



## Mentoring Investigation Report

### *Supporting a colleague in their first year of delivering the Year 12 curriculum*

#### **Background information**

Mentor teacher(s) name: *Mariko Ruzsicska*

Mentee teacher(s) name: *Yoko Yonezawa*

School: *Darwin High and Casuarina Senior College, NT*

Language: *Japanese*

Year level: *Year 12*

#### **Context**

The previous teacher at Casuarina Senior College took leave and Yoko Yonezawa filled the position teaching Stage 2 (Year 12) Japanese beginners and Stage 2 Japanese continuers from semester 2, 2012.

Yoko Yonezawa has been teaching Japanese across a range of levels in primary, secondary & tertiary contexts over many years. She has a Masters degree in linguistics and education, and is an experienced theorist as well as teacher. However, she hasn't taught Stage 2 before, so is unfamiliar with the curriculum, program, the SACE system, assessment design and purpose, documentation and expected student performance levels, etc. It is in this context that I have been working with her in a mentoring partnership.

#### *Stage 2 courses*

##### *Stage 2 Japanese Beginners*

The programs at beginners' level are designed for senior secondary students with no prior knowledge or experience of Japanese (whether spoken or written) who wish to begin their study of the language at Stage 1 (Year 11). It is intended that students will study the language for two consecutive years (at Stage 1 and Stage 2).

##### *Stage 2 Japanese Continuers*

The programs at continuers' level are designed for students who wish to study Japanese as a *second language*. Students, typically, will have studied the language at junior secondary level in a school in Australia. Such students will have studied the language for 300 to 400 hours by the time they have completed Stage 1, and 400 to 500 hours by the time they have completed Stage 2.

#### *Darwin High School (DHS)*

Student numbers: Stage 2 Japanese Beginners: 3

Stage 2 Japanese Continuers: 9 (including 3 working at Stage 1 level)

#### *Casuarina Senior College (CSC)*

Student numbers: Stage 2 Japanese Beginners: 5

Stage 2 Japanese Continuers: 5

DHS and CSC are linked for assessment purposes under SACE rules. Both schools run the same program, use the same assessment tasks and cross mark all the assessment tasks for both Beginners and Continuers. The Continuers are also linked to another school.

DHS is the assessing school for the Continuers and CSC is the assessing school for the Beginners.

*Student needs*

- Successfully completing the course
- Oral (discussion) skills (spontaneous exchange in the language)
- Developing independence (motivate self-learning, developing self-learning habits, skills)
- Exam skills

*Teacher learning needs*

Understanding exam skills and performance standards (SACE)/ programs

Providing diverse and rich learning experiences (using authentic materials and creating a rich environment) in order for students to achieve optimum success

Developing students' independence

Developing students' oral skills (avoiding exceeding scaffolding such as scripting answers)

Understanding assessment design and its purposes  
Using assessment for effective feedback and reporting

Blue text: needs originally identified

Black text: additional needs identified during the project

*Related AFMLTA Standards & reflection questions*

*Educational Theory and Practice*

They are aware of the culture of schooling in the contexts in which they teach. They actively engage with education policies, and curriculum frameworks. They are able to locate languages within a wider educational context, creating connections

*Language and pedagogy*

They use their knowledge of language and culture in order to promote learning in ways which are appropriate for learners in context and which cater for the diversity of abilities among their students, using authentic language and resources.

They create a culture of learning in their classrooms, which fosters interest in languages and cultures and encourages learners to accept responsibility for their own learning.

They have at their disposal a range of methodologies for languages and cultures teaching and in their practice select from these in a principled way, taking into consideration the learners, the learning context, curriculum goals, and the aspect of language being taught. These choices are made at both the overall level of planning and in teaching in the classroom.

Their approach to assessment examines understanding, learning, and performance, and uses assessment to foster learning as well as to evaluate learning. They know and use a range of assessment approaches and select assessment tasks which are appropriate to the purposes of the assessment and use the assessment for effective feedback and reporting.

