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# Sample assessment task

## Japanese: Second Language – Year 8

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|                                 |  |
|---------------------------------|--|
| <b>Title of task</b>            | わたし                      とき<br>私 のひまな時 (My free time)  |
| <b>Description of task</b>      | <p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to home, school and social life, and compare routines, interests and leisure activities.</p> <p>In Part A, students demonstrate their skills in responding to an imaginative text by describing the main character and one of the events that take place.</p> <p>In Part B, students demonstrate their skills in writing and oral performance by writing the script of a dialogue about the topics of leisure and daily routine and performing it for the class.</p> <p>In Part C, students demonstrate their skills in responding to an imaginative text by designing and creating a comic strip about daily routine and leisure time.</p> |
| <b>Type of assessment</b>       | Summative  |
| <b>Purpose of assessment</b>    | This task aims to determine student learning at the time of the assessment. It establishes the students' ability to comprehend written text and convey this information to others in a variety of ways. It also establishes their ability to write and speak in Japanese, using context-related vocabulary and elements of the Japanese grammatical system.  |
| <b>Assessment strategy</b>      | Short response – view for information in an audiovisual text<br>Extended writing – write the script of a dialogue<br>Oral performance – perform in a role play<br>Extended writing – create a comic strip  |
| <b>Evidence to be collected</b> | Completed task sheet with description<br>Completed script of the dialogue<br>Audiovisual recording of the role play<br>Completed comic strip   |
| <b>Suggested time</b>           | Part A – 60 minutes<br>Part B – 60 minutes<br>Part C – 120 minutes   |

## Content description

### Content from the Western Australian Curriculum

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#### Communicating

Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, and compare routines, interests and leisure activities

Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways

Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context and audience

Respond to imaginative texts by describing and discussing aspects, such as characters, events and/or ideas

Create own or shared imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences

#### Understanding

Understand the relationship between the character-based scripts of *hiragana*, *katakana* and *kanji*

Apply the basic principles of stroke order to read and write words and phrases using both *kana* and

*kanji*, for example, わたし じゅうさんさい 私 は 十 三 才 です。

Understand the use of basic Japanese punctuation marks, such as まる (。)、てん (、) and *katakana* long vowel mark (ー), for example, in a student's name, such as サリー

Read and write all *katakana*, including voiced, unvoiced, contracted and blended sounds, combined and long vowel sounds and double consonants, using the *kana* chart

Use *furigana* to support the reading of unfamiliar *kanji*

Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and applying elements of the Japanese grammatical system, including:

- using the rule that Japanese sentences end with a predicate and that there are three types of predicates; noun plus copula, adjective plus copula, and verb, for example,
  - subject は noun です。
  - subject は adjective です。
  - subject は object を verb ます。
- understanding that pronouns are used far less frequently in Japanese than in English
- understanding and using a range of particles to perform different functions, for example,
  - は (subject, topic marker)
  - が (subject, topic marker: ～が好きです、～がいます)<sup>す</sup>
  - を (object)
  - に (time, destination)
  - で (transport)
  - の (possession)
  - と (and, with)
  - も (also)

- using basic time expressions, such as clock times, months, for example, 一時、二月
- building vocabulary that relates to familiar environments, such as the classroom, school and personal world
- understanding the rules of verb conjugation, for example, ～ます、～ましょう、～ました、～ません、～ませんでした
- understanding different question words, such as 何、どこ、何時、なにで、どんな、いつ、だれ、いくら

## Task preparation

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### Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to school, social life, routines and leisure activities
- context-related vocabulary (including adjectives, subjects, daily routine and verbs)
- grammatical items, including verb tenses, specific times, particles, conjunctions and question words
- all *hiragana* and *katakana* and relevant *kanji*
- the textual conventions of a description, dialogue, role play, performance and comic strip.

### Assessment differentiation

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.

Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

## Assessment task

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### Assessment conditions

Part A is to be completed by students working individually.

Part B is to be completed by students working in pairs.

Part C is to be completed by students working individually.

