり、そうじをしたりする。しかもきそくはきびしい、かぞくをれんらくのは禁止でホームシックになった。

置屋に入った時「しこみ」のことを聞いたことがなかったから

お姉さんたちを聞いたら「しこみとは、舞妓になる前の、みならい人だ。

それでしこみの修行はだいたい舞妓のやっていることをみて学ぶことだ。

それと、舞妓は芸者のでした。」と教えてくれた。

今日、みか姉さんは私に着物の着方とけしょうつける方法を教えてくれた。

着物をよごれないようにまずけしょうをつけた。みか姉さんはかおで白いパウダーをつけた。じつは、あのパウダーはとりこだった。いっぱいつけてかおがまっ白でゆうれいみたいと思った。

次、みか姉さんはくちびるにべにをつけた。けしょうをつけおわってからきれいな着物を着た。私はみか姉さんのせなかに「おび」という長いみたいなものをむすんだ。そのおびの長さは5メートルだ。最後、みか姉さんはかみのけに「かなざし」と言うけのアクセサリーをつけた。

みか姉さんのうつくしさを見るとかんどうした。そして私はきめた、かならず修行をかんせいして芸者になるよ。

Additional Comments

This example is illustrative of an A grade.

Ideas

Responses successfully create the desired impact and interest, and engage the audience.

Expression

Expression consistently appropriate to the cultural and social context

Information and ideas are organised logically and coherently

Interpretation and Reflection

Critical reflection on how cultures, values, beliefs and ideas are represented or expressed in texts

Relevance

Responses are consistently relevant to context, purpose, audience, and topic and consistently convey the appropriate idea, information and opinions.

Depth of Treatment

Depth and breadth in the treatment of the topic and content is very detailed and varied

Ideas are elaborated and opinions and arguments are supported and justified.

Capacity to Convey Information

Use of an extensive range of complex linguistic structures and features with a high degree of accuracy. A few errors may be evident but they do not impede meaning.

Effective use of a range of sophisticated cohesive devices to connect ideas.

Conventions of the text type are observed.

	Ideas	Expression		Interpretation and Reflection
A	<p>Relevance</p> <p>Responses are consistently relevant to context, purpose, audience, and topic.</p> <p>Responses consistently convey the appropriate detail, ideas, information, opinions.</p> <p>Responses successfully create the desired impact and interest, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Depth and breadth in the treatment of the topic and content is very detailed and varied.</p> <p>Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively with originality and creativity.</p> <p>Comprehensive evidence of planning and preparation.</p>	<p>Capacity to Convey Information Accurately and Appropriately</p> <p>Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.</p> <p>A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.</p> <p>Effective use of a range of sophisticated cohesive devices to connect ideas.</p> <p>Expression consistently appropriate to the cultural and social context.</p> <p>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.</p> <p>Coherence in Structure and Sequence</p> <p>Information and ideas are organised logically and coherently.</p> <p>Conventions of the text type are observed.</p>	<p>Capacity to Interact and Maintain a Conversation and Discussion</p> <p>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, enthusiasm, and passion for the topic of discussion are conveyed.</p> <p>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).</p> <p>Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well.</p>	<p>Interpretation of Meaning in Texts</p> <p>Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations of text are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).</p> <p>Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.</p> <p>Concepts, perspectives, and ideas represented in texts are identified and explained with clarity and insight.</p> <p>Analysis of the Language in Texts</p> <p>The functions of particular linguistic and cultural features in the text are explained with clarity and insight.</p> <p>Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation).</p> <p>Reflection</p> <p>Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.</p> <p>Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.</p> <p>Critical reflection on own learning.</p>
B	<p>Relevance</p> <p>Responses are mostly relevant to context, purpose, audience, and topic.</p> <p>Responses mostly convey the appropriate detail, ideas, information, and opinions.</p> <p>Responses generally create the desired impact and interest, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Breadth and some depth in the treatment of the topic.</p> <p>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.</p> <p>Sound planning and preparation.</p>	<p>Capacity to Convey Information Accurately and Appropriately</p> <p>Use of a range of linguistic structures and features with good control to convey meaning.</p> <p>Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning.</p> <p>A range of cohesive devices are used to connect ideas.</p> <p>Expression is mostly appropriate to the cultural and social context.</p> <p>Effective communication with some degree of fluency. Reasonably accurate pronunciation and intonation.</p> <p>Coherence in Structure and Sequence</p> <p>Mostly coherent organisation of information and ideas.</p> <p>Most conventions of the text type are observed.</p>	<p>Capacity to Interact and Maintain a Conversation and Discussion</p> <p>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.</p> <p>A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification).</p> <p>Occasional pauses to process questions and to search for linguistic resources.</p>	<p>Interpretation of Meaning in Texts</p> <p>Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples from the text.</p> <p>Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text.</p> <p>Concepts, perspectives, and ideas represented in texts are generally identified and explained with some clarity.</p> <p>Analysis of the Language in Texts</p> <p>The functions of particular linguistic and cultural features in the text are described.</p> <p>Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation).</p> <p>Reflection</p> <p>Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.</p> <p>Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.</p> <p>Thoughtful reflection on own learning.</p>