### *Reflective questions*

- What do you know about the policy and curriculum documents which are relevant to language teaching?
- How do you decide on which methodology to use in your daily teaching? What factors influence your decisions?
- What range of learning opportunities do you provide so that all students are able to achieve optimum success and recognition for their performance in language and literacy?
- How do you assess learner's language development? How does this allow them to demonstrate their proficiency in the language and their intercultural understanding?

### **Goals of mentoring program**

Goals of the mentoring program were to:

- develop teaching skills that enhance students oral/ communication skills
- develop tasks that enhance students spontaneous oral skills
- develop skills to help students' independence/self-learning
- understand curriculum, programming, assessment design & purpose and standards of performance in SACE.

### **Design**

The design involved:

- identifying the conceptual knowledge (includes students' needs and teachers' needs)
- observation 1: observing each other's teaching
- reflection (identifying procedural knowledge & metacognitive knowledge)
- creating a lesson plan
- observation 2: implementing the plan
- reflection (evaluation & critical perception).

### **Implementation**

The project was implemented through a series of meeting and mentoring processes:

**Tuesday 31 July:** Meeting: Assessment designs & purpose, performance standards

**Monday 13 August:** Observation & reflection 1 at CSC

**Tuesday 21 August:** Meeting and cross marking at DHS

**Monday 3 September:** Moderation & meeting at DHS

**Monday 17 September:** Observation & reflection 2 at DHS

**Wednesday 10 October:** More Leaps presentation at Darwin Language Centre

**Monday 29 October:** Meeting & cross marking/ moderation at DHS

**Monday 5 November:** Ranking/documentation

**Thursday 8 November:** Packaging for the final moderation at CSC

### **Data gathered**

*Meeting 1 notes:*

31 July 2012

- Discussion on In-Depth Study (3 assessment tasks: Reflection in English, Writing in Japanese & Oral presentation)
- What we assess

- Teaching methods
- Resources

Need:

- Understanding of performance standards → cross marking together
  - Identify/ understand the level of performance
- Understand assessment design/pedagogy (In-Depth Study) → give previous year's examples
  - Content- what we are assessing
  - Elaboration of teaching and assessment processes
  - Resources
    - appropriate level of resources in Japanese
    - types of resources

*Observation note 1: Mentor observed mentee's class*

Monday 13 August 2012

Stage 2 Japanese Beginners, 5 students (all girls), double lesson (100 minutes)

- Lesson structure (used PowerPoint)
  - Vocabulary input/review (about 20 mins)
  - Input basic sentence structures (item は location に あります) → output (teacher questions & student answers) (20 mins)
  - Extended/complicated patterns using the basic structure → output (teacher questions & student answers) (20 mins)
  - Conversation practice (20 mins)
  - Worksheet- review lesson content (20 mins)
- Observation
  - Teacher used power point for vocabulary input
    - Makes the session slow and fixed, giving students a chance to go through the vocabulary only once
      - Vocabulary cards get students to participate in different activities (drill, organising the vocabulary by types, mix & match, cards game such as fish etc.)
  - Does she teach study skills? E.g. activities students can do at home with vocabulary cards
  - Katakana words → teach pronunciation explicitly (listen & repeat)
  - Students grasp the concept quite well; lesson is lecture-based. Could extend their language skills with student-driven activities (let students choose expression rather than translate given sentences)

*Questions:*

- *How do we teach study skills?*
- *How do we use ourselves as resources?*
- *How do we teach to apply learnt knowledge in a real situation/ in a different context? (e.g. conversation in the language)*

*Questions to myself:*

- *What methods can I employ to strengthen grammatical understanding?*

- Discussion & reflection
  - Conversation practice
    - teacher leads the conversation (uses only learnt vocabulary/patterns)- more like an interview than a conversation
    - it might be appropriate for stage 1 students to prepare answers for pre-scripted questions, but for stage 2 students, teachers need to prepare them to manage spontaneous interaction
    - both teacher & students are satisfied when students are able to answer questions
      - possible need to change mindset- teacher could encourage students to ask questions, clarify questions, and alternate their expression depending on the context

