# 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%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Presentation and discussion in Japanese  Students research two Japanese tourist destinations, pretend they have visited them and inform the class about their experiences. They describe where they have been, what they have seen, and convey their impressions and opinions, making comparisons with other personal experiences where appropriate. | 1,2 | 1,2,3 |  | Length of Presentation: 2 minutes  Length of Discussion: 3 minutes  Visual cues may be used.  Reading from a script is prohibited. |
| Interacting in spoken Japanese  Students conduct a conversation with the teacher about their future plans. They demonstrate their ability to exchange information, ideas, and opinions, as well as to maintain an interaction using appropriate communication strategies. | 1,2 | 1,3 |  | Length: 3-5 minutes, unscripted |

Assessment Type 2: Text Production – weighting 20%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| I | E | IR |
| Writing texts in Japanese  Students write a blog for the class web page about their immediate and long term plans for the future, including possible alternative options and the reasons for these. They demonstrate their ability to convey relevant ideas with sufficient depth and accuracy and also to coherently structure the text. | 1,2 | 1,2 |  | Length: 320 ji  45 minutes in class under supervision.  Printed bilingual dictionaries allowed. |
| Responding to written texts in Japanese  Students read a letter from a future exchange student at their school and write a reply in which they respond to the questions and/ or information in the letter. They demonstrate their ability to express ideas and information accurately and appropriately as well as to coherently structure their response. | 1,2 | 1,2 |  | Length: 320 ji  45 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 written texts  Students read two Japanese texts related to the topic of Travel and Tourism from the perspective of the Japanese-speaking communities and answer questions in English. They demonstrate their ability to interpret meaning, analyse the languages of the text, and to reflect on how cultures, values, beliefs, practices, and/or ideas are represented or expressed in texts. The combined length of the texts will be approximately 500ji. |  | 2 | 1,2,3 | Length: 60 minutes under supervision  No dictionaries are allowed. |
| Analysing and Interpreting Spoken Texts  Students listen to four Japanese texts related to education and work and answer questions in English. They demonstrate their ability to interpret meaning, to analyse linguistic and structural features, and cultural aspects of the texts, as well as to reflect on how cultures, values, beliefs, practices, and/or ideas are represented or expressed in texts. |  | 2 | 1,2,3 | Length: 60 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.*