**STAGE 2 JAPANESE CONTINUERS
ASSESSMENT TYPE 2: IN-DEPTH STUDY
ENGLISH REFLECTION**

Purpose

To reflect about you experience in undertaking the In-depth Study.

Description of Assessment

Prepare either a written or oral response which is personal and reflective in nature. Share your insight on the research process and how your findings have affected you, e.g. influenced you understanding of the topic, changed your thinking, increased yourself-awareness etc. In your response you may consider the following:

- How your research has increased your understanding of the 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

Assessment Conditions

Task Length: maximum of 600 words in English

Task completion: To be completed over a three week period with some class and homework time allocated.

Learning Requirements	Assessment Design Criteria for this task
<p>9. interact with others to exchange information, ideas, opinions, and experiences in Japanese</p> <p>10. create texts in Japanese to express information, feelings, ideas, and opinions</p> <p>11. analyse texts that are in Japanese to interpret meaning</p> <p>12. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.</p>	<p>Expression</p> <p>The specific features addressed in this task are:</p> <p>E2 Coherence in structure and sequence</p> <ul style="list-style-type: none"> • organisation of information and ideas • use of the conventions of text types <p>Interpretation and Reflection</p> <p>The specific features addressed in this task are:</p> <p>IR3 Reflection</p> <ul style="list-style-type: none"> • reflection on how cultures, beliefs, values, practices, and ideas are represented or expressed in texts • recognition and explanation of connections between own values, beliefs, practices and ideas and those expressed in texts • reflection on own learning

My interest in Japanese culture and history led me to investigate one of the most traditional careers in Japan, 'Geisha'. Prior to undertaking this assignment, I shared a preconception that most westerners have about geisha, believing that they are prostitutes. However, through my research, I have become aware that my knowledge of geisha was limited, and that I didn't have much understanding of the complexity of my topic.

After watching *Memoirs of a Geisha*, I learnt that to be a geisha is to have a professional career which requires years of strict training and discipline. At this point I began to see that I had made some false assumptions regarding geisha. I learnt through the movie that geisha are indebted to the *Okaa-san*. *Okaa-san* literally means 'mother' however in this context, she is actually the owner of the *okiya*, which is a lodging house where geisha are required to stay during the years of their training. Subsequently, on completion of their training, the geisha must earn money by attending high class social gatherings and entertaining men to be able to pay back the *Okaa-san* for taking care of them during those years. I had not been aware of how many sacrifices a geisha had to make for her career. I really don't think that young people today would be able to cope with such a challenging lifestyle.

Through my research I have developed a better understanding of the life of a geisha as well as the role of women in traditional Japanese society. In the early stages of Japanese history, most women were uneducated because pursuing academic goals was not considered appropriate for a woman whose life was traditionally spent around the home. Hence, the high level of education of the geisha may have helped to seem more exotic. The reason for this education however, was solely to give them the skills to entertain men and help them to forget the worries of their lives. I found it surprising that some geisha do marry their clients however, once they do, they are expected to drop out of the profession. The fact that geisha must remain single helps to feed the idea of the similarity between geisha and prostitutes.

