



Sample assessment task	
<b>Year level</b>	5
<b>Learning area</b>	Languages
<b>Subject</b>	Japanese: Second Language
<b>Title of task</b>	<i>Kinjo</i> きんじょ (My neighbourhood)
Task details	
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to places in the neighbourhood.</p> <p>In Part A, they also demonstrate their skills in writing in Japanese by labelling places on a neighbourhood map.</p> <p>In Part B and Part C, they demonstrate their skills in comprehending written text by locating information on a neighbourhood map. They convey this information in short written responses in Japanese and by circling the correct response in English.</p> <p>In Part D, they demonstrate their skills in comprehending written text by gathering information in Yoshi's article and conveying it in their responses.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend short written Japanese texts about the location of common places found in the local neighbourhood and to convey this information. It also establishes information on their ability to write in Japanese by labelling a map and writing short answers in <i>hiragana</i> and <i>kanji</i> .
<b>Assessment strategy</b>	Short answer – read for information in written texts Short response – write short phrases
<b>Evidence to be collected</b>	Completed task sheets
<b>Suggested time</b>	Part A – 10 minutes Part B – 10 minutes Part C – 10 minutes Part D – 20 minutes
Content description	
<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p><b>Understanding</b></p> <p>Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたしの本; わたしのかぞくです</p> <p>Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• understanding the use of ～が あります/います to refer to inanimate/animate objects</li> <li>• describing locations of homes, people, animals and items, using basic structures,</li> </ul>

	<p>for example, <i>noun</i> は <i>place</i> に あります; <i>noun</i> は <i>place</i> に います</p> <ul style="list-style-type: none"> <li>knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本 が あります.</li> </ul>
<b>Task preparation</b>	
<b>Prior learning</b>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>a variety of texts related to the neighbourhood and local community</li> <li>words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i></li> <li>context-related vocabulary and grammatical elements, including: understanding and identifying elements of different sentence structures and the use of particles such as へ・で; places in the neighbourhood and local community, for example, えき, がっこう, こうえん; grammatical structure-location of places, for example, がっこう の となり に こうえん が あります.</li> </ul>
<b>Assessment differentiation</b>	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment task.</p>
<b>Assessment task</b>	
<b>Assessment conditions</b>	Task is to be completed by students working individually.
<b>Resources</b>	<p>Task sheet</p> <p><i>Hiragana</i> and <i>katakana</i> chart</p>

## Instructions for teacher

Prior to administering the task, students will need to be:

- provided with a variety of texts related to people and places in their neighbourhood and local community
- taught context-related vocabulary and grammatical elements, including:
  - understanding and identifying elements of different sentence structures and the use of particles such as へ・で
  - places in the neighbourhood and local community, for example, えき, がっこう, こうえん
  - grammatical structure-location of places, for example, がっこう の となりに こうえん が あります.

## Task

### Part A

Provide students with Part A of the task sheet.

Students label the neighbourhood map using *hiragana*.

Advise students that they have 10 minutes to complete Part A of the task.

### Part B

Provide students with Part B of the task sheet.

Students answer questions in *hiragana* and/or in *kanji*, using the neighbourhood map as a reference.

Advise students that they have 10 minutes to complete Part B of the task.

### Part C

Provide students with Part C of the task sheet.

Students are to read sentences and circle whether the sentences are true or false using the map as a reference.

Advise students that they have 10 minutes to complete Part C of the task.

### Part D

Provide students with Part D of the task sheet.

Students are to read the text written by Yoshi and answer the questions in English.

Advise students that they have 20 minutes to complete Part C of the task.

## Task administration script

### READ ALOUD

Please look at your task sheet.

For Part A label the places on the map using *hiragana*.

For Part B answer the questions using the map as a reference. You must write your answers in *hiragana* and/or in *kanji*.

For Part C read the sentences and circle whether the sentences are true or false using the map as a reference.

For Part D read the article written by Yoshi, then answer the questions in English.

Please read all of the questions carefully.

Instructions to students

# Kinjo きんじょ

Please read all of the questions carefully.

## Part A

Label the following places on the map in Japanese using *hiragana*.

1. The cinema
2. The park
3. The school
4. The train station
5. The library

## Part B

Using the map as a reference, read the sentences and then write the missing words in the boxes below.

Remember to write in *hiragana* and/or *kanji*.

