



Assessment task	
Year level	4
Learning area	Languages
Subject	Japanese: Second Language
Title of task	なにがすきですか (What do you like?)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to likes and dislikes.</p> <p>In Part A students demonstrate their skills in speaking Japanese, in a short conversation about their likes and dislikes.</p> <p>In Part B students demonstrate their skills in writing a rap about their likes and dislikes, in response to an imaginative text.</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 written and spoken text and convey this information in a variety of ways. It also establishes information on their ability to create and perform an imaginative text, using familiar expressions, simple statements and modelled language, to exchange information about aspects of their personal world, including their likes and dislikes.
Assessment strategies	<p>Oral performance – participate in a conversation</p> <p>Extended response – write a rap</p>
Evidence to be collected	<p>Audiovisual recording of a conversation</p> <p>Written rap</p>
Suggested time	<p>Part A – 35 minutes to prepare and 1–2 minutes to participate in a conversation</p> <p>Part B – 40 minutes to write a rap</p>
Content description	
Content from the Western Australian Curriculum	<p><b>Communicating</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions</p> <p>Create and perform short, imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p> <p><b>Understanding</b></p>

	<p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• beginning to use counters in Japanese</li> <li>• indicating time and frequency using expressions, such as <i>まいにち</i>、<i>ときどき</i></li> <li>• telling time using <i>～じ/～じはん</i> です; <i>なんじ</i> ですか</li> <li>• understanding words and expressions indicating direction or means of transportation</li> </ul>
<b>Task preparation</b>	
<b>Prior learning</b>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>• a variety of texts that relate to interests, activities and cultural festivals, such as <i>Hinamatsuri</i> and <i>Oshougatsu</i></li> <li>• context-related vocabulary related to, family, sports, daily life, school subjects, including: using a range of expressions relating to interests and being familiar with expressing wants and likes and dislikes, for example, <i>～がすき</i>です。 <i>～がだいすき</i>です。 <i>～がすき</i>じゃないです。 <i>いちばんすき</i>です。</li> <li>• grammatical structures, including: describing objects using simple adjectives, using verbs in <i>ます</i> and negative form <i>ません</i>, describing actions using verb <i>ます</i> form, the use of particles <i>は</i>、<i>を</i>、<i>と</i>、<i>も</i>、<i>に</i> and the use of <i>が</i> in formulaic expressions, understanding the words associated with days of the week, months of the year and seasons, beginning to use general counters, for example, <i>ひとつ</i>、<i>ふたつ</i>, seeking information using question words, for example, <i>なに</i>、<i>なん</i>、<i>いつ</i>、<i>どこ</i>、<i>だれ</i>, and the sentence-ending <i>か</i> and understanding the rules for subject- object- verb sentence construction</li> <li>• a <i>hiragana</i> chart</li> <li>• the textual conventions of a conversation and a rap.</li> </ul>
<b>Assessment differentiation</b>	<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>
<b>Assessment task</b>	
<b>Assessment conditions</b>	<p>Part A: Task to be completed by students preparing individually and then working with another student. They then work with a partner to participate in a conversation.</p> <p>Part B: Task to be completed by students working individually.</p>
<b>Resources</b>	<p>Task sheets</p> <p><i>Hiragana</i> chart</p> <p>Recording device</p>

## Instructions for teacher

Prior to administering Part A of the task, introduce/revise with students:

- vocabulary and expressions related to greetings and leave-taking, school subjects, sports and interests, and food and drink, and for adding detail, such as すき、だいすき、すきじゃない and つまらない.
- structures to ask questions and provide information about likes and dislikes, for example, しゅうまつになにをしますか。バスケットボールをします。なにをたべますか。すしをたべます。あなたは？ダンスとおんがくがすきです。いちばんすきなすいえいです。
- Use these structures to:
  - review the following grammatical elements in the context of exchanging information about likes and dislikes:
    - describing simple actions using simple verbs, for example, たべます、のみます、します
    - describing simple actions using simple negative verbs, for example, たべません、のみません
    - seeking information using question words, for example, なに、だれ、どこ
    - Japanese word order, for example, subject-object-verb.
- engage in language practice activities, such as: Chinese whispers, Snowball and Postcard (Appendix 1).
- the use of *hiragana* charts, word lists and pictures to support:
  - reading words in *hiragana*
  - writing words, structures and phrases.
- textual conventions of conversations, such as greeting each other and leave-taking, taking turns when asking and responding to questions.
- strategies for speaking and participating in a conversation, for example, listening for key words, giving and then asking for information from a partner, using part of the information in the question to formulate a response.