### Resources

- Audiovisual text: *Chibi Maruko-chan*
- Task sheets
- *Kana* chart
- Recording device

### **Instructions for teacher**

Prior to administering the task, students will need to have knowledge of and exposure to:

- a variety of texts related to school, social life, routines and leisure activities
- context-related vocabulary (including adjectives, daily routine, leisure activities and verbs)
- grammatical items, including verb tenses, specific times, particles, conjunctions and question words
- a *kana* chart
- all *hiragana* and *katakana* and relevant *kanji*
- the textual conventions of a description, dialogue, performance, role play and comic strip.

### **Activities to scaffold the task**

Provide opportunities for students to engage in language practice and writing activities to help them internalise the language and skills they need for this task, such as:

- listening to, viewing and reading descriptions of school, social life, routines and leisure activities and completing related cloze, matching, true/false and or short answer activities to show understanding
- asking and providing information about school, social life, routines and leisure activities
- writing a short paragraph about their school, social life, routines or leisure activities
- using a *kana* chart when reading and writing all *katakana*.

## Task

### Part A: Write a description

Select one episode of *Chibi Maruko-chan* for students to view. *Chibi Maruko-chan* is an anime series about a young girl called Maruko and her family who live in Japan.

Ask students to write a description of Maruko's character and one of the events that takes place in the anime. Students are to write approximately 80–100 *ji*.

Advise students that they have 60 minutes to complete the task for Part A.

### Part B: How do you spend your free time?

Discuss with students the activities that take place in the imaginative text *Chibi Maruko-chan*. Use the discussion to generate ideas for the script of a dialogue between two teenagers who meet for the first time.

Students are to work in pairs to write the script and then perform it as a role play. In the dialogue, the teenagers must:

- greet and introduce themselves and give some personal information; for example, their age
- discuss at least two activities they do in their free time, such as on the weekend, during holidays and/or after school
- give reasons why they like these activities (using adjectives and conjunctions)
- give a concluding statement; for example, suggest an activity to do together.

Inform students that in the dialogue, both teenagers need to ask questions and present information. The dialogue between the two teenagers should have the same number of questions and responses. Students should aim for at least six sentences each for a 12-sentence minimum dialogue and contribute equally to the script of the dialogue.

Provide students with access to a *kana* chart for *katakana*.

Students may use notes when presenting the role play, but they should attempt to speak as fluently as possible.

Advise students that they have 60 minutes to complete Part B.

Below is a sample script that may be useful to guide students.

Student A: こんにちは。わたしは はなこです。十四才です。

Student B: はなこさん、こんにちは。わたしは けんです。十三才です。

Student A: けんさん、ひまな時に何をしますか。

Student B: 私のしゅみは すいえいです。だから、ひまな時にともだちと すいえいを します。すいえいが だい好きです。はなこさんは ひまな時に何をしますか。

Student A: わたし 私 は おんがくが す 好きです。ひまな とき 時に おんがくを ききます。  
それから、ともだちと コンサートにも いきます。コンサートは  
たのしいです。

Student B: いいですね。わたし 私 も おんがくが す 好きです。コンサートに  
いきます。い  
行きましょう！

Student A: はい、い  
行きましょう！

### Part C: Comic strip

Provide students with Part C of the task.

Review the audiovisual text.

Students create a comic strip for a younger audience about the typical weekend of one of the characters from the imaginative text. Students may use their scripted dialogue from Part B as a starting point for writing their comic strip.

Students use the comic strip template provided. Each panel of the comic strip must include an image, a caption of what is happening, and/or thought/speech bubbles of what each character is thinking/saying and include:

- a brief introduction of the character, their name and age
- what the character's weekend routine is like
- at least two leisure activities the character does in their free time
- the time when these activities take place
- a description of their thoughts about these leisure activities (using adjectives)
- an appropriate ending, such as a suggestion or farewell.

Advise students that they have 120 minutes to complete Part C.



**Instructions to students**

わたし                      とき  
私 のひまな時 (My free time)

**Part A: Description**

**(7 marks)**

Write a description of Maruko’s character and one of the events that takes place in the imaginative text.

