



Sample assessment task

Year level	6
Learning area	Languages
Subject	Japanese: Second Language
Title of task	<i>Ryuugakusei</i> りゅうがくせい (Exchange students)

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to experiences about free time.</p> <p>In Part A, they also demonstrate their skills in comprehending written text by reading two letters from Japanese exchange students and conveying this information through responses to questions in English. Students then choose the student they would like to invite to stay at their house.</p> <p>In Part B, they demonstrate their skills in writing in Japanese, a letter to the Japanese exchange student, introducing themselves and providing some personal information.</p>
Type of assessment	Summative assessment
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend written texts in Japanese about free-time activities. It also establishes information on their ability to interact in written Japanese to demonstrate understanding of personal information, including how they spend their free time.
Assessment strategy	Short response – read for information in written texts Extended response – write a letter
Evidence to be collected	Completed task sheet Letter
Suggested time	Part A – 20 minutes Part B – 30 minutes

Content description

Content from the Western Australian Curriculum	<p>Communicating</p> <p>Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them</p> <p>Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts</p>
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	<p>Understanding</p> <p>Recognise and make meaning of some single and whole word <i>katakana</i> with the support of a <i>katakana</i> chart</p> <p>Apply the basic principles of stroke order to write all <i>hiragana</i> and high-frequency <i>kanji</i></p> <p>Write simple texts using <i>hiragana</i> and <i>kanji</i> on familiar topics</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"> • using conjunctions such as <i>そして、それから</i> to link ideas <p>Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values.</p>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • context-related vocabulary, including free-time activities and hobbies • single and whole word <i>katakana</i> with the support of a <i>katakana</i> chart • frequently used <i>kanji</i> and all <i>hiragana</i> • grammatical items, including: phrases such as <i>～がとくいです</i> ; <i>～がじょうずです</i>; conjunctions such as <i>そして、それから</i> to link ideas • simple, short, written texts relating to free-time activities and hobbies • the textual conventions of a letter.
Assessment differentiation	<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>
Assessment task	
Assessment conditions	Task is to be completed by students working individually.
Resources	<p>Task sheet</p> <p><i>Hiragana</i> and <i>katakana</i> charts which may be in the form of posters on the wall or individual charts on student desks</p>

Instructions for teacher

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

- exposed to context-related vocabulary, including free-time activities and hobbies
- taught single and whole word *katakana* with the support of a *katakana* chart
- exposed to frequently used *kanji* and all *hiragana*
- taught grammatical items, including:
 - the structure, ～がとくいです ; ～がじょうずです
 - using conjunctions such as *そして*、*それから* to link ideas
- taught simple, short, written texts relating to free time activities and hobbies
- taught the textual conventions of a letter, and provided with the opportunities to practise them.

Task

Part A: Profiles

Provide students with Part A of the task.

Students read the letters of two Japanese exchange students who are visiting Perth and will be billeted by host families. They respond to questions in English to decide which student they would like to invite to stay with them in their home.

Part B: Letter

Provide students with Part B of the task.

Students write a letter in approximately 100 *ji* to one of the two students in Part A of the task.

In their letter they:

- write an opening greeting
- introduce themselves and their family
- talk about any pets that they have
- talk about what they like to do on the weekend
- answer any questions they may have been asked
- provide a farewell greeting.

Instructions to students

Ryuugakusei りゅうがくせい

Part A: Profiles

A group of Japanese exchange students are visiting Perth and will be billeted by host families.

Read the following two letters in order to decide which student you would like to stay with you in your home.

1



[Image: ClkerFreeVectorImages. (2012). [Anime boy's face]. Retrieved March, 2016, from <https://pixabay.com/en/boy-asian-anime-face-head-23714/>]

二月十二日

てんき：あめ

こんにちは

ぼくは とも です。十一 さい です。かぞく は 六人です。父と 母 と いもうと 三人 と
ぼくです。いっぴきの いぬが います。なまえは ボニー です。かわいいです。サッカー が だ
いすきです。ひまなときに がっこうのグラウンドでともだち と サッカー をします。すきな
たべもの は アイスクリーム です。ペットを かっていますか。
おへんじ をまっています
ともより



[Image: ClkerFreeVectorImages. (2014). [Anime girl]. Retrieved March, 2016, from <https://pixabay.com/en/girl-happy-laughing-cartoon-anime-311628/>]

二月十四日 火ようび

てんき：むしあつい

こんにちは

わたしは さくら です。十二さい です。かぞく は 三人です。母 と おとうと と わたしです。土ようびに テニス を します。テニスがとくいです。そして、ひまなときに ともだちのえりなさんとよく えいがに いきます。 わたし の すきな たべものは ミートパイです。すきなたべものは なんですか

じゃまた さくらより

Answer all questions in English.

Question 1

Indicate with a tick [✓] whether the following statements are true or false.

(4 marks)

1. The student in letter 1 is called Hiro.
2. The student in letter 1 has three younger sisters.
3. The student in letter 2 plays a sport on Sunday.
4. The student in letter 2 is 12 years old.

True or False [✓]

Question 2

Find the following words in the text and circle them:

(4 marks)

1. soccer
2. tennis
3. pet
4. mother

Question 3

Answer the following questions in English.

(4 marks)

1. How many people are in the boy's family? _____
2. How does he describe his pet? _____
3. What question does the girl ask you? _____
4. What is her name? _____
5. Does she have a pet? _____

Question 4

Which student did you choose and why?

(2 marks)

Part B

Write a letter in Japanese to one of the two students in Part A who you are considering inviting to stay at your home. Write approximately 100 *ji*.

Make sure you include the following:

- an opening greeting
- introduce yourself and your family
- any pets that you have
- what you like to do on the weekend
- answers to any questions they may have asked
- a farewell greeting.



Sample marking key

Part A: Profiles

Description	Marks
Question 1	
1. False	1
2. True	1
3. False	1
4. True	1
Subtotal	4
Question 2	
1. サッカー	1
2. テニス	1
3. ペット	1
4. 母	1
Subtotal	4
Question 3	
1. There are six people in the family.	1
2. The pet is described as cute.	1
3. She asks what your favourite food is.	1
4. Her name is Sakura.	1
5. No, a pet is not mentioned.	1
Subtotal	5
Question 4	
Relates own interests/gender/age to the home stay student profile.	1
Provides additional information.	1
Subtotal	2
Part A total	15

Part B: Letter	
Description	Marks
Content	
Writes a letter in response to Tomo or Sakura and gives information that includes the following: <ul style="list-style-type: none"> • an opening greeting [1] • introduce themselves and their family [1] + [1] • any pets that they have[1] • what they like to do on the weekend [1] • answer any questions that may have been asked [1] • a farewell greeting [1]. 	0–7
Subtotal	7
Grammatical concepts	
Uses a range of grammatical structures accurately.	3
Uses a range of grammatical structures with minor errors such as word order or verb endings.	2
Uses a limited range of grammatical structures and makes a number of errors such as word order, particles and verb endings.	1
Subtotal	3
Script formation	
Produces well formed, balanced and accurate <i>hiragana</i> and <i>katakana</i> script.	3
Makes minimal errors in <i>hiragana</i> and <i>katakana</i> script, such as しや instead of しゃ.	2
Script is not well formed, though the writing is legible.	1
Subtotal	3
Part B total	13
Total	28