### Activities to scaffold the task

Provide opportunities for students to participate in activities to help internalise the language they need for Part A, such as:

- question and answer: students take turns in drawing questions from a bag to ask another student about their likes and dislikes
- listening: ask students to listen to conversations about likes and dislikes and respond to questions in English
- conversation: students unjumble the script of a written conversation between two students discussing likes and dislikes, for example:

John and Ken are at a soccer match.

John: けんさん、こんにちは。

Ken: こんにちは。おげんきですか。

John: はい、げんきです。あなたは？

Ken: はい、げんきです。

John: けんさん、サッカーがすきですか。

Ken: はい、サッカーがすきです。バスケットボールがいちばんすきです。

John: ぼくは フォットボールがすきです。ラグビーがすきじゃないです。ちちもあにも フットボール

がすきです。

Ken: ぼくは ラグビーがすきじゃないです。しゅうまつになにをしますか。

John: しゅうまつに フォットボールをします。そして、よく あさねぼうをします。

- ask pairs of students to read aloud the reordered conversation paying attention to pronunciation and intonation
- discuss how the sample conversation could be modified to ask about different likes and dislikes. Use the discussion to revise vocabulary and expressions, such as よく、すき、いちばんすき、すきじゃない
- instruct students to work in pairs/threes to write a conversation of at least six exchanges, between 2–3 characters about likes/dislikes/preferences of sports/interests/food. Remind students of the conventions of a conversation, such as turn-taking, picking up on cues from the person who has just spoken, and the use of punctuation. Students check their script with another pair/three to get advice about language, spelling and content. Students read their conversation aloud, taking turns at playing each character.

Prior to administering Part B of the task, provide students with opportunities to:

- use an increasing range of verbs, adjectives and time words, including past tense verbs and negative adjectives, such as たべました、すきじゃないです、きのう、きょう、あした、三じ
  - guess images based on descriptions, for example, いえがおおきいです。
  - describe in writing or orally people and things
  - identify places using the sentence pattern, place にいきます。
  - use frequency words while creating daily activities sentence, for example, ときどき、まいにち。
- the use of *hiragana* charts, word lists and pictures to support:
  - reading words in *hiragana*
  - writing words, structures and phrases.
- engage with a range of imaginative texts, such as raps and songs related to the context, for example:
  - 「あいさつ」のうた、「なんさいですか」のうた
  - 「たんじょうびおめでとう」のうた
  - 「なにをしますか」のうた
  - 「おべんとうばこ」のうた
  - 「せんろはつづくよ」のうた
  - 「しゅつどうーたよれるじどうしや」のうた
  - 「かぞくのうんどう」のうた
  - The Counting Song, The Body Song, The Transportation Song, The Weather Song
  - Rapping Around the World, Animal Rap
- explore the language structures and techniques found in these and other Japanese raps and songs
- consider the characteristics of imaginative texts, for example:
  - their primary purpose is to entertain, as opposed to, for example, informing or persuading
  - they typically represent feelings, ideas and mental pictures using words or visual images, and use descriptive language.

- consider the conventions of a rap and song, for example, it uses descriptive language, may rhyme (Children's verse usually rhymes because children enjoy rhythm and rhyme and repetition of words/phrases).

## Instructions for teacher

### Task なにがすきですか (What do you like?)

#### Part A なにがすきですか

With a partner students participate in a conversation about what they are interested in doing on the weekend, at school, and their food and drink likes and dislikes.

Students take turns to ask each of the questions from the list below. Which questions they ask is determined by a lucky dip, that is, the questions are placed in a bag or face down in random order on the desk and they take turns to draw and ask a question. Each student draws and asks two questions, but will provide information to four questions.