You are to write approximately 80–100 *ji*. You have 60 minutes to complete Part A.

なまえ  
名前: \_\_\_\_\_

**200 *ji***

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**Part B: How do you spend your free time?****(16 marks)**

Work with your partner to write the script of a dialogue between two teenagers. You will then perform the script of the dialogue for the class. In your script, the teenagers must:

- greet each other, introduce themselves and provide some personal information; for example, their age
- discuss at least two activities they do in their free time, such as on the weekend, during holidays and/or after school
- give reasons why they like these activities (remember to use adjectives and conjunctions)
- give a leave-taking and a concluding statement; for example, suggest an activity to do together.

You and your partner will ask questions and present information. You should have the same number of questions and responses. Aim for at least six sentences each for a 12-sentence minimum dialogue.

You may use a *kana* chart for *katakana*.

You may use palm cards or notes when presenting your dialogue.

You have 60 minutes to write and rehearse the script of the dialogue. You and your partner will perform the dialogue in front of the class.

Your teacher will record your performance.

**Planning Space**

|           |   |
|-----------|---|
| Person A: | Greeting and self-introduction:   |
| Person B: | Greeting and self-introduction:   |
| Person A: | List what you do in your free time, with a brief description (using adjectives):<br><br>Ask Person B what they do in their free time: |
| Person B: | List what you do in your free time, with a brief description (using adjectives):  |

|           |  |
|-----------|--|
| Person A: | Respond to Person B's activity and add a concluding statement or suggestion. |
| Person B: | Concluding statement/agree with the suggestion.                              |

**Script of dialogue**

|           |  |
|-----------|--|
| Person A: |  |
| Person B: |  |
| Person A: |  |
| Person B: |  |

|           |  |
|-----------|--|
| Person A: |  |
| Person B: |  |

**Part C: Comic strip**

**(21 marks)**

You will create a comic strip about the typical weekend of one of the characters from the imaginative audiovisual text *Chibi Maruko-chan*.

Use the template given to you or create your own 13-panel comic strip. Each panel of the comic strip must include an image, caption of what is happening, and/or thought/speech bubbles of what each character is thinking/saying. Write a title for your comic strip and include the following:

- a brief introduction of the character, their name and age
- what the character’s weekend routine is like
- at least two leisure activities the character does in their free time
- the times when these activities take place
- a description of their thoughts about these leisure activities (using adjectives)
- an appropriate ending, such as a suggestion or farewell.

You have 120 minutes to complete Part C.

**Planning space:**



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## Sample marking key

### Part A: Write a description

| Description   | Marks     |
|---|-----------|
| <b>Response to an imaginative text</b>  |           |
| Responds to an imaginative text by: <ul style="list-style-type: none"> <li>describing Maruko’s character as being a young schoolgirl, (1) who is fun-loving (1), but can be cheeky (1) and annoying (1) as well as lazy (1) and moody (1) at times</li> <li>describing one event that takes place. (1)</li> </ul> | 1–7       |
| <b>Subtotal</b>   | <b>/7</b> |
| <b>Part A total</b>   | <b>/7</b> |

