



## **SAMPLE ASSESSMENT TASK**

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**JAPANESE: SECOND LANGUAGE**  
**YEAR 8 (YEARS 7–10 SEQUENCE)**

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わたし いちにち

**私 の 一 日 (MY DAY)**

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## Sample assessment task

### Japanese: Second Language – Year 8

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<b>Title of task</b>	わたし いちにち 私 の 一 日 (My day)
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to home, school life, routines and interests.</p> <p>In Part A, students demonstrate their skills in comprehending a written text by completing responses to questions in English.</p> <p>In Part B, students demonstrate their skills in writing in Japanese by composing an email to a Japanese student about daily home and school routines.</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 and find information in written text and convey this information to others in a variety of ways. It also establishes their ability to write and speak in Japanese and knowledge of context-related vocabulary and elements of the Japanese grammatical system.
<b>Assessment strategy</b>	Short response – read and respond to information in written text Extended response – write an email
<b>Evidence to be collected</b>	Completed task sheets
<b>Suggested time</b>	Part A – 40 minutes Part B – 50 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

#### 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,  
いちじ にがっ  
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<sup>なん</sup>、どこ、何時<sup>なんじ</sup>、何<sup>なに</sup>で、どんな、いつ、だれ、いくら
- using a range of verbs related to daily activities, for example, 行<sup>い</sup>きます、見<sup>み</sup>ます、たべます、かきます、よみます、ききます、はなします、します

## Task preparation

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### Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to home, school life, routines and interests
- context-related vocabulary (including adjectives, subjects, daily routine, verbs)
- grammatical items, including verb tenses, specific times, particles, conjunctions and question words
- all *hiragana* and *katakana* and relevant *kanji*
- the textual conventions of an email.

### 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

Task is to be completed by students working individually.

### Resources

- Task sheets
- *Kana* chart for *katakana*

## Instructions for teacher

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

- a variety of texts related to home, school life, routines and interests
- context-related vocabulary
- grammatical items, including
  - verb forms
  - particles
  - adjectives
  - specific times and months
- a *kana* chart for *katakana*
- the textual conventions of an email.

## 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 home, school life, routines and interests and completing related cloze, matching, true/false and or short answer activities to show understanding
- asking and providing information about home, school life, routines and interests
- writing a description about their home, school life, routines and interests
- using a *kana* chart when reading and writing all *katakana*.

## Task

### Part A: An email from Tomoko

Provide students with Part A of the task.

Students read an email from Tomoko to Alex and respond in English to the questions that follow.

Advise students that they have 40 minutes to complete Part A.

### Part B: An email to Tomoko

Provide students with Part B of the task.

Students are to write an email to Tomoko as if they were Alex.

In the email include the following information:

- an opening greeting and brief introduction (name and age)
- a description of Alex's daily routine before school and how he gets to school
- his favourite and least favourite subjects
- three activities Alex does after school and/or on the weekend
- a closing statement and a salutation/phrase of leave taking.

Students are to write in Japanese, using *hiragana*, *katakana* and *kanji*.

Students may access a *kana* chart during the assessment.

Remind students to use a variety of verbs; specific time words, such as times and months; and adjectives.

Advise students that they have 50 minutes to complete the task.

Teachers may choose to provide a glossary of key terms if students require extra support.

## Instructions to students

わたし いちにち  
私 の 一 日 (My Day)

### Part A: Email

(25 marks)

Read the email from Tomoko to Alex, and respond in English to the questions that follow.

You have 40 minutes to complete Part A.

To: Alex Smith (alex.smith@email.com)
From: かとう ともこ (tomoko.kato@email.com)
わたし いちにち Subject: 私 の 一 日
アレックスさんへ はじめまして。私 の 名前は かとう ともこ です。きょうは 私 の いちにち 一日についてかきます。 まいにち、六時半に おきます。それから、あさごはんにごはんと さかな を たべます。そして、おちやを のみます。あさごはんは おいしいです。 アレックスさんは あさごはんに 何を たべますか。 七時半に いもうとと バスで がっこうに いきます。がっこうは 八時 から三時半まで です。すうがくと えいごが 好きです。でも、かがくは むずかしいです。だから、かがくが きらい です。 五時に バスで うちに かえります。五時半に しゅくだいを します。 つまらないですよ！六時半に かぞくで ばんごはんを たべます。それから、 アイスクリームを たべます。アレックスさんは どんな アイスクリームが 好きですか。 私 の しゅみは どくしょです。どくしょは おもしろいです。まいにち ほんを よみます。だから、よく ほんを かいます。 八月に アレックスさんに あいますね。たのしみです！ ともこ



**Question 1**

**(1 mark)**

Circle the time Tomoko wakes up.