- methods → conversation between students (giving an opportunity to use Japanese in a real context rather than a mock conversation with a teacher)
- Teacher's observations of challenges
  - teacher feels the limitation in achieving desired outcomes when giving conversation practice or listening practice without students having enough vocabulary/grammatical knowledge
  - hinders the teacher using authentic materials (includes unfamiliar vocabulary, sentence patterns, concepts, expression, tones and speed)
- Reflection on own practice
  - students enjoy lessons and reach desired outcomes during the lessons, but their knowledge is not consolidated → need review activities (e.g. creating summary after each lesson)
  - do my students understand the basic word order as well as CSC students? - need to review
    - reorganizing elements activity

*Observation note 2: Mentee observed Mentor's class*

Monday 17 September 2012

Stage 2 Japanese Continuers, 9 students (4 boys, 5 girls), single lesson (50 minutes)

- Lesson structure
  1. Vocabulary review with flash cards (5 mins)
  2. Instruction & brain storm (5 mins)
    - pair conversation practice on topics of travel, education & future plan
    - reviewing what have learnt
    - brain-storming what sub-topics can be canvassed
  3. Conversation practice (40 mins)
    - students started to practice conversation straight after the brainstorm without hesitation, but after 10 minutes, they reorganise themselves and made groups; then they formed one big group
    - they seem to get bored practicing in pairs which is less dynamic
    - they kept talking in Japanese
    - the topic was mainly travelling in Japan
    - they talked about their own experiences in Japan (5 of them participated in 2011 Japan study trip)
    - they enjoyed the interaction even though talking in a big group is much harder than the pair conversation exercise
- Discussion
  1. Less structured
  2. Mentee observed a conversation practice session between the mentor and one female student
  3. Mentee observed some characteristics of learning in the session
    - Formed through language
      - clarify words, phrases & expressions in different contexts, use them in the session and checked with the teacher (so, can I say ~, in ~ case?)
    - Development through feedback
      - exam skill (how to manage unexpected questions)
      - use the learnt skills in the session
    - Self-awareness
      - she recognised her own learning
      - the processes built her confidence ('I know how to answer that kind of question now')
      - she asked for another session when students felt the session was useful/recognised their own development ('can I come back at lunch time to practice with you?')
- Reflection
  - How do we prepare students to develop communication skills?
  - How do we prepare students to answer unfamiliar questions?
  - How do we change students' mindset from just answering questions correctly to expressing what they want to say?
  - How do we help students to engage in discussions?

- Identified limitations (both teachers)
  - only one Japanese language teacher at each school
  - lack of opportunity to have professional discussion about language specific issues
  - limited number of students- difficulty in assessing students work against performance standards
  - lack of exposure to different teaching methods
  - teachers tend to use their familiar/comfortable teaching methods
  - teachers struggle to explore students' higher order thinking using the language as a tool (employing explicit teaching but being uncertain how to extend their knowledge and skills).

*Meeting notes*

Monday 29 October: Meeting & cross marking/moderation at DHS

- Reflection
  - It is difficult to identify performance standards when there are few students (teacher tends to rank students then gives the top student A , a weaker student C or D even though teacher uses rubrics for marking)
  - the teacher's judgement was more accurate before the teacher got to know her students well
    - I have been teaching my students for 3 years. How accurate is my judgement? What factors may affect my judgement? How do I avoid bias?
  - Discussion using students' work samples for each standard (A, B, C, D, and E) was the best way to establish mutual understanding and validate standards.

