



Sample assessment task	
Year level	6
Learning area	Languages
Subject	Japanese: Second Language
Title of task	<i>Yasumi</i> やすみ (Holidays)
Task details	
Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to negotiating details for a shared experience. They also demonstrate their skills in speaking Japanese by negotiating arrangements for an outing in the upcoming first week of the school holidays.
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It also establishes information on their ability to speak in Japanese to negotiate with another speaker an invitation for a shared experience.
Assessment strategy	Oral performance – participate in a role play
Evidence to be collected	Audio visual recording of role play
Suggested time	10 minutes (includes 5 minutes to prepare for the role play on receipt of the stimulus card)
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>Negotiate an invitation for a shared experience</p> <p>Understanding</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 verbs to indicate – Would you...? Shall we ...? ~ませんか; ~ましょうか.
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> context-related vocabulary, including days of the week, telling the time on the hour and half hour, transport grammatical items, including: using the grammatical structure ~ませんか/~ましょうか the textual conventions of a role play.
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	This task is to be completed by students working in pairs, with each student assigned a role.
Resources	Task sheet Stimulus cards Recording device

Instructions for teacher

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

- taught context-related vocabulary, including days of the week, telling the time on the hour and half hour, transport
- taught grammatical items, including:
 - using the grammatical structure～ませんか/～ましょうか
- taught the textual conventions of a role play, and provided with opportunities to practise them.

Task

Students take part in a role play. Each student is paired with another student and provided with a stimulus card.

There are three separate sets of stimulus cards. Each pair uses one set of cards only.

Students are each given 5 minutes to prepare for the task once they have received their stimulus card.

Students may not speak to each other during preparation time.

Please note: A marking key has been developed for each set of the stimulus cards provided. Each pair of students is assigned Set 1, Set 2 or Set 3. Each student in the pair is then assigned to be Speaker A or Speaker B. When awarding marks for the response criterion, teachers should be aware that the five marks allocated are comprised of three marks for conveying information specific to the stimulus card set they are allocated, and whether they are Speaker A or Speaker B, and two marks for greetings.

Task administration script

READ ALOUD

Today you will perform your role play. I have put each of you into a pair.
When I call out your name you are to come out and receive a stimulus card. I will then give you time to read through the task sheet and stimulus card. During preparation time you will work by yourself and you may make notes. These notes may not be used during the role play. I will signal for you when it is time for the task to begin.

Role play this script with one of the students to illustrate what is required of the students.

Sample script

A. こんにちは、げんき？

B. はい、げんきです。サムくんは？

A. はい、げんきです。らいしゅう の すいようび に うみ にいきませんか。

B. らいしゅう の すいようびは ちょっと。。。もくようび は どう ですか。

A. らいしゅう の もくようび は ちょっと。。。きんようび は どうですか。

B. きんようび は いいですよ！でんしゃ で いきましょう。

A. なんじにいきましょうか。

B. 10じにいきましょう。

A. はい、たのしみにしています。また、きんようびです。

B. じゃ、また。

Stimulus cards sets

Set 1

Set 1 Speaker A

You are going to greet student B and invite them to come to the beach with you next **Wednesday**.

This is your diary. If student B suggests another day check if you are free in your diary. The time that you would like to go to the beach is **10:00 am**.

DIARY

Monday	Tuesday	Wednesday	Thursday	Friday
Soccer camp all day	Soccer camp all day	Free	Babysitting cousins 8am until 5pm	Free



Set 1 Speaker B

Student A is going to invite you to go somewhere with them. Listen carefully and check your diary, which is below, to see if you are free.

If you are busy on that day politely decline their invitation and suggest another day.

Once you have decided on the day, suggest getting to your destination by **train**. Ask the person what time you should go.

DIARY

Monday	Tuesday	Wednesday	Thursday	Friday
Abseiling camp all day	Abseiling camp all day	Abseiling camp all day	Free	Free

Set 2

Set 2 Speaker A

You are going to greet student B and invite them to go to the **city** with you next **Friday**.

This is your diary. If student B suggests another day check if you are free in your diary. The time that you would like to go to the city is **9:30 am**.

DIARY

Monday	Tuesday	Wednesday	Thursday	Friday
Soccer tournament all day	Free	Volunteering at an animal shelter	Babysitting cousins from 8am to 5pm	Free



Set 2 Speaker B

Student A is going to invite you to go somewhere with them. Listen carefully and check your diary, which is below, to see if you are free.