One of the most interesting things I learnt during my research was that traditionally, when geisha were in the final stages of their training, they would not only put on the traditional makeup, but also colour their teeth black. The reason for this was to create a perfect contrast with their white faces. This idea of beauty is certainly far removed from the western idea of beautiful where black teeth are considered ugly and suggest bad dental hygiene.

As most of the information I had accessed to about geisha was quite historical I was interested to find out about the role of geisha in modern day Japan. I was thus quite excited to be able to interview high school students from Kyoto – the spiritual home of the geisha. I was very surprised when they could only tell me what a geisha looked like and not much more. This suggests that geisha are no longer considered an important part of Japanese culture which is understandable considering how the role of women in Japanese society has changed.

After this investigation, I've developed an appreciation towards geisha and Japanese culture. I feel motivated to share what I have learnt with other people who share the same preconceptions that I had. This in-depth study has taught me to try and first develop a better understanding of a situation before making a judgement.

Additional Decision Notes

This example is illustrative of an A grade.

Expression

Information and ideas are organised logically and coherently.

Conventions of the text type are observed.

Reflection

Critical reflection on how cultures, values, beliefs, practices, and ideas represented or expressed in texts.

Sophisticated recognition and explanation of connections between own values, beliefs, ideas, and practices in relation to those represented in texts.

Critical reflection on own learning

	Ideas	Expression		Interpretation and Reflection
A	<p><i>Relevance</i></p> <p>Responses are consistently relevant to context, purpose, audience, and topic.</p> <p>Responses consistently convey the appropriate detail, ideas, information, opinions.</p> <p>Responses successfully create the desired impact and interest, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Depth and breadth in the treatment of the topic and content is very detailed and varied.</p> <p>Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively with originality and creativity.</p> <p>Comprehensive evidence of planning and preparation.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.</p> <p>A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.</p> <p>Effective use of a range of sophisticated cohesive devices to connect ideas.</p> <p>Expression consistently appropriate to the cultural and social context.</p> <p>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.</p> <p>Coherence in Structure and Sequence</p> <p>Information and ideas are organised logically and coherently.</p> <p>Conventions of the text type are observed.</p>	<p><i>Capacity to Interact and Maintain a Conversation and Discussion</i></p> <p>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, enthusiasm, and passion for the topic of discussion are conveyed.</p> <p>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).</p> <p>Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations of text are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).</p> <p>Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.</p> <p>Concepts, perspectives, and ideas represented in texts are identified and explained with clarity and insight.</p> <p><i>Analysis of the Language in Texts</i></p> <p>The functions of particular linguistic and cultural features in the text are explained with clarity and insight.</p> <p>Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation).</p> <p>Reflection</p> <p>Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.</p> <p>Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.</p> <p>Critical reflection on own learning.</p>
B	<p><i>Relevance</i></p> <p>Responses are mostly relevant to context, purpose, audience, and topic.</p> <p>Responses mostly convey the appropriate detail, ideas, information, and opinions.</p> <p>Responses generally create the desired impact and interest, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Breadth and some depth in the treatment of the topic.</p> <p>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.</p> <p>Sound planning and preparation.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Use of a range of linguistic structures and features with good control to convey meaning.</p> <p>Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning.</p> <p>A range of cohesive devices are used to connect ideas.</p> <p>Expression is mostly appropriate to the cultural and social context.</p> <p>Effective communication with some degree of fluency. Reasonably accurate pronunciation and intonation.</p> <p>Coherence in Structure and Sequence</p> <p>Mostly coherent organisation of information and ideas.</p> <p>Most conventions of the text type are observed.</p>	<p><i>Capacity to Interact and Maintain a Conversation and Discussion</i></p> <p>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.</p> <p>A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification).</p> <p>Occasional pauses to process questions and to search for linguistic resources.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples from the text.</p> <p>Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text.</p> <p>Concepts, perspectives, and ideas represented in texts are generally identified and explained with some clarity.</p> <p><i>Analysis of the Language in Texts</i></p> <p>The functions of particular linguistic and cultural features in the text are described.</p> <p>Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation).</p> <p>Reflection</p> <p>Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.</p> <p>Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.</p> <p>Thoughtful reflection on own learning.</p>