**Outcomes and evaluation: where to from here?**

*After the presentation of the project in NT*

- There was a request for a copy of the professional standards→ created a page for the MoRe LEAPs Project in LTANT Wiki. Now, the standards and powerpoints from the NT projects are accessible from the Wiki
- Also, a Japanese page has been created for exchanging information including information on resources, teaching methods, news etc.
- We will continue peer observation at Stage 2 level classes, but also promote peer observation using the standards across year levels
- We are considering organising a language-specific professional learning session focusing on the standards and if possible organising a similar project in NT to explore the same mentoring processes with different teachers.

**APPENDICES:**

**APPENDIX 1: STAGE 2 BEGINNERS LEARNING AND ASSESSMENT PLAN**

**APPENDIX 2: STAGE 2 CONTINUERS LEARNING AND ASSESSMENT PLAN**

## LEARNING AND ASSESSMENT PLAN

### Stage 2 Japanese (Beginners)

School Darwin High School \_\_\_\_\_ Contact Teacher Mariko Ruzsicska \_\_\_\_\_

Other schools using this plan Casuarina Senior College

SACE School Code			Year		Enrolment Code				Program Variant Code (A–W)	
9	0	8	2012		Stage	Subject Code			No. of Credits (10 or 20)	
9	0	8	2012		2	J	A	B	20	

#### COHORT/CONTEXT DESCRIPTION

This should describe:

- the cohort of students (e.g. student background and learning needs)

This program has been designed for students who have completed Japanese Beginners Stage 1. There are 28 students in the class, 15 of whom are International students of non-English speaking background.

#### PROGRAM DESIGN

Students have three single lessons of 50 minutes and one double lesson of 105 minute duration a week. The school is well resourced with a range of audio, visual and written resources. The classroom has internet access and each student is provided with a laptop in the classroom in order to develop ICT skills in Japanese. The main texts used are A first course in Japanese, Excel Senior High School Beginners / Accelerated Level and Obento Supreme.

Students have opportunities to develop the skills of speaking, listening, reading, and writing regularly each week. Japanese is used in class as far as is practical to instruct students. Students will have opportunities to develop their communication skills and to increase their knowledge and understanding of Japanese culture.

The following topics will be studied from the perspectives of the Personal World and the Japanese-speaking Communities: Future plans & aspiration, Holidays, travel & tourism, and Education and work. These topics provide students with opportunities to develop the Japanese language skills to communicate about various aspects of their own lives as well as about Japanese culture.

#### CAPABILITIES, LITERACY AND NUMERACY OPPORTUNITIES

##### Capabilities

The main capability developed in this program is *communication*. Students develop skills to communicate in spoken and written Japanese in a variety of contexts for a range of purposes. Through the study of cultural values, beliefs and practices students develop an understanding of how cultural concepts and practices affect world views and communication.

By applying this knowledge when using Japanese to communicate with others, students develop their *citizenship* capability.

The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in many areas such as trade, tourism, and education, and may thereby develop their *work* capability.

In a range of tasks students undertake analytical and reflective thinking, explore languages as a system, and create links between existing and new knowledge, thereby developing their *learning* capability.

##### Literacy and Numeracy skills

Students deepen and develop literacy skills through understanding the nature, style and purpose of language use and using Japanese to express ideas for various purposes in a range of discourse forms. They apply numeracy skills when using data and information such as train timetables and graphs to support an idea, opinion, or position.

Recommended by Principal or nominee (signature) \_\_\_\_\_ Date \_\_\_\_\_

Signature of SACE Board Officer \_\_\_\_\_ Date \_\_\_\_\_

SACE Board Officer Number \_\_\_\_\_ Approved / Not Approved

Accession Number \_\_\_\_\_ Expiry date of Learning and Assessment Plan \_\_\_\_\_

Subject **Stage 2 Japanese at Beginners level** School Darwin High School \_\_\_\_\_ Contact Teacher Mariko Ruzsicska

**ASSESSMENT OVERVIEW**

Complete the table below to demonstrate how the set of assessments addresses all of the learning requirements and assessment design criteria.

