



Sample assessment task

Year level	6
Learning area	Languages
Subject	Japanese: Second Language
Title of task	日本のスポーツブログ!(Japan sports blog!)

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to free time.</p> <p>They also demonstrate their skills in writing, in Japanese, a response to a post, asking about sports, activities and free time for young people in Australia.</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 write using expressive language to exchange information about aspects of their personal worlds, including free time.
Assessment strategies	Short Response – listen for information and write a response Extended response – write a vlog
Evidence to be collected	Vlog notes and post
Suggested time	Part A – 20 minutes Part B – 30 minutes

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>Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Experiment with bilingual dictionaries and/or online translators, considering relative advantages or limitations of each resource</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 ;
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	<p>～ましょうか</p> <ul style="list-style-type: none"> • understanding the use of これ/それ/あれ/どれ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission; for example, 見てください。 ; トイレにいてもいいですか • knowing how to use common counters and classifiers, such as こ/ひき/まい/えん • using conjunctions, such as そして、それから to link ideas
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • a variety of texts related to free time • using adjectives to describe people, activities and things; for example, ほんがすきです。だから、どくしょはおもしろい です。いとこはきれいです。おべんとうはおいしいです。 • describing frequency using adverbs; for example, ときどき、いつも、よく • context-related vocabulary • grammatical items, including subject-focused sentence structure, and expressing reactions with exclamations • the textual conventions of a blog post.
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	Task is to be completed by students working individually.
Resources	<p>Task sheet</p> <p><i>Hiragana and Katakana</i> chart</p> <p>Bilingual dictionary</p>

Instructions for teacher

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

- provided with a variety of texts and text types related to free time
- taught context-related vocabulary; for example:
 - names of free time activities, such as hobbies, sports, interests
 - sports and activities すいえい、おんがく、えいがをみます
 - expressions that indicate why students like and dislike free time activities
 - their favourite free time activity
 - places where these activities take place; for example, プール、おんがくしつ、えいがかん、がっこう
 - expressions that indicate with whom free time activities are undertaken; for example, with friends, alone or at a school club
 - expressions that indicate where, when and how often free time activities are undertaken
 - expressions that indicate how much time is spent on free time activities
 - common activity verbs; for example, いきます、たべます、ききます
- how to apply grammatical elements in written texts, including:
 - describing frequency, ときどき、いつも、よく
 - subject-focused sentence structure
 - related particles or adverbs to subject-verb-object word order; for example, うみで すいえいをします。
- the textual conventions of a post, and be provided with opportunities to practise them
- taught how to use, and the limitations of, bilingual dictionaries and/or online translators.

Activities to scaffold the task

Students engage in activities, such as:

- responding to spoken and written texts about free time
- responding to images representing free time
- completing grammatical and vocabulary exercises
- surveying others about their free time and/or opinions about a particular interest and presenting results in different formats
- writing short texts about their and others' free time
- designing a poster about themselves and their interests
- categorising interests into those that can be done alone, with friends and in teams
- 'interviewing' a famous (sports) star about their free time.

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 sports, hobbies and other activities
- listening: ask students to listen to conversations about their free time, including sports, hobbies and activities, likes and dislikes and the places these activities take place, ask the students to respond to questions in English
- conversation: students unjumble the script of a written conversation between two students discussing free time sports, hobbies and activities, including their likes and dislikes, for example:

Michiko and Hiroshi are at a tennis match.

Michiko: ひろしさん、こんにちは。

Hiroshi: こんにちは。おげんきですか。

Michiko: はい、げんきです。あなたは？

Hiroshi: はい、げんきです。

Michiko: ひろしさん、テニスが好きですか。

Hiroshi: はい、テニスが好きです。でも、フットボールが一番好きです。

Michiko: 私はテニスルが好きです。しかし、テニスルがにがてです。ちちもあにもテニスが大好きです。よく、テニスぶでテニスをしゅうします。私はフットボールが好きじゃないです。すこしできます。

Hiroshi: ぼくはゴルフが好きじゃないです。あなたはしゅうまつに何をしますか。

Michiko: しゅうまつにたくさんスポーツをします。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 free time activities, their location and likes and dislikes. Use the discussion to revise vocabulary and expressions, such as よく、すき、いちばんすき、いきます、じょうず、へた、にがて、できます
- instruct students to work in pairs/threes to write a conversation of at least six exchanges, between 2–3 characters about their free time, hobbies, places, likes/dislikes/preferences and sports/pastimes. 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 to be each character
- use an increasing range of adverbs, verbs, adjectives and frequency words, including past tense verbs and negative adjectives, such as れんしゅうしました、すきじゃないです、まいにち、よく、ときどき、じょうず
 - describe in writing or orally free time activities
 - identify places using the sentence pattern, [place] に行きます。
 - use frequency words with free time/leisure activities ; for example, たいてい
- consider the characteristics and conventions of vlog notes and posts
- read and write all *hiragana* and high-frequency *kanji*
- recognise and make meaning of *katakana* words with the support of a chart
- locate and interpret information from written texts about leisure activities.
- write simple texts, structures and phrases, using *hiragana* and *kanji* about free time and leisure.

