

IB Japanese B: Exam Outline

Course Themes:

- Identities アイデンティティー
- social organization シャカイそしぎ・社会組織
- experiences けいけん
- human ingenuity にんげんの智謀・人間の智謀
- sharing the planet ちきゅうの共同・地球の共同

25% | Internal Assessment | 30 marks

This part of the exam assesses your speaking and interactive ability. Students are expected to be able to write a variety of different types of texts, using conventions appropriate to the context of the writing, related to the five course themes. Examples of texts are listed on page 3.

Exam Format:

- Supervised preparation (15 minutes)
 - The student is shown two visual stimuli (photos, cartoons, posters etc.), each relating to a different theme from the course. Each visual stimulus must be labelled in Japanese with the theme to which it relates.
 - The student chooses one of the visual stimuli and prepares a presentation directly related to the stimulus.
 - During this time, the student is allowed to make brief working notes.
- Presentation (3-4 minutes)
 - Student describes their chosen image in detail
 - Student connects the image to the theme and to aspects of Japan and/or Japanese culture
- Follow-up discussion (4-5 minutes)
 - The student and the teacher discuss the theme presented in part 1
 - The teacher encourages the student to expand
 - The student should be the primary speaker
- General discussion (5-6 minutes)
 - The student and the teacher have a general discussion about at least one *additional* theme from the course
 - The student should be the primary speaker



Examples : Social Organization



Human Ingenuity

Paper 1- Productive skills:

Tuesday, May, 10, 2022 (p.m.)

25% | External Assessment | 1 hour and 15 minutes | 30 marks

This part of the exam assesses your writing ability. Students are expected to be able to write a variety of different types of texts, using conventions appropriate to the context of the writing, related to the five course themes.

Exam Format:

- 500-800 字
- Choice of topic (3 options)
 - Each will be related to a different theme
- Choice of format (3 options)
 - Personal texts
 - Blog
 - Diary
 - Email
 - Personal letter
 - Social media posting/ chat room
 - Professional texts
 - Blog
 - Email
 - Essay
 - Formal Letter
 - Proposal
 - Questionnaire
 - Report
 - Set of instructions
 - Survey
 - Mass Media Texts
 - Advertisement
 - Article
 - Blog
 - Brochure
 - Film
 - Interview
 - Leaflet
 - Literature
 - News report
 - Opinion column/ editorial
 - Pamphlet
 - Podcast
 - Public commentary (letter to the editor)
 - Radio program
 - Review
 - Speech
 - Travel guide
 - Web page

Purpose:

Paper 1 assesses the degree to which students are able to:

- communicate clearly and effectively in a range of contexts and for a variety of purposes in Japanese
- understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
- understand and use language to express and respond to a range of ideas with fluency and accuracy
- identify, organize and present ideas on a range of topics.

Students' factual knowledge of topics within the themes will not be tested; however, it can be used to support any ideas that the student wishes to communicate

What is conceptual understanding?

Conceptual understanding in Japanese is the understanding of the purpose and function of language and culture, specifically related to Japan/Japanese. Tackling “conceptual understanding” is an exercise in metacognition that we will undertake over the course of the year. Students who have a strong conceptual understanding will be able to demonstrate their understanding of:

- Audience: Students understand that language should be appropriate for the person(s) with whom one is communicating.
- Context: Students understand that language should be appropriate to the situation in which one is communicating.
- Purpose: Students understand that language should be appropriate to achieve a desired intention, goal or result when communicating
- Meaning: Students understand that language is used in a range of ways to communicate a message.
- Variation: Students understand that differences exist within a given language, and that speakers of a given language are generally able to understand each other.

Students are expected to come to class prepared (homework done, implements ready, ready to participate in all activities).

It is up to the individual student to be punctual and give active input during class. Lateness and lack of effort will not be tolerated.

Remember, you are an IB language learner, and must exhibit the qualities of one.

Criteria

<i>Language</i>		<i>Message</i>		<i>Conceptual Understanding</i>	
0	The work does not reach a standard described by the descriptors below.	0	The work does not reach a standard described by the descriptors below.	0	The work does not reach a standard described by the descriptors below.
1–3	Command of the language is limited. Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication.	1–3	The task is partially fulfilled. Few ideas are relevant to the task. Ideas are stated, but with no development. Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.	1-2	Conceptual understanding is limited. The choice of text type is generally inappropriate to the context, purpose or audience. The register and tone are inappropriate to the context, purpose and audience of the task. The response incorporates limited recognizable conventions of the chosen text type.
4–6	Command of the language is partially effective. Vocabulary is appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.	4–6	The task is generally fulfilled. Some ideas are relevant to the task. Ideas are outlined, but are not fully developed. Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.	3-4	Conceptual understanding is mostly demonstrated. The choice of text type is generally appropriate to the context, purpose and audience. The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response. The response incorporates some conventions of the chosen text type.
7–9	Command of the language is effective and mostly accurate. Vocabulary is appropriate to the task, and varied. A variety of basic and more complex grammatical structures is used. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.	7–9	The task is fulfilled. Most ideas are relevant to the task. Ideas are developed well, with some detail and examples. Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.	5-6	Conceptual understanding is fully demonstrated. The choice of text type is appropriate to the context, purpose and audience. The register and tone are appropriate to the context, purpose and audience of the task. The response fully incorporates the conventions of the chosen text type.
10–12	Command of the language is mostly accurate and very effective. Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.	10–12	The task is fulfilled effectively. Ideas are relevant to the task. Ideas are fully developed, providing details and relevant examples. Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.		

Paper 2- Receptive skills:

Wednesday, May 11, 2022(a.m.)

50% | External Assessment | 1 hour and 45 minutes | 65 marks

This part of the exam assesses your listening and reading ability. Students are expected to be able to understand a variety of different types of texts, related to the five course themes.

Exam Format:

- Listening comprehension
 - 45 minutes
 - Time is divided into sections for each passage
 - Question reading time
 - Passage played once
 - Question response time
 - Passage played a second time
 - Question response time
 - 25 marks
 - Three audio passages related to the course themes
 - From different parts of the world
 - Includes aspects of different varieties of Japanese/dialects
 - Varied accents
 - Varied levels of formality
 - Entirely in Japanese
 - Passages, instructions, questions, answers
 - Variety of question formats
 - Multiple choice
 - True false
 - Fill in the blank
 - Matching
 - Short answer
- Reading comprehension
 - 1 hours
 - 40 marks
 - Three written passages related to the course themes
 - From different parts of the world
 - Includes aspects of different varieties of Japanese/dialects
 - Varied levels of formality
 - Entirely in Japanese
 - Passages, instructions, questions, answers
 - Variety of question formats
 - Multiple choice
 - True false
 - Fill in the blank
 - Matching
 - Short answer
- The test is focused on comprehension, not on knowledge of the topic or facts