



## **SAMPLE ASSESSMENT TASK**

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

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**どうぞよろしく！ (PLEASED TO MEET YOU!)**

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## Sample assessment task

### Japanese: Second Language – Year 7

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<b>Title of task</b>	どうぞよろしく！ (Pleased to meet you!)
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to self and friends.</p> <p>In Part A students demonstrate their skills in comprehending written text and convey their understanding by choosing the correct answers and writing short responses in English.</p> <p>In Part B students demonstrate their writing and speaking skills in Japanese by completing a profile card and participating in an interview about an <i>anime</i> character.</p>
<b>Type of assessment</b>	Summative and formative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend written text and convey this information to others in a variety of ways. It also establishes information on the students' ability to write and speak in Japanese, using context-related vocabulary and elements of the Japanese grammatical system.
<b>Assessment strategy</b>	Short response – read for information in written text Extended writing – complete a profile card Oral performance – participate in an interview
<b>Evidence to be collected</b>	Part A – Completed task sheets Part B – Audio visual recording of the interview
<b>Suggested time</b>	Part A – 30 minutes Part B – 50 minutes to complete a profile card and prepare for the interview, 1–2 minutes to participate in the interview

## Content description

### Content from the Western Australian curriculum

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#### Communicating

Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests

Engage in individual and collaborative tasks that involve working together to create displays, presentations or performances to showcase their language learning for family, friends and their school community

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

Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation

#### Understanding

Recognise and reproduce features of the Japanese sound system, including pitch, accent, rhythm and intonation

Become familiar with how sounds are produced and represented in the three different scripts *katakana*, *hiragana* and *kanji*

Recognise the relationship between the character-based scripts of *hiragana*, *katakana* and *kanji*

Apply the basic principles of stroke order to read and write simple texts using all *hiragana*, and simple high frequency *kanji*; for example, 人、才、月、 and numbers 1 to 10

Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the Japanese grammatical system, including:

- understanding 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 が います。
- understanding the role of sentence-ending particles, such as か and ね

## Task preparation

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### Prior learning

Students have prior knowledge of, and exposure to:

- context-related vocabulary related to self, friends and interests
- the relationship between the character-based scripts of *hiragana*, *katakana* and *kanji*
- reading simple texts using all *hiragana*, and simple high frequency *kanji*; for example, 人、<sup>じん;にん</sup> 芽<sup>きばい</sup> and numbers 1 to 10.

### 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

Part A is to be completed by students working individually.

Part B is to be completed by students working in pairs. Students are to access resources provided and complete the task in an open-book, collaborative environment.

### Resources

- Task sheets
- Recording device

## Instructions for teacher

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

- context-related vocabulary related to self, friends and interests
- some elements of grammar, including:
  - a. the role of sentence-ending particles, such as *か*
  - b. subject *は noun* です。
  - c. *～が*すきです。
  - d. *place* にすんでいます。
- some conventions of interpersonal interaction, including:
  - e. use of names and titles; for example, *さん、くん*
  - f. common behaviours related to social interactions; for example, bowing, *aizushi*
  - g. ways to interrupt or attract attention
- the relationship between the character-based scripts of *hiragana*, *katakana* and *kanji*
- the textual conventions of a profile card and an interview, and the opportunity to practise them.

## Task

### Part A: はじめまして Nice to meet you

Provide students with Part A of the task.

Ask students to read the task sheet and answer all the questions in English.

Dictionaries may not be accessed for this part of the task.

Inform students that they have 30 minutes to complete the task.

### Part B: アニメキャラクター Profile card and Interview

Provide students with Part B of the task.

Read the instructions on the task sheet to students.

Students work in pairs to complete their own profile card in preparation for an interview in which they play the role of a Japanese *anime* character of their choice; for example, *Pikachu*, *Naruto*, *Doraemon* or *Sailor Moon*. They will need to introduce themselves using appropriate salutations.

Students may research, or use their imagination, to create their character's profile card. In the interview, they must provide the following information about the character:

- name, age, birthday and nationality
- where they live
- what they like/their interests
- one other piece of information.

