



Sample assessment task	
Year level	7
Learning area	Languages
Subject	Japanese: Second Language
Title of task	<i>Youkoso</i> ようこそ (Welcome)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to hosting a Japanese visitor and preparing for a real or virtual event, trip or excursion.</p> <p>In Part A they also demonstrate their speaking skills by presenting information on three places in their local area that they would like to take a visiting Japanese exchange student to; explaining why they like the place, what they can do there, and how much it costs.</p> <p>In Part B they demonstrate their writing skills by writing a note inviting a Japanese visitor to join them on an outing to a favourite place, or to join in a favourite activity.</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 speak Japanese, using rehearsed descriptive language to give opinions about places and activities which are special to them, and that they would like to share with a visiting Japanese exchange student. It also establishes information on their ability to write short texts in Japanese using rehearsed descriptive language.
Assessment strategy	<p>Oral performance – give a short presentation</p> <p>Short response – write a note</p>
Evidence to be collected	<p>Audio visual recording of the presentation</p> <p>Note</p>
Suggested time	<p>Part A – two lessons in class for the research and 2-3 minutes for the presentation</p> <p>Part B – 35 minutes</p>
Content description	
Content from the Western Australian Curriculum	<p>Communicating</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>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>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) • using い and な adjectives in the present tense in negative forms, for example, おいしくありません; しずかじゃないです • using noun phrases with an adjective, for example, きれいなうみです; おいしいレストランです。
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • context-related vocabulary • grammatical items, including: 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 a presentation and a note.
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 tasks.</p>
Assessment task	
Assessment conditions	This task is to be completed by students working individually.
Resources	<p>Task sheet</p> <p>Recording device</p>

Instructions for teacher

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

- context-related vocabulary
- grammatical items, including:
 - 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。
- the textual conventions of a presentation and a note, and provided with opportunities to practise them.

Task

Part A: Presentation

Provide students with Part A of the task.

Students are to give a short presentation to a group of visiting Japanese students. For their presentation, they are to research three places that are near where they live, or activities that are special to them.

For each place/activity they select, they will need to include the following information:

- the name of the place/activity
- why they like that place/activity
- how much it costs to visit the place/do the activity
- the best transport to use to get to the place/where the activity is held.

Provide students with two lessons to prepare for their presentation. Explain to students that for the presentation they should be prepared to speak for 2-3 minutes, and may bring along photographs or brochures to support their presentation.

Part B: Note

Provide students with Part B of the task.

Students are to write a note in Japanese inviting one of the exchange students to join them on the weekend to visit one of the places or do one of the activities that they spoke about in Part A.

In the note, they will need to include the following information:

- the date they will go and what day of the week it will be
- what time they will go
- where they will go
- what they will do there
- how much it will cost
- how they will get there.

Advise students that they will have 35 minutes to write their note.

Instructions to students

Youkoso ようこそ

Part A: Presentation

A group of Japanese students will be coming to visit your school and will be billeted by host families.

You are to give a short presentation to your visitors on three places that are near where you live or activities that are special to you.

For each place/activity you select, you will need to include the following information:

- the name of the place/activity
- why you like that place/activity and what you can do there
- how much it costs to visit the place/do the activity
- the best transport to use to get to the place/ where the activity is held.

You will have two lessons to prepare for your presentation. For the presentation be prepared to speak for 2-3 minutes.

Presentation Draft

Part B: Note

Write a note in Japanese inviting one of the exchange students to join you on the weekend, to visit one of the places, or do one of the activities, that you spoke about in Part A.

In your note you will need to include the following information:

- the date you will go and what day of the week it will be
- what time you will go
- where you will go
- what you will do there
- how much it will cost
- how you will get there.

You will have 35 minutes to write your note. Write approximately 100 *ji*.

A large rounded rectangular box with a black border and rounded corners. Inside the box, there are 15 horizontal lines spaced evenly down the page, providing a template for writing a note.

Sample marking key

Part A: Presentation

Description	Marks
Content	
Place 1	
Provides the name of the place/activity.	1
Provides information on why they like the place/activity.	1
Provides information on how much the place/activity costs.	1
Provides information on the best transport to use to get there.	1
Subtotal	4
Place 2	
Provides the name of the place/activity.	1
Provides information on why they like the place/activity.	1
Provides information on how much the place/activity costs.	1
Provides information on the best transport to use to get there.	1
Subtotal	4
Place 3	
Provides the name of the place/activity.	1
Provides information on why they like the place/activity.	1
Provides information on how much the place/activity costs.	1
Provides information on the best transport to use to get there.	1
Subtotal	4
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
Pronunciation	
Uses clear and accurate pronunciation and intonation.	3
Displays some inconsistency in pronunciation and intonation, but meaning is clear.	2
Inaccurate pronunciation makes meaning unclear.	1
Subtotal	3
Part A total	18

Part B: Note	
Description	Marks
Content	
Writes a note in Japanese, including: the date they will go (1) and what day of the week it will be (1) what time they will go where they will go what they will do there how much it will cost how they will get there	1+1 1 1 1 1 1
Subtotal	7
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, but some are incorrectly formed.	1
Subtotal	3
Part B total	13
Total	31