Task

Part A: 日本のスポーツブログ!

Students follow *Goog* ブログ, a Japanese blog about the way of life for young Japanese people. After finding a vlog from a Japanese student, students listen to the recording and write notes as the student speaks.

Advise students that they should aim to write their answers in Japanese in the spaces provided.

Advise students that they have 20 minutes to write their response.

Task administration script

Read Aloud

こんにちは。ぼくの ^{なまえ} は 1. すずきともひろです。わたしのすきな ^{すぽーつ} スポーツについて は な します。ひまなときに ^{すぽーつ} スポーツをします。^{すぽーつ} スポーツがいちばん 2. すきです。それから、まいにち、すいえいを します。まいあさ、^{ごじ} 五時から 3. ろくじ まで すいえいを 4. します。ぼくはすいえいが 5. とくいです。しゅうまつによく ^{ごるふ} ゴルフをします。たいてい、6. にち よう 日に ^{ちち} 父と ^{ごるふ} ゴルフのれんしゅうをします。でも、ぼくは ^{ごるふ} ゴルフが 7. へたです。それから、ときどき ^{ふおっくす} フォックスで 8. すもうをみます。日本 ^{にほん} ですもうが ^{いちばん} 一番にきな 9. すぽーつ です。まいばん、がっこうのあとで あにと ^{らじお} ラジオでやきゅうのしあいを 10. ききます。すきな ^{ちーム} チームは「はんしん ^{たいがーず} タイガーズ」 11. です。「はんしん ^{たいがーず} タイガーズ」は日本 ^{にほん} の 12. おおさか の ^{ちーム} チームです。わたしの 13. かぞく も「はんしん ^{たいがーず} タイガーズ」がだいすきです。かぞくと ^{てれび} テレビでよく ^{たいがーず} タイガーズ 14. みます。やきゅうのしあいは 15. いつも おもしろいです。ぼくは日本 ^{にほん} の ^{すぽーつ} スポーツがだいすきです。じゃあね。

Part B: 日本のスポーツブログ!

レジャーブログ!

Students follow *Goo ブログ*, a Japanese blog about the way of life for young Japanese people.

The latest post has asked for responses to the questions: オーストラリア人はひまなときに何をしますか。どんなスポーツがすきですか。

Students write a post in response and include the following:

- sports that are commonly played in Australia, including which one(s) they prefer
- other common activities that young people like to do
- common places to ‘hang out’ for young people in Australia.

Advise students that they should aim to write 70–90 *ji* in Japanese, following the conventions of a post.

Advise students that they have 30 minutes to write their response.

Instructions to students

Part A: 日本のスポーツブログ!

Watch/listen to a vlog (video blog) about a student's free time activities and write down the missing words from the script. The vlog will be played twice.

こんにちは。ぼくのなまえは 1. ともひろです。わたしの
すきな ^{すぽーつ}スポーツ についてはなします。ひまなときに ^{すぽーつ}スポーツ をしま
す。 ^{すぽーつ}スポーツ がいちばん 2. です。それから、まいにち、すいえ
い を します。まいあさ、^{ごじ}五時から 3. 時 まで すいえい を 4.
 ぼくは すいえい が 5. です。しゅうまつによく
^{ごるふ}ゴルフ を します。たいてい、6. よう 日 にちちと ^{ごるふ}ゴルフ のれん
しゅう を します。でも、ぼくは ^{ごるふ}ゴルフ が 7. です。それから、
ときどき フォックス で 8. を みます。日本 ^{にほん} ですもうが いちば
んにんきな 9. です。まいばん、がっこうのあ
と であにと ^{らじお}ラジオ で やきゅうのしあいを 10. 。す
きな ^{ちーむ}チーム は「はんしん ^{たいがーず}タイガーズ」 11. 。「はんしん
^{たいがーず}タイガーズ」は ^{にほん}日本の 12. の ^{ちーむ}チーム
です。わたしの 13. も「はんしん ^{たいがーず}タイガーズ」がだいす
きです。かぞくと ^{てれび}テレビ でよく ^{たいがーず}タイガーズ 14. 。やきゅ
うのしあいは 15. おもしろいです。ぼくは ^{にほん}日本の ^{すぽー}スポ
ーツ がだいすきです。じゃね。

Part B

レジャーブログ!