1. なにがすきですか。
2. なにをたべますか。
3. なにをのみますか。
4. すきなたべものはなんですか。
5. すきなのみものはなんですか。
6. いちばんすきなたべもの/のみものはなんですか。

Explain to students that while they only ask two questions, they provide information to four questions. Explain that they are assessed on the content of their responses, grammar and vocabulary, pronunciation, intonation, comprehension and fluency.

Students may use a *hiragana* chart, word lists, their workbook and the resources in the classroom.

Remind students of strategies to maintain and sustain a conversation, for example, もういちど。

Before providing students with the task sheet show/explain to them the process for drawing the questions and responding using a visual such as the following.

First person draws a question and reads it aloud, for example, なにがすきですか。	
	Second person responds and asks for the same information using あなたは?, for example, ハンバーガーがすきです。あなたは?
First person responds, for example, わたしはハンバーガーがすきです。ジュースをのみます。	
	Second person draws a question and reads it aloud, for example, なにをたべますか。
First person responds and asks for the same information using あなたは?, for example, すしをたべます。あなたは?	
	Second person responds, for example, わたしはステーキをたべます。

Note that the preparation for the task can be done over two lessons:

1. Provide the task sheet to the students and explain that they have 15 minutes to work independently to write the answers to the questions. Allow students to access their workbook and the resources in the classroom.
2. Students then have 10 minutes to work with another student to practise the questions and their answers, after which you will partner them with another student for the conversation.
3. Students then have 10 minutes to prepare with their partner using the task sheet. Remind them to include 'hellos' and 'goodbyes' in their presentation.

Advise students that the conversation will be recorded.

## Part B ラップがすきです

### まつりがすき

まつりがすきです。

ひなまつり

ダンスがすきです。

おどりをします

おんがくがすきです。

ロックをききます

たべものがすきです。

おいしいたべもの

のみものがすきです。

ジュースをのみます

すきじゃない

かいものがすきじゃないです。

あなたは？

Discuss:

- what students think the rap is about
- familiar and unfamiliar vocabulary
- whether or not the rap rhymes.

Reread the rap, line by line, asking students to repeat after you.

Read the instructions on the task sheet. Tell students that they are to write a rap by modelling the language in *まつりがすき*, using similar phrases and/or substituting words in the rap.

Allow students to access a *hiragana* chart, word lists, their workbook and the resources in the classroom, to read the rap and to write their own rap.

Allow students approximately 40 minutes to write their rap.

Rap draft:

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**Instructions for students**

**Part A なにがすきですか**

Write your answers to the questions in the table below.

なにがすきですか。
なにをたべますか。
なにをのみますか。
すきなたべものはなんですか。
すきなのみものはなんですか
いちばんすきなたべもの/のみものはなんですか。

## Part B ラップがすきです

### まつりがすき

まつりがすきです。  
ひなまつり  
ダンスがすきです。  
おどりをします  
おんがくがすきです。  
ロックをききます  
たべものがすきです。  
おいしいたべもの  
のみものがすきです。  
ジュースをのみます  
すきじゃない  
かいものがすきじゃないです。  
あなたは？

1. Listen carefully as your teacher reads the rap まつりがすき.
2. As you listen and read along think about:
  - the ideas in the rap
  - words and phrases you recognise
  - patterns in the rap.
3. Write your own rap about what you like and dislike. You may write about your interests, daily routines at home or at school, or food and drink, or a combination of these.

Include either:

- five things you like and one thing you dislike, or
- five things you don't like and one thing you do like.

You may use the rap まつりがすき, your notes, a *hiragana* chart, word lists, your workbook and the resources in the classroom to help you.

You have one lesson to write your rap.

