



JPS 404

Advanced Japanese IV

S2 Day 2015

Dept of International Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

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W6A303

Chavalin Svetanant

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Credit points

3

Prerequisites

JPS303 or JPS403

Corequisites

Co-badged status

Unit description

This unit is designed to develop skills in all areas of Japanese language (reading, writing, listening and speaking) to an advanced level of proficiency. Students learn to discuss a wide range of topics as well as substantially increase their knowledge of vocabulary and kanji. Materials include authentic Japanese texts chosen from a wide range of genres in order to expose students to a variety of writing styles and expressions which they can then use in their own work. This unit covers socio-linguistic aspects of Japanese communication including register, pragmatics and rhetorical conventions which will contribute to the development of students' intercultural competence, enabling them to communicate in a manner which is culturally as well as linguistically appropriate. Students will be encouraged to sit for level N1 or N2 of the Japanese Language Proficiency Test (JLPT) at the completion of this unit. The use of online resources provides students with opportunities to use Japanese as much as possible.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions of style and implicit as well as explicit meaning; effectively use appropriate reference sources; acquire a wider range of kanji and vocabulary.

Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social, academic or vocational life.

Writing: write clear, coherent, detailed and well-structured texts in various styles on unfamiliar and complex topics, underlining the relevant and salient issues, expanding and supporting points of view with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion, appropriately using a wider range of sophisticated expressions and kanji.

Spoken Interaction: express themselves fluently and spontaneously, almost effortlessly; have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions, with little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject could hinder a natural, smooth flow of language.

Spoken Production: give clear, detailed and sophisticated descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

General Assessment Information

Late Submissions, Extensions and Supplementary Tests

Assessment tasks are compulsory and must be submitted on time. As a general rule, extensions will not be granted without a valid and documented reason (e.g. medical certificate). Late submissions will be penalised by 5% for each day (including weekends) the assessment task is late. A request for a supplementary test will be considered only in the case of serious illness or disruption. No assessment tasks will be accepted after assessment tasks have been corrected and feedback has been provided. Assessment tasks handed in early will not be marked and returned before the due date. If you anticipate unavoidable difficulty in completing an assessment task (in class and/or online), contact the convener or your tutor as soon as possible.

Disruption to Studies

If a student is prevented by serious and unavoidable disruption from completing unit requirements in accordance with their ability, they may apply for support under the Disruption to Studies Policy. To access this support, students must notify the university via ask.mq.edu.au. Students should refer to the Disruption to Studies Policy for further information (see the link provided in the 'Policies and procedures' section of this unit guide).

Assessment Tasks

Name	Weighting	Due
<u>Unit participation</u>	15%	Weekly
<u>Listening Test 1</u>	10%	Week 5
<u>Reading Test 1</u>	10%	Week 6
<u>Speaking Test 1</u>	5%	Week 7
<u>Writing Assignment 1</u>	10%	1 pm September 8 (Tue)
<u>Speaking Test 2</u>	15%	Week 8 to 13
<u>Listening Test 2</u>	10%	Week 10
<u>Reading test 2</u>	10%	Week 13
<u>Writing Assignment 2</u>	15%	1 pm November 10 (Tue)

Unit participation

Due: **Weekly**

Weighting: **15%**

For satisfactory completion of this unit, students are required to actively participate in all activities (both online and in-class, where applicable) and complete all assignments on-time. Internal students are required to attend at least 80% of lectures and tutorials. External students are required to study independently as instructed and maintain regular communication with teaching staff.

On successful completion you will be able to:

- Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions of style and implicit as well as explicit meaning; effectively use appropriate reference sources; acquire a wider range of kanji and vocabulary.
- Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social, academic or vocational life.
- Writing: write clear, coherent, detailed and well-structured texts in various styles on unfamiliar and complex topics, underlining the relevant and salient issues, expanding and supporting points of view with subsidiary points, reasons and relevant examples,

and rounding off with an appropriate conclusion, appropriately using a wider range of sophisticated expressions and kanji.

- Spoken Interaction: express themselves fluently and spontaneously, almost effortlessly; have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions, with little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject could hinder a natural, smooth flow of language.
- Spoken Production: give clear, detailed and sophisticated descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Listening Test 1

Due: **Week 5**

Weighting: **10%**

Listening Test 1 (up to 60 minutes), including (but not limited to) the contents from Week 1 to Week 4. Further details will be provided in class and via iLearn.

On successful completion you will be able to:

- Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social, academic or vocational life.

Reading Test 1

Due: **Week 6**

Weighting: **10%**

Reading Test 1 (up to 60 minutes), including (but not limited to) the contents from Week 1 to Week 6. Further details will be provided in class and via iLearn.

On successful completion you will be able to:

- Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions of style and implicit as well as explicit meaning; effectively use appropriate reference sources; acquire a wider range of kanji and vocabulary.