- a) six o'clock
- b) half-past six
- c) seven o'clock

**Question 2**

**(4 marks)**

Describe Tomoko's breakfast. What does she say about it?

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**Question 3**

**(3 marks)**

What does she do at half-past seven?

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**Question 4**

**(3 marks)**

What does Tomoko say about science?

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**Question 5**

**(6 marks)**

Describe Tomoko’s routine after school.

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**Question 6**

**(3 marks)**

Why does she often buy books?

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**Part B: An email to Tomoko**

**(20 marks)**

Tomoko would like to know more about Alex’s school routine in Australia.

Write an email to Tomoko as if you were Alex, in Japanese. The email should demonstrate your ability to use a variety of verbs, specific time words, such as times and months, and adjectives.

In the email include the following information:

- an opening greeting and brief introduction, including Alex’s name and age
- a description of Alex’s daily routine before school and how he gets to school
- his favourite and least favourite subjects
- three activities Alex does after school and/or on the weekend
- a closing statement and a salutation/phrase of leave taking.

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

You have 50 minutes to write your email.

Write approximately 90–120 *ji*.

To:
From:
Subject:

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## Sample marking key

### Part A: Email

Description	Marks
<b>Question 1</b>	
b. half-past six	1
<b>Subtotal</b>	<b>/1</b>
<b>Question 2</b>	
eats rice	1
and fish	1
drinks green tea	1
(breakfast is) delicious/yummy/tasty	1
<b>Subtotal</b>	<b>/4</b>
<b>Question 3</b>	
goes to school	1
by bus	1
with her younger sister	1
<b>Subtotal</b>	<b>/3</b>
<b>Question 4</b>	
(Science) is difficult	1
therefore	1
she dislikes/hates it	1
<b>Subtotal</b>	<b>/3</b>
<b>Question 5</b>	
She returns home	1
by bus (at 5 o'clock)	1
does homework (at half-past five)	1
eats dinner	1
with her family (at half-past six)	1
eats ice cream (afterwards)	1
<b>Subtotal</b>	<b>/6</b>
<b>Question 6</b>	
Her hobby is reading	1
(reading) is interesting	1
reads (books) everyday	1
<b>Subtotal</b>	<b>/3</b>
<b>Part A total</b>	<b>/20</b>

## Part B: An email to Tomoko

Description	Marks
<b>Content</b>	
Writes an email to Tomoko as Alex and shares the following information: <ul style="list-style-type: none"> <li>an opening greeting and a brief self-introduction, including his name and age (2)</li> <li>a description of his daily routine before school and how he gets to school (2)</li> <li>his favourite and least favourite subjects (1)</li> <li>at least three activities he does after school and/or on the weekend (3)</li> <li>a closing statement and a salutation/phrase of leave taking. (2)</li> </ul>	1–10
<b>Subtotal</b>	<b>/10</b>
<b>Vocabulary and grammar</b>	
Uses contextually-relevant vocabulary and applies grammatical structures accurately.	4
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
<b>Subtotal</b>	<b>/4</b>
<b>Textual conventions</b>	
Writes an email with a clear opening and a closing salutation. Sequences information cohesively and coherently. Uses paragraphs appropriately.	3
Uses most of the key conventions of an email. Sequences information to some extent.	2
Uses few of the key conventions of an email. Presents limited organisation of information which impedes the flow and understanding.	1
<b>Subtotal</b>	<b>/3</b>
<b>Script</b>	
Writes clear and well-formed <i>kanji</i> , <i>hiragana</i> and <i>katakana</i> . All <i>kanji</i> are used accurately. Uses <i>katakana</i> and <i>hiragana</i> appropriately.	3
Writes <i>hiragana</i> and <i>katakana</i> , most of which are well-formed. Uses some <i>kanji</i> . Uses <i>katakana</i> and <i>hiragana</i> mostly appropriately.	2
Writes <i>hiragana</i> and <i>katakana</i> , some of which are well-formed. Uses no or few <i>kanji</i> . Includes inappropriate use of <i>katakana</i> and <i>hiragana</i> at times.	1
<b>Subtotal</b>	<b>/3</b>
<b>Part B total</b>	<b>/20</b>
<b>Total</b>	<b>/40</b>