



Sample assessment task	
Year level	7
Learning area	Languages
Subject	Japanese: Second Language
Title of task	<i>Resutoran ni ikimaseuka?</i> レストランにいきませんか? (Shall we go to a restaurant?)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to engaging in tasks that involve planning, such as going to a restaurant.</p> <p>In Part A they also demonstrate their skills in comprehending written text by reading an invitation to a restaurant and conveying their understanding through short written responses.</p> <p>In Part B they demonstrate their skills in writing Japanese in an email response to the invitation in Part A.</p>
Type of assessment	Summative
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 <i>hiragana</i> and <i>katakana</i> script in written text and to access and summarise information. It also establishes their ability to write an informative email in <i>hiragana</i> and <i>katakana</i> script.
Assessment strategy	Short response – read for information in a written text Extended response – write an email
Evidence to be collected	Completed task sheet Email
Suggested time	Part A – 25 minutes Part B – 35 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences</p> <p>Engage in tasks and activities that involve planning, such as hosting a Japanese class or visitor, an excursion to a Japanese restaurant, or preparing for a real or virtual event, trip or excursion, considering options, negotiating arrangements and participating in transactions</p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts</p>

Content description	
	<p>Understanding</p> <p>Recognise all <i>katakana</i>, including voiced, unvoiced, contracted and blended sounds using the <i>kana</i> chart</p> <p>Write words and phrases using both <i>kana</i> and <i>kanji</i></p> <p>Understand and control context-related vocabulary and develop understanding of how to control elements of the Japanese grammatical system, including:</p> <ul style="list-style-type: none"> • understanding the different functions of a range of particles, such as が (topic marker), を (object marker), に (time, date, place, destination, for), と (and, with), で (location, action, means), へ (direction, destination), ～から ～まで (from, as far as, distances).
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • a variety of short written texts relating to locations and events taking place • context-related vocabulary • grammatical items, including: dates, for example, しちがつ みっか; adjectives in the present tense related to describing places and activities, for example, うつくしい、たのしい、おもしろい; using <i>masu</i> verbs in the present tense, for example, チョコレートをたべます。 • the textual conventions of an email.
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	Task sheet

Instructions for teacher

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

- provided with a variety of short written texts relating to locations and events taking place
- exposed to context-related vocabulary
- taught grammatical items, including:
 - dates, for example, しちがつ みっか
 - adjectives in the present tense related to describing places and activities, for example, うつくしい、たのしい、おもしろい
 - using *masu* verbs in the present tense, for example, チョコレートをたべます。
- taught the textual conventions of an email, and provided with opportunities to practise them.

Task

Part A: Email

Provide students with Part A of the task.

Students read the email from *Sensei* inviting them on a class excursion to a Japanese restaurant.

Then they respond to the questions that follow in English.

Advise students that they have 25 minutes to complete the task.

Part B: Response to email

Provide students with Part B of the task.

Students are to write an email to *Sensei* to let him/her know whether they will go to *Aki* restaurant.

They are to confirm that they will meet on the day, date, time and location stated in the email.

Finally, they are to let *Sensei* know what they will order for their meal.

Remind students that they are to apply the conventions of an email to their writing.

Advise students that they have 35 minutes to complete the task.

Instructions to students

Resutoran ni ikimasenka レストランにいきませんか

Part A: Email

Read the email invitation from *Sensei*, and respond to the questions that follow in English.

You have 25 minutes to complete the task.

日本のレストラン あき

みなさん、

おげんきですか。

らいしゅうの 土ようびの よる（六月十六日）、あき レストランに いっしょに 行きましょう。

あき レストラン は とても おいしい 日本りょうり が たくさん あります。

あき レストランは パースえきの みぎ に あります。六時半にばんごはん を たべます。だから、六時に 学校の まえ で あいましょう。

いっしょに 学校の バスに のって、レストランに 行きます。

セットメニュー は 二十ドルです。

たべものは やきとり、うどん、おこのみやき、からあげ とすしです。

のみものは ソフトドリンク、水 と お茶 です。

おへんじ を ください。土ようびがたのしみです。

たけだ より

Question 1

When is the visit to the Japanese restaurant?

(3 marks)

Question 2

What is the location of the restaurant?

(2 marks)

Question 3

At what time do the students need to meet up and where?

(2 marks)

Question 4

How much money do the students need to take with them to the restaurant?

(1 mark)

Question 5

Which five dishes can be ordered at the restaurant?

(5 marks)

1. _____
2. _____
3. _____
4. _____
5. _____

Question 6

Which three drinks can be ordered at the restaurant?

(3 marks)

1. _____
2. _____
3. _____

Part B: Email response

You have just read *Sensei's* email and wish to respond.

Write an email to *Sensei* to let him/her know that you will go to *Aki* restaurant.

Confirm that you will meet on the day, date, time and location stated in the email.

Let *Sensei* know what food and drink you will order for your meal.

Remember to greet *Sensei* at the start of your email and end with a phrase of leave-taking.

Write approximately 60 – 80 *ji*.



Sample marking key

Part A: Email

Description	Marks
Question 1	
June 16 th	1
Saturday night	1
6.30 (pm)	1
Subtotal	3
Question 2	
On the right of the station	1
	1
Subtotal	2
Question 3	
At the front of the school at 6pm	1
	1
Subtotal	2
Question 4	
(Students need to take) \$20	1
Subtotal	1
Question 5	
yakitori/chicken on a stick	1
udon/thick wheat noodles	1
okonomiyaki/savoury pancake	1
karaage/fried chicken	1
sushi	1
Subtotal	5
Question 6	
soft drink	1
water	1
green tea	1
Subtotal	3
Part A total	16

Part B: Email response	
Description	Marks
Content	
Writes an email in Japanese including:	
a greeting to <i>Sensei</i> (1)	1
their acceptance of the invitation, (1) confirming the day and date (1) + (1)	1 + 1+ 1
the location of the restaurant (1)	1
the time of the invitation (1)	1
their meal order (one drink and a dish) (1+1)	2
a phrase of leave taking (1)	1
Subtotal	9
Vocabulary and grammar	
Uses contextually-relevant vocabulary and applies grammatical structures mostly accurately.	3
Uses some contextually-relevant vocabulary and grammatical structures.	2
Uses limited contextually-relevant vocabulary and grammatical structures.	1
Subtotal	3
Script formation	
<i>Hiragana, katakana</i> and <i>kanji</i> are formed correctly, legible and correct.	3
<i>Hiragana, katakana</i> and <i>kanji</i> are formed correctly, legible and mostly correct.	2
<i>Hiragana, katakana</i> and <i>kanji</i> are legible and some are incorrectly formed.	1
Subtotal	3
Part B total	15
Total	31