Speaking Test 1

Due: **Week 7**

Weighting: **5%**

Speaking Test 1 (up to 10 minutes), including (but not limited to) the contents from Week 1 to Week 6. Further details and marking criteria will be provided in class and via iLearn.

On successful completion you will be able to:

- Spoken Interaction: express themselves fluently and spontaneously, almost effortlessly; have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions, with little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject could hinder a natural, smooth flow of language.
- Spoken Production: give clear, detailed and sophisticated descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Writing Assignment 1

Due: **1 pm September 8 (Tue)**

Weighting: **10%**

Writing Assignment 1 (due 1 pm September 8 (Tuesday)) to assess the mastery of the contents covered in Week 1 to Week 6. Further details including the topic(s) and length will be provided in class and via iLearn.

On successful completion you will be able to:

- Writing: write clear, coherent, detailed and well-structured texts in various styles on unfamiliar and complex topics, underlining the relevant and salient issues, expanding and supporting points of view with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion, appropriately using a wider range of sophisticated expressions and kanji.

Speaking Test 2

Due: **Week 8 to 13**

Weighting: **15%**

Speaking Test 2 will be conducted between Week 8 and Week 13. Further details and marking criteria will be provided in class and via iLearn.

On successful completion you will be able to:

- Spoken Interaction: express themselves fluently and spontaneously, almost effortlessly; have a good command of a broad lexical repertoire allowing gaps to be readily overcome

with circumlocutions, with little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject could hinder a natural, smooth flow of language.

- Spoken Production: give clear, detailed and sophisticated descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Listening Test 2

Due: **Week 10**

Weighting: **10%**

Listening Test 2 (up to 60 minutes), including (but not limited to) the contents from Week 1 to Week 9. Further details will be provided in class and via iLearn.

On successful completion you will be able to:

- Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social, academic or vocational life.

Reading test 2

Due: **Week 13**

Weighting: **10%**

Reading Test 2 (up to 60 minutes), including (but not limited to) the contents from Week 8 to Week 13. Further details will be provided in class and via iLearn.

On successful completion you will be able to:

- Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions of style and implicit as well as explicit meaning; effectively use appropriate reference sources; acquire a wider range of kanji and vocabulary.

Writing Assignment 2

Due: **1 pm November 10 (Tue)**

Weighting: **15%**

Writing Assignment 2 (due 1 pm November 10 (Tuesday)) to assess the mastery of the contents covered in Week 8 to Week 13. Further details including the topic(s) and length will be provided in class and via iLearn.

On successful completion you will be able to:

- Writing: write clear, coherent, detailed and well-structured texts in various styles on unfamiliar and complex topics, underlining the relevant and salient issues, expanding and supporting points of view with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion, appropriately using a wider range of sophisticated expressions and kanji.

Delivery and Resources

Delivery: Day, External, Online

Times and Locations for Lectures and Tutorials: For current updates, lecture times and classrooms please consult the MQ Timetables website: <https://timetables.mq.edu.au/2015/>

Seminar 1 (S1) Monday 11:00 am - 1:00 pm W6A104 AND Seminar 2 (S2) Tuesday 11:00 am - 1:00 pm W6B205

Required Textbooks

Seminar 1: Chuujookyuu gakushuusha no tame no nihongo dokkai workbook (<http://shop.alc.co.jp/spg/v/-/-/-/7009054/>)

Seminar 2: Ryuugaku-sei no tame no jidai o yomitoku jookyuu nihongo (<http://www.3anet.co.jp/ja/3541/>)

Required and recommended resources: iLearn, ECHO360, using Wimba voice board are involved. For recording, you may be able to use PCs in Department computer rooms, W6A104, W6B207 or W6B214.

This unit has an online presence. Login is via: <https://ilearn.mq.edu.au/> Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

- For technical support go to: http://mq.edu.au/about_us/offices_and_units/informatics/help
- For student quick guides on the use of iLearn go to: http://mq.edu.au/iLearn/student_info/guides.htm

Unit Schedule

Please refer to iLearn.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Writing: write clear, coherent, detailed and well-structured texts in various styles on unfamiliar and complex topics, underlining the relevant and salient issues, expanding and supporting points of view with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion, appropriately using a wider range of sophisticated expressions and kanji.
- Spoken Interaction: express themselves fluently and spontaneously, almost effortlessly; have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions, with little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject could hinder a natural, smooth flow of language.
- Spoken Production: give clear, detailed and sophisticated descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Assessment tasks

- Unit participation
- Speaking Test 1
- Writing Assignment 1
- Speaking Test 2
- Writing Assignment 2

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions of style and implicit as well as explicit meaning; effectively use appropriate reference sources; acquire a wider range of kanji and vocabulary.
- Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social, academic or vocational life.
- Spoken Interaction: express themselves fluently and spontaneously, almost effortlessly; have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions, with little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject could hinder a natural, smooth flow of language.
- Spoken Production: give clear, detailed and sophisticated descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Assessment tasks

- Unit participation
- Listening Test 1
- Reading Test 1
- Speaking Test 1
- Speaking Test 2
- Listening Test 2
- Reading test 2

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions

of style and implicit as well as explicit meaning; effectively use appropriate reference sources; acquire a wider range of kanji and vocabulary.

- Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social, academic or vocational life.
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- Spoken Production: give clear, detailed and sophisticated descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Assessment tasks

- Unit participation
- Listening Test 1
- Reading Test 1
- Speaking Test 1
- Writing Assignment 1
- Speaking Test 2
- Listening Test 2
- Reading test 2
- Writing Assignment 2

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions of style and implicit as well as explicit meaning; effectively use appropriate reference sources; acquire a wider range of kanji and vocabulary.
- Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social, academic or vocational life.
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- Spoken Production: give clear, detailed and sophisticated descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Assessment tasks

- Unit participation
- Listening Test 1
- Reading Test 1
- Speaking Test 1
- Writing Assignment 1
- Speaking Test 2
- Listening Test 2
- Reading test 2
- Writing Assignment 2

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate

and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions of style and implicit as well as explicit meaning; effectively use appropriate reference sources; acquire a wider range of kanji and vocabulary.
- Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social, academic or vocational life.
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- Spoken Production: give clear, detailed and sophisticated descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Assessment tasks

- Unit participation
- Listening Test 1
- Reading Test 1
- Speaking Test 1
- Writing Assignment 1
- Speaking Test 2
- Listening Test 2
- Reading test 2

- Writing Assignment 2

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions of style and implicit as well as explicit meaning; effectively use appropriate reference sources; acquire a wider range of kanji and vocabulary.
- Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social, academic or vocational life.
- Writing: write clear, coherent, detailed and well-structured texts in various styles on unfamiliar and complex topics, underlining the relevant and salient issues, expanding and supporting points of view with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion, appropriately using a wider range of sophisticated expressions and kanji.
- Spoken Interaction: express themselves fluently and spontaneously, almost effortlessly; have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions, with little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject could hinder a natural, smooth flow of language.
- Spoken Production: give clear, detailed and sophisticated descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Assessment tasks

- Unit participation
- Listening Test 1
- Reading Test 1
- Speaking Test 1
- Writing Assignment 1

- Speaking Test 2
- Listening Test 2
- Reading test 2
- Writing Assignment 2

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Reading: understand a variety of more detailed, lengthy and complex texts on familiar and unfamiliar topics independently, in a timely manner, appreciating subtle distinctions of style and implicit as well as explicit meaning; effectively use appropriate reference sources; acquire a wider range of kanji and vocabulary.
- Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social, academic or vocational life.
- Writing: write clear, coherent, detailed and well-structured texts in various styles on unfamiliar and complex topics, underlining the relevant and salient issues, expanding and supporting points of view with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion, appropriately using a wider range of sophisticated expressions and kanji.
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- Spoken Production: give clear, detailed and sophisticated descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Assessment tasks

- Unit participation
- Listening Test 1

- Reading Test 1
- Speaking Test 1
- Writing Assignment 1
- Speaking Test 2
- Listening Test 2
- Reading test 2
- Writing Assignment 2

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Listening: understand a wide range of relatively complex speech (live or broadcast) at normal speed, on familiar and unfamiliar topics encountered in personal, social, academic or vocational life.
- Writing: write clear, coherent, detailed and well-structured texts in various styles on unfamiliar and complex topics, underlining the relevant and salient issues, expanding and supporting points of view with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion, appropriately using a wider range of sophisticated expressions and kanji.
- Spoken Interaction: express themselves fluently and spontaneously, almost effortlessly; have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions, with little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject could hinder a natural, smooth flow of language.
- Spoken Production: give clear, detailed and sophisticated descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Assessment tasks

- Unit participation
- Listening Test 1

- Speaking Test 1
- Writing Assignment 1
- Speaking Test 2
- Listening Test 2
- Writing Assignment 2

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Spoken Interaction: express themselves fluently and spontaneously, almost effortlessly; have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions, with little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject could hinder a natural, smooth flow of language.
- Spoken Production: give clear, detailed and sophisticated descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Assessment tasks

- Unit participation
- Speaking Test 1
- Speaking Test 2

Changes since First Published

Date	Description
26/07/2015	1. p. 5 - Listening Test 1 (up to 60 minutes) 2. p. 7 - Listening Test 2 (up to 60 minutes)