Rap draft:

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## Marking key

Part A なにがすきですか	
Description	Marks
<b>Content</b>	
Presents all required information in a conversation. Asks two questions and provides information to four questions about what they are interested in doing on the weekend, at school, or their food and/or drink likes and dislikes. Includes greetings and goodbyes.	4
Presents all required information in a conversation. Asks two questions and provides information to four questions about what they are interested in doing on the weekend, at school, or their food and/or drink likes and dislikes.	3
Presents some required information.	2
Presents little required information.	1
<b>Subtotal</b>	<b>4</b>
<b>Grammar and vocabulary</b>	
Uses a wide range of vocabulary and grammar mostly accurately.	3
Uses a range of vocabulary. Errors in grammatical structures are present, but responses are mostly accurate, and meaning is clear.	2
Uses a limited range of vocabulary. Often gives short phrases or one word responses. Meaning is not always clear.	1
<b>Subtotal</b>	<b>3</b>
<b>Pronunciation and intonation</b>	
Uses accurate pronunciation and intonation.	3
Displays some inconsistency with pronunciation and intonation, but meaning is clear.	2
Inaccurate pronunciation and/or intonation impedes comprehension at times.	1
<b>Subtotal</b>	<b>3</b>
<b>Comprehension and fluency</b>	
Comprehends other speaker. Readily offers responses, and interaction flows well. Self-corrects if necessary.	3
Asks for repetition or clarification and requires some support from the other speaker or their notes. Attempts self-correction.	2
Requires considerable support from the other speaker or their notes to comprehend questions and/or respond, which impacts fluency.	1
<b>Subtotal</b>	<b>3</b>
<b>Part A total</b>	<b>13</b>

Part B ラップがすきです	
Description	Marks
Content	
Writes a rap containing six pieces of information, that is, five things they like and one they do not like, or vice versa, related to their interests, daily routines at home or at school, or food and drink, or a combination of these.	1-6
<b>Subtotal</b>	<b>6</b>
Imaginative text	
Engages with a simple Japanese rap and creates their own.	1
<b>Subtotal</b>	<b>1</b>
Grammar	
Writes simple sentences and applies grammatical elements mostly.	3
Writes simple sentences and applies grammatical elements with some accuracy.	2
Makes limited use of simple sentences and/or application of grammatical elements. Frequent errors make meaning unclear.	1
<b>Subtotal</b>	<b>3</b>
Vocabulary	
Uses a wide range of vocabulary. Spelling is mostly correct.	3
Uses some variety of vocabulary. Some inconsistency with spelling, but meaning is clear.	2
Uses very few words. Poor spelling often impedes comprehension.	1
<b>Subtotal</b>	<b>3</b>
Script formation	
<i>Hiragana</i> and <i>kanji</i> are formed correctly, legible and correct.	3
<i>Hiragana</i> and <i>kanji</i> are formed correctly, legible and mostly correct.	2
Some <i>hiragana</i> and <i>kanji</i> are incorrectly formed though the writing is still legible.	1
<b>Subtotal</b>	<b>3</b>
Support	
Effectively uses their notes, a <i>hiragana</i> chart, word lists, their workbook and/or other resources independently, or does not require support.	3
Requires some support in using their notes, a <i>hiragana</i> chart, word lists, their workbook and/or other resources. Some teacher support needed.	2
Requires significant support to complete the task.	1
<b>Subtotal</b>	<b>3</b>
<b>Part B total</b>	<b>19</b>
<b>Total</b>	<b>32</b>

## Appendix 1 Language practice activities

Provide students the opportunity to engage in language practice activities, such as:

- **Chinese whispers**
  - ask students to form a line. Begin by whispering to the first student in line a sentence about likes and dislikes, for example, バスケットボールとテニスがすきです。サッカーがすきじゃないです。The first student whispers the sentence to the next student, who whispers it to the next, and so on. The last student to hear the whispered sentence says it aloud. Variation: Split students in two or more groups to play against each other.
- **Snowball**
  - provide each student with a piece of paper and instruct them to write 4–5 sentences, one describing themselves, for example, かみがながい です。 and the remaining sentences about what they like and dislike, such as テニスがすきです。からてもすきです。なつとふゆがいちばんすきです。あきがだいすきです。
  - monitor what students write and select some of the sentences (including some with mistakes) to copy on the whiteboard. Read each sentence as a class and ask students to point out any errors. Discuss possible corrections.
  - remind students that when playing the game they can question students on the other team, for example, えいごがすきですか。すうがくがすきじゃないですか。
  - once students have completed/corrected their sentences, they scrunch the paper to resemble a snowball.
  - divide the class in two groups facing each other. Students throw their snowball towards the opposite team. Students take turns to pick up a snowball and read the sentences aloud and guess the person on the other team to whom the paper belongs. Group members can support each other in working out who the other student is and students can ask questions of students of the other team to establish if they are the person being described. A limit should be placed on the number of questions that can be asked.
  - the team who identifies the most snowball writers from the other team wins.
- **Postcard**
  - provide each student with a copy of the postcard and questions (Appendix 2).
  - Students:
    - identify unfamiliar words and use these as an opportunity to use a *hiragana* chart
    - work in pairs to read the postcard, highlighting examples of expressions to do with likes and dislikes, and vocabulary related to family members and sports
    - answer the questions and discuss their answers as a whole class activity
    - take turns to read the postcard aloud
    - write a postcard in response.