During the interview students are required to use appropriate body language. Students may refer to their profile card (and notes) during the interview; however, they should be encouraged to practise their answers, so that they are not reading from their card and their interview flows naturally.

Show students the marking key and explain to them how their interview will be marked.

Inform students that they have 30 minutes to complete the profile and 20 minutes to rehearse for the interview before being interviewed by the teacher.

## Instructions to students

どうぞよろしく

### Part A: はじめまして Nice to meet you

(16 marks)

Read each statement below and circle the correct answer. Choose only **one** answer for each question.

You have 30 minutes to complete Part A.

#### Question 1

Circle the odd word out in the following set of words.

(1 mark)

- a. 日本人                      b. ちゅうごく人                      c. オーストラリア人                      d. アメリカ人

#### Question 2

Circle the odd name out in the following set of names.

(1 mark)

- a. けいこさん                      b. あきらくん                      c. よしこさん                      d. のりさん

#### Question 3

Circle the odd name out in the following set of names.

(1 mark)

- a. ケイト                      b. ゆき                      c. みなこ                      d. はる

#### Question 4

わかりますか。 This person is saying:

(1 mark)

- a. I understand.                      b. Do you understand?                      c. I don't understand.

#### Question 5

If someone asks なに人ですか。 you might answer:

(1 mark)

- a. 日本です。                      b. 日本にすんでいます。                      c. 日本人です。

#### Question 6

なん才ですか。 is a way of asking someone's:

(1 mark)

- a. name                      b. nationality                      c. age

#### Question 7

でんわばんごうはなんばんですか。 is a way of asking someone's:

(1 mark)

- a. name                      b. telephone number                      c. age

#### Question 8

Circle the statement which means 'I am 14 years old.'

(1 mark)

- a. 十四才です。                      b. 十五才です。                      c. 十四です。

### Text 1

Read the email to Kate and respond to the questions that follow in **English**.

Send	To:	
	Cc:	
	Subject:	

けいと  
ケイトさん

はじめまして。ぼくはけいです。十五才<sup>さい</sup>です。  
ちゅうごく人<sup>じん</sup>です。おおさかにすんでいます。  
でんわばんごうは八六三二の八五九四です。  
ケイトさんは何才<sup>なんさい</sup>ですか。ぼくはおんがくが好<sup>す</sup>きです。  
おんがくが好<sup>す</sup>きですか。おしえてください。  
どうぞよろしく。

けい

#### Question 9

Who is writing this email to Kate?

(1 mark)

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#### Question 10

Is the writer female or male? How do you know this?

(2 marks)

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#### Question 11

What is the writer's nationality?

(1 mark)

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#### Question 12

In which city does the writer live?

(1 mark)

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#### Question 13

Circle the writer's telephone number.

(1 mark)

a. 9632-7593

b. 8632-8592

c. 8632-8594

#### Question 14

What two things does the writer ask Kate?

(2 marks)

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**Part B: アニメキャラクター Profile card and Interview**

**(30 marks)**

Choose one of your favourite Japanese *anime* characters; for example, *Pikachu*, *Naruto*, *Doraemon* or *Sailor Moon*, then complete your character's profile card. Work with a partner to prepare answers for your interview.

You may research, or use your imagination, to create the character's personal information. Your teacher will interview you as your chosen character. In your interview, you need to introduce yourself as your chosen character and use appropriate salutations.

You will be asked the following information:

- name, age, birthday and nationality
- where you live
- what you like/your interests
- one other piece of information.

Remember to use appropriate body language during the interview especially when using salutations. You may refer to your profile (and notes) if needed during the interview; however, you should practise your answers before your interview, and try not to read from your notes.

You have 30 minutes to write the profile and 20 minutes to prepare and rehearse for the interview, so that your interview flows naturally. The interview will be 1–2 minutes in length.

Complete a profile card in Japanese on your favourite *anime* character.

Use *hiragana*, *katakana* and *kanji*.