Weighting of Assessment Types		Name of Assessment (as described in the assessment details following)	Learning Requirements (Indicate the Learning Requirements addressed)			Assessment Design Criteria (Indicate the Assessment Design Criteria addressed)		
			Interact with others in Japanese in interpersonal situations	Create texts in Japanese for specific audiences, purposes, and contexts	Analyse texts that are in Japanese to interpret meaning.	Ideas	Expression	Interpretation and Reflection
Assessment Type	Weighting (%)							
Interaction	30	Presentation and discussion in Japanese	✓			1, 2	1, 2, 3	
		Interacting in spoken Japanese	✓			1, 2	1, 3	
Text production	20	Writing texts in Japanese		✓		1, 2	1, 2	
		Responding to written texts in Japanese		✓		1, 2	1, 2	
Text analysis	20	Analysing and interpreting written texts			✓		2	1, 2, 3
		Analysing and Interpreting spoken texts			✓		2	1, 2, 3
External component	30	Oral examination	Please refer to the Subject Operational Information (available on the website).					
		Written examination	Please refer to the Subject Operational Information (available on the website).					

**Eight to ten assessments.** Please refer to the *Interstate Assessed Languages Beginners Level Subject Outline*.  
(Note: to record any changes to the assessment outline, please use the Addendum to Learning and Assessment Plan attached.)

Subject **Stage 2 Japanese at Beginners level** School Darwin High School \_\_\_\_\_ Contact Teacher Mariko Ruzsicska

### ASSESSMENT DETAILS

Use the table below to provide details of the assessments designed to provide opportunities for the range of students in the cohort to show evidence of their learning against the performance standards.

Name of Assessment (Assessment Type)	Description of Assessment (a description of the flexible, and where appropriate, negotiable, ways in which students show evidence that demonstrates their learning against the performance standards, including to the highest standard)	Assessment conditions as appropriate (e.g. task type, word length, time allocated, supervision)
Presentation and discussion in Japanese (Interaction)	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. <b>Term 2</b>	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 (Interaction)	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. <b>Term 3</b>	Length: 3-5 minutes, unscripted
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. <b>Term 1</b>	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. <b>Term 1</b>	Length: 320 ji 45 minutes in class under supervision. No dictionaries are allowed.
Analysing and interpreting written texts	Students read two Japanese texts related to the topic of <i>Travel and Tourism</i> 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. <b>Term 2</b>	Length: 60 minutes under supervision. No dictionaries are allowed.

<p>Analysing and Interpreting Spoken Texts</p>	<p>Students listen to four Japanese texts related to <i>education and work</i> 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. <b>Term 3</b></p>	<p>Length: 60 minutes under supervision. Printed bilingual dictionaries may be used.</p>
<p>Examination (External Assessment)</p>	<p>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</p>	<p>Oral examination (approximately 10 minutes).  2½ hour written examination with 10 minutes reading time.</p>

**Addendum to:**

**LEARNING AND ASSESSMENT PLAN**

**Stage 2 Japanese (Beginners)**

School \_\_\_\_\_ Contact Teacher \_\_\_\_\_

Other schools using this plan \_\_\_\_\_

SACE School Code		

Year

Enrolment Code				
Stage	Subject Code			No. of Credits (10 or 20)
<b>2</b>	<b>J</b>	<b>A</b>	<b>B</b>	<b>20</b>

Program Variant Code (A–W)

**CHANGES MADE TO THE LEARNING AND ASSESSMENT PLAN**

Describe any changes made to the 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 individuals within the student group.

**PRINCIPAL ENDORSEMENT**

The changes made to the Learning and Assessment Plan support student achievement of the performance standards and retain alignment with the subject outline.