6. としょかんの となり に  が あります。

7. 本や の むかい に  が あります。

8. 本や の  に えき が あります。

**Part C**

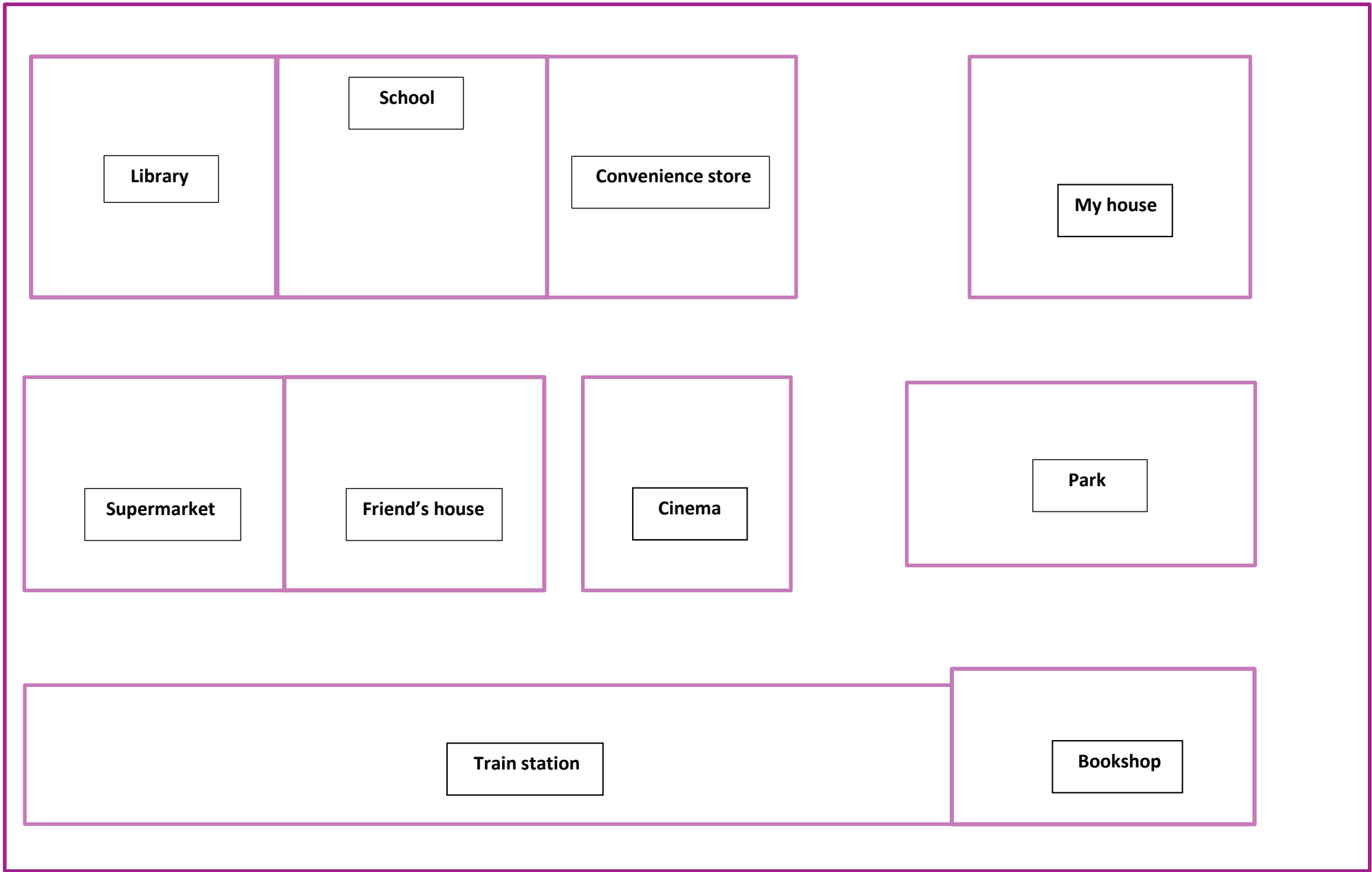
Using the map as a reference, read the following sentences and circle whether they are True or False.

9. がっこう の となり に こうえん が あります。 True/False

10. スーパー の むかい に としょかん が あります。 True/False

11. えき の むかい に えいがかん が あります。 True/False

12. としょかん の となり に 本や が あります True/False



**Part D**

Read the following article that Yoshi wrote about his neighbourhood.

うちのちかくに川と山があります。

うちのとなりにこうえんがあります。

こうえんのむかひにえきがあります。

でんしゃでがっこうにいきます。

Answer the following questions in English.

13. What natural features are near Yoshi's home? (2 marks)

---

---

14. What is located next to Yoshi's home? (2 marks)

---

---

15. Where is the train station? (2 marks)

---

---

## Sample marking key

Part A	
Description	Marks
1. The cinema えいがかん (If one character is wrong or omitted award 1 mark only, for example, えいこかん)	1–2
2. The park こうえん (If one character is wrong or omitted award 1 mark only)	1–2
3. The school がっこう (If one character is wrong or omitted award 1 mark only)	1–2
4. The train station えき (If one character is wrong or omitted award 1 mark only)	1–2
5. The library としょかん (If one character is wrong or omitted award 1 mark only)	1–2
<b>Subtotal</b>	<b>10</b>
<b>Part A total</b>	<b>10</b>
Part B	
Description	Marks
6. がっこう	1
7. こうえん	1
8. となり	1
<b>Subtotal</b>	<b>3</b>
<b>Part B total</b>	<b>3</b>
Part C	
Description	Marks
9. False	1
10. True	1
11. True	1
12. False	1
<b>Subtotal</b>	<b>4</b>
<b>Part C total</b>	<b>4</b>
Part D	
Description	Marks
13. A river and mountain/s	2
14. A park	2
15. Opposite the park	2
<b>Subtotal</b>	<b>6</b>
<b>Part D total</b>	<b>6</b>
<b>Total</b>	<b>23</b>