ぼくの/わたしのすきなアニメキャラクター		
なまえ		え
とし		
こくせき		
まち・じゅうしょ		
たんじょうび	ねん 年	がつ 月
すきなこと きょうみ		
そのた		



## Sample marking key

### Part A: はじめまして Nice to meet you

Description	Marks
<b>Question 1</b>	
あめりか d. アメリカ	1
<b>Subtotal</b>	<b>/1</b>
<b>Question 2</b>	
b. あきらくん (くん title for boy)	1
<b>Subtotal</b>	<b>/1</b>
<b>Question 3</b>	
a. ケイト (not Japanese – <i>katakana</i> )	1
<b>Subtotal</b>	<b>1/</b>
<b>Question 4</b>	
b. わかりますか。 (question sentence – か question particle)	1
<b>Subtotal</b>	<b>/1</b>
<b>Question 5</b>	
c. 日本人です。 (人=nationality)	1
<b>Subtotal</b>	<b>/1</b>
<b>Question 6</b>	
c. age	1
<b>Subtotal</b>	<b>/1</b>
<b>Question 7</b>	
b. telephone number	1
<b>Subtotal</b>	<b>/1</b>
<b>Question 8</b>	
a. 十四才です。	
<b>Subtotal</b>	<b>/1</b>
<b>Question 9</b>	
The writer's name is Kei	1
<b>Subtotal</b>	<b>/1</b>
<b>Question 10</b>	
The writer is male	1
because the writer uses <sup>b o k u</sup> ぼく as a pronoun	1
<b>Subtotal</b>	<b>/2</b>

Description	Marks
<b>Question 11</b>	
The writer is Chinese	1
<b>Subtotal</b>	<b>/1</b>
<b>Question 12</b>	
The writer lives in Osaka	1
<b>Subtotal</b>	<b>/1</b>
<b>Question 13</b>	
c. 8632-8594	1
<b>Question 14</b>	
The writer wants to know Kate's age	1
and if she likes music	1
<b>Subtotal</b>	<b>/2</b>
<b>Part A total</b>	<b>/16</b>

## Part B: アニメキャラクター Profile card and Interview

Description	Marks
<b>Profile card content</b>	
Completes a profile card in Japanese which includes: <ul style="list-style-type: none"> <li>name (1), age (1), birthday (1) and nationality (1)</li> <li>where they live (1)</li> <li>what they like/their interests (1)</li> <li>one other piece of information (1).</li> </ul>	1–7
<b>Subtotal</b>	<b>/7</b>
<b>Vocabulary and grammatical elements</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>Script formation</b>	
<i>Hiragana, katakana</i> and <i>kanji</i> are formed correctly, legible and accurate.	3
<i>Hiragana, katakana</i> and <i>kanji</i> are formed correctly, legible and mostly accurate.	2
<i>Hiragana, katakana</i> and <i>kanji</i> are legible and some are inaccurate.	1
<b>Subtotal</b>	<b>/3</b>
<b>Interview content</b>	
Includes all required information in a well-sequenced interview, with appropriate greeting, thanks and leave taking; for example, (どうぞ) すわって/おしえて ください。ようこそ。ありがとうございます。よろしくおねがいします。 こんにちは。	5
Includes all required information and uses some salutations; for example, こんにちは。ありがとうございます。	4
Includes most of the required information and some salutations.	3
Includes some of the required information and some salutations.	2
Uses single words to convey meaning.	1
<b>Subtotal</b>	<b>/5</b>
<b>Language accuracy</b>	
Applies grammar accurately and uses vocabulary and structures appropriately.	3
Applies grammar mostly accurately and uses vocabulary and structures mostly appropriately.	2
Shows inappropriate application of grammar and vocabulary.	1
<b>Subtotal</b>	<b>/3</b>

Description	Marks
<b>Pronunciation and intonations</b>	
Uses appropriate pronunciation and intonation. Delivers the information confidently and fluently	3
Uses mostly appropriate pronunciation and intonation. Delivers the information coherently but with some repetition or pauses.	2
Uses inaccurate pronunciation and intonation making meaning unclear. Hesitates frequently with repetition and pauses.	1
<b>Subtotal</b>	<b>3</b>
<b>Part B total</b>	<b>/25</b>
<b>Total</b>	<b>/41</b>