Signature of Principal or nominee \_\_\_\_\_ Date \_\_\_\_\_

## LEARNING AND ASSESSMENT PLAN

### Stage 2 Japanese Continuers

School **Darwin High School**

Contact Teacher **Mariko Ruzsicska**

Other schools using this plan **Casuarina Senior College**

SACE School Code		
<b>9</b>	<b>0</b>	<b>8</b>

Year
<b>2011</b>

Enrolment Code				
Stage	Subject Code			No. of Credits (10 or 20)
<b>2</b>	<b>J</b>	<b>A</b>	<b>C</b>	<b>20</b>

Program Variant Code (A–W)

#### COHORT/CONTEXT DESCRIPTION

This should describe:

- the cohort of students (e.g. student background and learning needs)

This class consists of ten students of mixed ability, most of whom have been studying Japanese as a second language since Year 8. One student has completed stage 2 Beginners in 2010 and continues studying Japanese at stage 2 continuers' level. Three of the students visited Japan for two weeks in 2009 on the school Study tour.

#### PROGRAM DESIGN

This should describe:

- how the program has been designed to engage the range of students in the cohort described above
- the intended delivery of the program (e.g. students will undertake elements of the program off-campus, program delivered in single and block lessons across a 5-day cycle)
- topic choices (e.g. option topics) and give details of negotiated topics

Students have **225** minutes of instruction per week, consisting of three **55** minute single lessons and one **100** minute double lesson. A range of resources are used including text books, a range of realia, and internet-based material. The topics covered, Leisure, Education, Working Life, and Current Issues, ensure a balance across the three prescribed themes of The Individual, The Japanese-speaking Communities, and The Changing World, and cater for the range of student interests. Students have opportunities to develop their ability to communicate at an appropriate linguistic level in Japanese, and to explore and develop their understanding of culture, identity, and values in both the Australian and the Japanese-speaking communities.

Students present evidence of learning in a range of formats (e.g. oral, written, and/or multimodal).

#### CAPABILITIES, LITERACY AND NUMERACY OPPORTUNITIES

This should explain:

- how the program provides opportunities for students to develop their capabilities and their literacy and numeracy skills

##### Capabilities

The main capability developed in this program is *communication*. Students develop the ability to interact and communicate effectively in a range of contexts and for different purposes. When interacting with others, creating texts, analysing and interpreting meaning, and examining relationships between language, culture, and identity, students develop and apply linguistic and intercultural knowledge and understanding. The capability of *citizenship* is developed through exploring topics from different perspectives. Students develop the ability to understand and interpret meaning, and develop sensitivity to the ideas, values, and beliefs of others. In developing an understanding of the relationship between language and culture, and the awareness of the role of language and culture in human interaction and identity, students strengthen their personal, cultural, and linguistic identity (*personal development*). *Learning* is also developed in this program through acquiring an active working knowledge of Japanese, as well as through tasks requiring research and both analytical and reflective thinking.

##### Literacy and Numeracy skills

Students develop an understanding of the nature, styles, and purposes of language use, and thereby refine their communication skills of listening, speaking, reading and writing. Studying the structure of Japanese assists students to develop the ability to move between languages. Students develop an understanding of concepts such as time and number in different cultures and apply their numeracy skills when using tables, graphs and data for supporting analysis of ideas.

Recommended by Principal or nominee (signature) \_\_\_\_\_ Date \_\_\_\_\_

Signature of SACE Board Officer \_\_\_\_\_ Date \_\_\_\_\_

SACE Board Officer Number \_\_\_\_\_ Approved / Not Approved

Accession Number \_\_\_\_\_ Expiry date of Learning and Assessment Plan \_\_\_\_\_

Subject **Japanese Continuers** School **Darwin High School**

Contact Teacher **Mariko Ruzsicska**

### ASSESSMENT OVERVIEW

Complete the table below to demonstrate how the set of assessments addresses all of the learning requirements and assessment design criteria.