## Appendix 2 Sample Informing Task (formative)

### Postcard

Ideas on how to use the postcard:

- Explore familiar and unfamiliar vocabulary.
- Look at sentence structure and the position of nouns, adjectives and verbs.
- Use a *hiragana* chart to practise translation, noticing that:
  - it is one thing to translate words one by one, but to make sensible meaning may require some thought and understanding of the Japanese language and/or culture
  - when translating Japanese into English, additional/fewer words may be needed in the English translation for the sentence to make sense.
- Use the:
  - text as a model for students to write about their own real/fictitious holiday.
  - cultural, geographical and social elements in the text to discuss Japan, Japanese school holidays, what children may do during their holidays.
- Provide students with:
  - jumbled sentence strips of the text and have them order it as you read it aloud
  - a jumbled translation of the text and have them match it to the Japanese
  - pictures representing different elements of the text, and some additional pictures, and have them circle those that are mentioned
  - the postcard and activities/questions below and as a formative task (or assessment).

Postcard

お母さんへ

おげんき ですか。いま、わたし は 日本 に います。

おじいさん と おばあさん の いえ に います。

おじいさん と おばあさん の いえ が とても すき  
です。いえ は おおきい です。

おじいさん と おばあさん の いえ に ねこ が  
います。ねこ の 名前 は きんば です。

ねこ は かわいいです。

きのう、 おどり を みました。そのあとで、アイスクリーム  
を たべました。アイスクリーム が だいすき です。

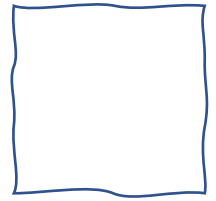
きょう、ともだち と テニス を しました。ともだち の  
名前 は けん です。二じ に USJ に いました。  
たのしかった です。

あした、 ゆき まつり を みます。たのしそう です。

日本 が とても すき です。では、さようなら。

二月八日 (火)

アンディー より



Mr & Mrs Watanabe

Tokyo Tower

Apartment 5

Tokyo City

Tokyo, Japan

〒500-650



## Postcard

Andi is on holiday in Japan and has written to his Japanese grandparents.

Your teacher will read the postcard aloud. You have 10 minutes to read through the message on your own and highlight/circle any of the following:

- a date
- words for family members
- days of the week
- adjectives describing people, places, animals, things
- uses of the Japanese for 'I like' or 'I don't like' or 'I love' or 'I really like' or 'my favourite'.

The teacher will assign you a partner, and you have 20 minutes to read the postcard and answer the following in English.

Question 1 To whom is Andi writing the postcard?

Question 2 When was the postcard written?

Question 3 With whom is Andi staying while in Japan?

Question 4 How is the house described?

Question 5 What pet is mentioned? Describe it.

Question 6 What activities did Andi mention she did yesterday?

Question 7 Does Andi say she likes Japan? How do you know?

Question 8 Indicate by circling your answer if the following statements are True or False.

- |   |      |       |
|---|------|-------|
| <input type="radio"/> Andi's grandparents have a dog. | True | False |
| <input type="radio"/> She played tennis.              | True | False |
| <input type="radio"/> Tuesday is かようび in Japanese.    | True | False |
| <input type="radio"/> USJ is fun.                     | True | False |
| <input type="radio"/> Tomorrow is the Snow Festival.  | True | False |