You follow *Goo ブログ*, a Japanese blog about the way of life for young Japanese people, especially sports players. The latest post has asked for responses to the questions:

オーストラリア人はひまなときに何をしますか。どんなスポーツが好きですか。

You are keen to post about what life is like in Australia for young people.

Write a response that includes information on:

- sports that are commonly played in Australia, including the one(s) you like
- other common activities that young people like to do
- common places to 'hang out' for young people in Australia.

Aim to write 70–90 *ji* in Japanese, following the conventions of a blog post.

You have 30 minutes to write your response.

Planning space: No marks will be allocated to this section.



Marking Key

Part A: 日本のスポーツブログ!

Description	Marks
ぼくのなまえは 1. _____ ともひろです	
すずき	1
Subtotal	1
Description	
スポーツがいちばん 2. _____ です。	
すき	1
Subtotal	1
Description	
五時から 3. _____ 時まですいえいを 4. _____。	
六	1
します	1
Subtotal	2
Description	
ぼくはすいえいが 5. _____ です。しゅうまつによくゴルフをします	
とくい	1
Subtotal	1
Description	
たいてい、6. _____ よう日におとうさんとゴルフのれんしゅうをします	
日	1
Subtotal	1
Description	
でも、ぼくはゴルフが 7. _____ です。	
へた	1
Subtotal	1
Description	
それから、ときどきフォックスで 8. _____ をみます	
すもう	1
Subtotal	1

Marking key	
Description	Mark
日本ですもうがいちばんにんきな 9. _____です。	
スポーツ/すぽーつ	1
Subtotal	1
Description	
まいばん、がっこうのあとであにとラジオでやきゅうのしあいを 10. _____。	
ききます	1
Subtotal	1
Description	
すきなチームは「はんしん タイガーズ」 11. _____。	
です	1
Subtotal	1
Description	
「はんしん タイガーズ」は日本の 12. _____のチームです。	
おおさか	1
Subtotal	1
Description	
わたしの 13. _____も「はんしん タイガーズ」がだいすきです。	
かぞく	1
Subtotal	1
Description	
かぞくとテレビでよくタイガーズ 14. _____。	
みます	1
Subtotal	1
Description	
15. やきゅうのしあいは_____おもしろいです。	
いつも	1
Subtotal	1
Part A total	15

Marking Key

Part B: レジューブログ!

Content	Marks
Writes a post that includes information on sports that are commonly played in Australia (including which they prefer), other common activities that young people like to do, and common places to 'hang out' for young people in Australia.	5
Writes a post including most of the required information. Most supporting details are included.	4
Writes a post including some of the required information. Some supporting details are included.	3
Writes a post including some of the required information. Few supporting details are included.	2
Makes a limited attempt at writing simple statements for a post.	1
Subtotal	5
Vocabulary	Marks
Uses an appropriate range of relevant vocabulary consistently.	5
Uses an appropriate range of relevant vocabulary.	4
Uses a variety of vocabulary that is relevant.	3
Uses some variety of vocabulary that is generally relevant.	2
Limited use of relevant vocabulary. Poor spelling makes meaning unclear.	1
Subtotal	5
Grammatical concepts	Marks
Accurately writes simple and compound sentences, and applies grammatical elements consistently. Uses verbs, adjectives, particles and adverbs successfully.	5
Writes, with some accuracy, simple and compound sentences, and applies grammatical elements mostly accurately. Uses verbs, adjectives, particles and adverbs mostly successfully.	4
Writes, simple sentences, making an occasional attempt at compound sentences. Applies grammatical elements with accuracy. Use of verbs, adjectives, particles and adverbs maybe impeded, though meaning is clear.	3
Writes with mostly simple sentences, making an occasional attempt at compound sentences. Applies grammatical elements with some accuracy. Use of verbs, adjectives, particles and adverbs sometimes unsuccessful. Intended meaning may be clear.	2
Makes limited use of simple sentences and application of grammatical elements. Frequent errors make meaning unclear.	1
Subtotal	5
Text type and sequencing	Marks
Writes a post with a title, concise information related to the question, and register appropriate for young people. Sequences information cohesively and coherently.	5

Writes a post with a title, concise information related to the question, and using mainly appropriate register for young people. Mostly sequences information cohesively and coherently.	4
Uses most of the conventions of a post. Generally uses appropriate register. Sequences information to some extent.	3
Uses some of the conventions of the text type. Shows some consideration of the audience. Attempts to sequence information.	2
Makes limited use of the conventions of the text type. Shows little consideration of the audience. Limited organisation impedes the flow and meaning.	1
Subtotal	5
Part B total	20
Total	35