Weighting of Assessment Types		Name of Assessment (as described in the assessment details following)	Learning Requirements <i>(Indicate the Learning Requirements addressed)</i>				Assessment Design Criteria <i>(Indicate the Assessment Design Criteria addressed)</i>		
			Interact with others to exchange information, ideas, opinions, and experiences in Japanese	Create texts in Japanese to express information, feelings, ideas, and opinions	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	Ideas	Expression	Interpretation and Reflection
Assessment Type	Weighting (%)								
Folio	50	Task 2: Interaction (Conversation) (W8)	✓				1, 2	1, 3	
		Task 5: Text production (Job application) (W17)		✓	✓		1, 2	1, 2	1
		Task 1:Text production (Speech) (W5)		✓			1, 2	1, 2	
		Task 3:Text analysis 1: Response to a spoken text (W12)			✓	✓			2



Government of South Australia

# SACE Board of SA

		Task 4:Text analysis 2: Response to a written text (W13)			✓	✓		1, 2	1, 2, 3
In-depth study	20	Task 8:In-depth study: Oral presentation (W26)	✓	✓			1, 2	1, 2, 3	1
		Task 7:In-depth study: Written response in Japanese (W 23)		✓	✓	✓	1, 2	1, 2	1
		Task 6: In-depth study: Reflective response in English (W21)			✓	✓	1, 2	2	1, 3
External Assessment	30	Oral examination	Please refer to the Languages Learning Area Manual for details.						
		Written examination	Please refer to the Languages Learning Area Manual for details.						

**Eight to ten assessments.** Please refer to the *Locally Assessed Languages Continuers Level Subject Outline*.

Subject **Japanese Continuers** School **Darwin High School**

Contact Teacher **Mariko Ruzsicska**

## ASSESSMENT DETAILS

Use the table below to provide details of the assessments designed to provide opportunities for the range of students in the cohort to show evidence of their learning against the performance standards.

Name of Assessment (Assessment Type)	Description of Assessment (a description of the flexible, and where appropriate, negotiable, ways in which students show evidence that demonstrates their learning against the performance standards, including to the highest standard)	Assessment conditions as appropriate (e.g. task type, word length, time allocated, supervision)
Interaction: Conversation (Folio)	Students participate in a conversation with the teacher in Japanese to exchange information, ideas, feelings, opinions, and experiences about the topics: School Life and culture. Students demonstrate their ability to sustain and initiate an interaction in Japanese using a range of linguistic structures, and to provide sufficient depth and breadth in the treatment of their ideas.	5-7 minute conversation with teacher. No notes or cue cards permitted.
Text production 1: Job application (Folio)	Students read an advertisement from a Japanese tour company advertising for employees over summer. They then write a letter of application for a job during their planned gap year addressing the criteria. A curriculum vitae in Japanese is to be attached to the letter supporting the application. Students demonstrate their ability to write persuasively, responding to specific details, conveying and supporting their ideas using a range of language, and using appropriate register and text type conventions.	Length: letter of approximately 350 characters plus curriculum vitae. Completed over 3 days, including some class time. Dictionaries and notes may be used.
Text production 2: Speech (Folio)	Students write the text of a speech for a youth forum in Japan evaluating the benefits of language learning for high school students in Australia. They demonstrate their ability to produce an evaluative piece of writing using a range of language to accurately express information and ideas, and to organise their ideas logically and coherently.	Length: approximately 450 characters. Completed under test conditions in class in a 90 minute double lesson. Printed dictionaries may be used.
Text analysis 1: Response to a spoken text (Folio)	Students listen to <b>several texts</b> about environmental issues in Japan which differ in style and purpose. They then answer questions about the texts in English to demonstrate their ability to interpret meaning, analyse language, and reflect on ideas in the texts.	Length: 90 minute (in a double lesson). Printed dictionaries may be used.