If you are busy on that day politely decline their invitation and suggest another day.

Once you have decided on the day, suggest getting to your destination by **car**. Ask the person what time you should go.

DIARY

Monday	Tuesday	Wednesday	Thursday	Friday
Paper round all day	Free	Basketball clinic all day	Free	Surfing lessons all day

Stimulus cards Set 3

Set 3 Speaker A

You are going to greet student B and invite them to go to the **mountains** with you next **Friday**.

This is your diary. If student B suggests another day check if you are free in your diary. The time that you would like to go to the mountains is **9:00 am**.

DIARY

Monday	Tuesday	Wednesday	Thursday	Friday
Free	Free	Volunteering at an animal shelter	Babysitting cousins from 8am to 5pm	Family outing to the museum all day



Set 3 Speaker B

Student A is going to invite you to go somewhere with them. Listen carefully and check your diary, which is below, to see if you are free.

If you are busy on that day politely decline their invitation and suggest another day.

Once you have decided on the day, suggest getting to your destination by **bicycle**. Ask the person what time you should go.

DIARY

Monday	Tuesday	Wednesday	Thursday	Friday
Free	Basketball clinic all day	Basketball clinic all day	Paper round all day	Free

Instructions to students

Yasumi やすみ

Role play

Next week will be the start of the school holidays, and you would like to catch up with a school friend and go out together.

You will perform a role play with a classmate in which you make arrangements about:

- where you will go
- what day you will go
- what time you will go
- what transport you will use to get there.

You will receive a stimulus card and play the role of either Speaker A or Speaker B.

Use the details provided on the stimulus card to prepare for your part in the role play. You will have five minutes to prepare for the role play.

You may not speak with anyone during this time.

You may take notes on a blank piece of paper during this time, but these notes may not be used during the role play.

Remember to use the appropriate greetings at the beginning and the end of your role play.

Sample marking key

Stimulus card Set 2

Description	Marks
Content	
Appropriate greeting at beginning, for example, こんにちは、げんき？	1
Speaker A <u>Initial invite</u> らいしゅう の きんようび に まち にいきませんか。 Or らいしゅう の きんようび に まち にいきましようか。 Invite speaker B to the city まち , Friday きんようび。 <u>Suggest time</u> 9 じはんにいましよう。	1+1 1
Speaker B <u>Suggest alternative day/s</u> かようび・もくようび は どうですか。 <u>Suggest transport</u> Car くるま でいましよう。	2 1
Appropriate greetings to close the role play, for example, じゃ、また。	1
Subtotal	5
Grammar	
Uses correct grammatical structures in full sentences, for example, らいしゅう の もくようび は ちょっと。きんようび は どうですか。	3
Uses phrases only to convey information. Minor errors such as particles missing.	2
Uses words in isolation to convey information.	1
Subtotal	3
Pronunciation	
Uses accurate and clear pronunciation and intonation.	2
Some inconsistency in pronunciation and intonation, but meaning is clear.	1
Inaccurate pronunciation makes meaning unclear.	0
Subtotal	2
Total	10

Sample marking key

Stimulus card Set 3

Description	Marks
Content	
Appropriate greeting at beginning, for example, こんにちは、げんき？	1
Speaker A <u>Initial invite</u> らいしゅう の きんようび に やま にいきませんか。 or らいしゅう の きんようび に やま にいきましようか。 Invite speaker B to the mountains やま , Friday きんようび。 <u>Suggest time</u> 9 じにいきましよう。	1+1 1
Speaker B <u>Suggest alternative day/s</u> げつようび・すいようび は どうですか。 <u>Suggest transport</u> Bicycle じてんしゃ でいきましよう。	2 1
Appropriate greetings to close the role play, for example, じゃ、また。	1
Subtotal	5
Grammar	
Uses correct grammatical structures in full sentences, for example, らいしゅう の もくようび は ちょっと。きんようび は どうですか。	3
Uses phrases only to convey information. Minor errors such as particles missing.	2
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Uses accurate and clear pronunciation and intonation.	2
Some inconsistency in pronunciation and intonation, but meaning is clear.	1
Inaccurate pronunciation makes meaning unclear.	0
Subtotal	2
Total	10