

Figure 1.11 – Summative Assessment

日本のテクノロジー

(Japanese Technology)

STUDENT NAME: _____

| Exam Conditions |
|--|
| <ul style="list-style-type: none"> • No talking / checking with others • Check your work before submitting • Use as much kanji as possible • Textbook optional |



Unit 2: • Topic 2: Technology and media.

Context: Examining written Japanese ability.

Your task: In **Japanese** you are required to compose a 100-character script (about half a page of *genkoyoushi*) in which you discuss a topic from the allocated list. You **must** include as much kanji in your written response as possible. Take care to use a range of grammatical patterns!

Length: The written response must be **100** characters long.

Conditions: The exam will take place during class time with exam conditions.]

Topic Options: Whilst writing about technology would be advantageous for your assignment you can choose from the following:

1. Technology
2. Travel
3. School life
4. Japanese culture
5. Yourself and/or the world around you

| | | | |
|-------------------------|----------------------|---|------------------|
| Year 11 Japanese | | Unit Title: GTPA Sequence: Constructing Language Related to Technology | |
| Student Name: | | Teacher: | Priscilla Cullen |
| Purpose: | Macro Skill: Writing | | |

| Assessable Elements | A | B | C | D | E |
|-----------------------------|---|---|---|---|---|
| Knowledge and Understanding | Writes text using a range of: <input type="checkbox"/> hiragana, <input type="checkbox"/> katakana, <input type="checkbox"/> kanji, <input type="checkbox"/> grammar patterns In relation to learned topics such as: travel, technology, school life, Japanese culture, themselves or the world around them. | Writes text using a range of: <input type="checkbox"/> hiragana, <input type="checkbox"/> katakana, <input type="checkbox"/> kanji, <input type="checkbox"/> grammar patterns In relation to learned topics such as: travel, technology, school life, Japanese culture, themselves or the world around them. | Writes text using a range of: <input type="checkbox"/> hiragana, <input type="checkbox"/> katakana, <input type="checkbox"/> kanji, <input type="checkbox"/> grammar patterns In relation to learned topics such as: travel, technology, school life, Japanese culture, themselves or the world around them. | Writes text using a range of: <input type="checkbox"/> hiragana, <input type="checkbox"/> katakana, <input type="checkbox"/> kanji, <input type="checkbox"/> grammar patterns In relation to learned topics such as: travel, technology, school life, Japanese culture, themselves or the world around them. | Writes text using a range of: <input type="checkbox"/> hiragana, <input type="checkbox"/> katakana, <input type="checkbox"/> kanji, <input type="checkbox"/> grammar patterns In relation to learned topics such as: travel, technology, school life, Japanese culture, themselves or the world around them. |
| | Uses all three Japanese scripts with ease – using appropriate kanji (particularly subject related kanji) instead of hiragana where necessary. Uses a range of grammar points correctly to create coherent sentences that create a text that flows. | Uses all three Japanese scripts – using appropriate kanji instead of hiragana where necessary. Uses grammar points correctly to create sentences that create a text that flows. | Uses all three Japanese scripts – using some kanji instead of hiragana where necessary. Uses grammar points correctly to attempt to create sentences that allow the text to flow. | Attempts to use all three Japanese scripts – attempts to use some kanji instead of hiragana where necessary. Uses minimal grammar which creates a fragmented text. | Limited use of all three Japanese scripts – limited attempt to use any kanji instead of hiragana. Uses minimal grammar and singular words instead of grammatically correct sentences. |
| | Length: <100 characters | Length: <100 characters | Length: <100 characters | Length: >100 characters | Length: >100 characters |