Government  
of South Australia

# SACE

Board of SA

<p>Text analysis 2: Response to a written text (Folio)</p>	<p>Students read three emails written by the same author and answer a series of questions in English to demonstrate their ability to interpret meaning, analyse language and reflect on ideas in the texts.</p>	<p>Completed over 2 days including some class time. Dictionaries and notes may be used.</p>
<p>Oral presentation in Japanese and Discussion (In-depth study)</p>	<p>Students use both Japanese and English resources to undertake research into an aspect of the Japanese-speaking Communities. They then present an informative talk to the audience at their school's speech contest on their main findings. They demonstrate their ability to organise their ideas logically and to use a range of language to express their ideas, creating interest in their talk.</p>	<p>Speech of 3-5 minutes duration. Visual aids may be used as support. Cue cards permitted. Notes, drafts and bibliography are submitted as evidence of preparation and planning. <del>Discussion of 3-5 minutes duration.</del></p>
<p>Written response in Japanese (In-depth study)</p>	<p>Using the information gained through research about an aspect of The Japanese-speaking Communities, students imagine that they are in Japan and write two diary entries. Students imagine that they are about to experience an event related to the topic studied and write a diary entry of about 300 characters containing their expectations and thoughts prior to the event. They then imagine it is the day after their experience and write a diary entry of approximately 300 characters about the experience, including one highlight and/or unexpected occurrence.</p>	<p>Written response of 600 characters in Japanese. Notes, drafts and bibliography to be submitted as evidence of preparation and planning.</p>
<p>Reflective response in English (In-depth study)</p>	<p>Students reflect in English on their experience in undertaking the In-depth study. They reflect on:</p> <ul style="list-style-type: none"> <li>• how the research experience has influenced their thinking and understanding of the Japanese-speaking Communities</li> <li>• how culture, values, ideas were represented in the texts studied</li> <li>• the language in texts studied</li> <li>• new learning.</li> </ul>	<p>Written response of 600 words. Notes, drafts and bibliography to be submitted as evidence of preparation and planning.</p>
<p>Examination  (External Assessment)</p>	<p><i>The oral examination assesses primarily student's knowledge and skill in using spoken Japanese.</i> <i>Section 1: Conversation.</i> <i>Section 2: Discussion.</i> <i>The 3-hour written examination has three sections:</i> <i>Section 1: Listening and responding</i> <i>Section 2: Reading and responding</i> <i>Section 3: Writing in Japanese</i></p>	<p><i>Oral examination (10 to 15 minutes)</i> <i>3-hour written examination</i></p>

## ***Addendum to:***

# **LEARNING AND ASSESSMENT PLAN**

## **Stage 2 Japanese Continuers 2011**

School Darwin High School

Contact Teacher Mariko Ruzsicska

Other schools using this plan Casuarina Senior College & Palmerston Senior College

SACE School Code			Year	Enrolment Code				
				Stage	Subject Code			No. of Credits (10 or 20)
9	0	8	2011	2	J	A	C	20

### **CHANGES MADE TO THE LEARNING AND ASSESSMENT PLAN**

Describe any changes made to the 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 individuals within the student group.
1. Change: Added performance standard : Expression 1 to Task 3 (Text Analysis)  
Rationale: it includes questions which are answered in Japanese.  
For all students
  2. Change: Removed performance standard : Expression 3 & Interpretation / Reflection 1 from Task 8 (In-depth: Oral)  
Rationale: the discussion which is not a requirement of the subject outline was removed. The task doesn't require text analysis.  
For all students
  3. Change: removed performance standard: Interpretation/ Reflection 1 from Task 7 (In-depth: written response in Japanese)  
Rationale: the task doesn't require text analysis  
For all students
  4. Change: removed performance standard: Interpretation/ Reflection 1 from Task 6 (In-depth: written response in English)  
Rationale: the task doesn't require text analysis  
For all students
  5. Change: Students listen to several text instead of two texts on environmental issues (Description of assessment for Text Analysis 1)  
Rationale: provide students opportunity to demonstrate their ability in interpretation and reflection.  
For all students

### **PRINCIPAL ENDORSEMENT**

The changes made to the Learning and Assessment Plan support student achievement of the performance standards and retain alignment with the subject outline.

Signature of Principal or nominee \_\_\_\_\_

Date \_\_\_\_\_