### Part B: How do you spend your free time? (Each student is marked individually.)

| Description   | Marks      |
|---|------------|
| <b>Content</b>  |            |
| Writes the script of a dialogue that includes: <ul style="list-style-type: none"> <li>a greeting, a self-introduction and some personal information; for example, their age (3)</li> <li>at least two activities they do in their free time, such as on the weekend, on holidays and/or after school (2)</li> <li>reasons why they like these activities (using adjectives and conjunctions) (2)</li> <li>a leave-taking and a concluding statement; for example, suggesting an activity to do together. (2)</li> </ul> | 1–9        |
| <b>Subtotal</b>   | <b>/9</b>  |
| <b>Language accuracy</b>  |            |
| Uses contextually-relevant vocabulary and applies grammatical structures mostly accurately.   | 4          |
| Uses mostly contextually-relevant vocabulary and applies grammatical structures mostly accurately. Makes errors that do not change the meaning of the sentence or impede understanding.   | 3          |
| Uses some contextually-relevant vocabulary and grammatical structures. Makes errors that may sometimes impede understanding.  | 2          |
| Uses limited contextually-relevant vocabulary and grammatical structures. Makes errors that frequently impede meaning.  | 1          |
| <b>Subtotal</b>   | <b>/4</b>  |
| <b>Speech (fluency and pronunciation)</b>   |            |
| Speaks fluently and confidently, with minimal hesitation. Does not rely on notes. Displays pronunciation that is accurate.  | 3          |
| Speaks mostly fluently, with some hesitation. May rely on notes but is able to maintain conversation. Displays pronunciation that is mostly accurate.   | 2          |
| Speaks with hesitation. Relies on notes and may struggle to maintain conversation. Displays pronunciation that may be inaccurate.   | 1          |
| <b>Subtotal</b>   | <b>/3</b>  |
| <b>Part B total</b>   | <b>/16</b> |



## Part C: Comic strip

| Description  | Marks      |
|--|------------|
| <b>Content</b>   |            |
| Writes a comic strip about the daily routine and leisure-time activities of a character from <i>Chibi Maruko-chan</i> and includes the following: <ul style="list-style-type: none"> <li>a brief introduction of the character, their name and age (1)</li> <li>what the character's weekend routine is like (1)</li> <li>at least two leisure activities the character does in their free time (2)</li> <li>the times when these activities take place (1)</li> <li>a description of their thoughts about these leisure activities, using adjectives (2)</li> <li>an appropriate ending, such as a suggestion or farewell. (1)</li> </ul> | 1–8        |
| <b>Subtotal</b>  | <b>/8</b>  |
| <b>Creating an imaginative text</b>  |            |
| Creates an imaginative text, experimenting successfully with the comic strip format to create mood and effect, suitable for a younger audience.  | 3          |
| Creates an imaginative text, experimenting with the comic strip format to create mood and effect, suitable for a younger audience.   | 2          |
| Creates an imaginative text, experimenting with the comic strip format, suitable for a younger audience.   | 1          |
| <b>Subtotal</b>  | <b>/3</b>  |
| <b>Language accuracy</b>   |            |
| Uses contextually-relevant vocabulary and applies grammatical structures mostly accurately.  | 4          |
| Uses mostly contextually-relevant vocabulary and applies grammatical structures mostly accurately. Makes errors that do not change the meaning of the sentence or impede understanding.  | 3          |
| Uses some contextually-relevant vocabulary and grammatical structures. Makes errors that may sometimes impede understanding.   | 2          |
| Uses limited contextually-relevant vocabulary and grammatical structures. Makes errors that frequently impede meaning.   | 1          |
| <b>Subtotal</b>  | <b>/4</b>  |
| <b>Script</b>  |            |
| Writes script correctly. Uses a range of <i>kanji</i> written correctly. Writes <i>kana</i> that are accurate and written correctly, including appropriate use of <i>katakana</i> and <i>hiragana</i> .  | 3          |
| Uses some <i>kanji</i> . Writes <i>kana</i> mostly accurately and correctly. Includes mostly-appropriate use of <i>katakana</i> and <i>hiragana</i> .  | 2          |
| Uses limited <i>kanji</i> . Writes <i>kana</i> sometimes inaccurately and incorrectly. Includes inappropriate use of <i>katakana</i> and <i>hiragana</i> at times.   | 1          |
| <b>Subtotal</b>  | <b>/3</b>  |
| <b>Textual conventions</b>   |            |
| Writes a comic strip with a title, images, captions and/or speech or thought bubbles. Sequences the information cohesively and coherently.   | 3          |
| Uses most of the conventions of a comic strip. Sequences information to some extent.   | 2          |
| Uses few conventions of a comic strip. Shows limited organisation of information, which impedes flow and understanding.  | 1          |
| <b>Subtotal</b>  | <b>/3</b>  |
| <b>Part C total</b>  | <b>/21</b> |
| <b>Total</b>   | <b>/44</b> |