



SAMPLE ASSESSMENT TASK

JAPANESE: SECOND LANGUAGE
YEAR 9 (YEARS 7–10 SEQUENCE)

ペンギンきょうだいふねのたび
(THREE LITTLE PENGUINS GO ON A BOAT RIDE)

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample assessment task

Japanese: Second Language – Year 9

Title of task	ペンギンきょうだいふねのたび (<i>Three little penguins go on a boat ride</i>)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to routines and leisure activities such as when on holiday.</p> <p>In Part A, students demonstrate their skills in comprehending an imaginative text by answering multiple-choice questions in English and Japanese.</p> <p>In Part B, students demonstrate their skills in responding to an imaginative text by writing an alternative ending for a Japanese picture book in Japanese.</p> <p>In Part C, students demonstrate their skills in writing by producing a diary entry in Japanese.</p>
Type of assessment	<p>Part A – Formative</p> <p>Parts B and C – Summative</p>
Purpose of assessment	This task aims to determine student learning at the time of the assessment. It establishes the students' ability to comprehend a written text and convey this information to others in a variety of ways. It also establishes their ability to write in Japanese, using context-related vocabulary and elements of the Japanese grammatical system.
Assessment strategy	<p>Short response – view a Japanese picture book and answer multiple-choice questions</p> <p>Short response – write an alternative ending for the picture book</p> <p>Extended writing – write a diary entry</p>
Evidence to be collected	Parts A, B and C – completed task sheets
Suggested time	<p>Part A – 10 minutes</p> <p>Part B – 50 minutes</p> <p>Part C – 50 minutes</p>

Content description

Content from the Western Australian Curriculum

Communicating

Initiate and maintain interactions with others orally and in writing to exchange personal information and descriptions and discuss routines and leisure activities, such as when on holiday

Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in different formats to inform or interest others

Convey information, ideas and opinions on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience

Respond to traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects, such as characters, events and/or ideas

Understanding

Convey meaning by appropriately selecting and combining *hiragana*, *katakana* and *kanji* characters

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

- using more time expressions, such as days of the week
- understanding and beginning to use a range of particles, for example
 - へ (direction)
 - に (time, destination, purpose)
 - で (location of action, by means, such as ペンで、日本語^{にほんご}で)
- understanding and using い and な adjectives in the present tense and negative form, such as 大きくないです。しずかじゃないです。
- using verb stems with grammatical features, such as ～たい、～たくない
- creating cohesion and flow by using conjunctions, for example, だから、それで、それに、だから、しかし、それに、けれども
- building vocabulary that relates to personal world, daily activities, routines and travel

Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to routines and leisure activities when on holiday
- vocabulary related to routines and leisure activities, such as when on holiday
- grammatical items, including the use of time expressions, particles, い and な adjectives in the present tense and negative form, and conjunctions to create cohesion and flow
- the textual conventions of a picture book and a diary entry.

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

Assessment conditions

Part A, Part B and Part C are to be completed by students working individually.

Resources

Task sheet

- Bilingual dictionary
- Picture book ペンギンきょうだいふねのたび (*Three little penguins go on a boat ride*)

Instructions for teacher

Before administering the task, students will need to be:

- taught context-related vocabulary related to routines and leisure activities pertaining to being on holiday, such as
 - daily routines
 - leisure activities
 - means of transport used when on holiday
 - places to visit when on holiday
 - things to do and eat when on holiday
 - seasons and weather
- taught grammatical items, including
 - a range of particles; for example
 - へ (direction)
 - に (time, destination, purpose)
 - で (location of action, by means, such as ペンで、日本語^{にほんご}で)
 - verb stem + たいです (want to do)
 - verb stem + たくないです (don't want to do)
 - understanding and using the rules of adjectives; for example, い + くて, な + で, くないです
 - creating cohesion and flow by using conjunctions; for example, だから、それで、それに、だから、しかし、それに、けれども
- exposed to a variety of texts related to routines and leisure activities, such as when on holiday
- taught the textual conventions of a picture book and a diary entry.

Activities to scaffold the task

Provide opportunities for students to engage in language practice activities to help them internalise the language and cultural knowledge they need for Part A, such as:

- discussing routines and leisure activities, such as when on holiday
- asking and providing information about routines and leisure activities, such as when on holiday
- listening to and reading descriptions of routine and leisure activities related to being on holiday, and completing cloze, matching, true/false and/or short answer activities to show understanding
- reading and writing descriptions of routines and leisure activities, such as when on holiday
- writing a diary entry about a leisure activity or travelling in Japan
- reinforcing dictionary techniques
- preparing a presentation for the class about what they do when they are on holiday
- asking and providing information about the season, the weather, transport and a place to visit when on holiday
- making arrangements to obtain goods and services related to leisure activities or travelling in Japan
- discussing options about what to see or do while visiting a tourist attraction/travelling in Japan
- discussing the textual conventions of a picture book and a diary entry
- accessing a variety of sites to reinforce vocabulary and phrases, such as Education Perfect and Quizlet

- reading and discussing the picture book ペンギンきょうだいふねのたび (*Three little penguins go on a boat ride*), by Noriko Kudo (ISBN 9784893095220), as a class
 - the story of the picture book ペンギンきょうだいふねのたび (*Three little penguins go on a boat ride*)
 - relevant vocabulary and grammatical items
 - the textual conventions of a picture book using the information on websites, such as
 - Kathryn Evans – Ten Essential Picture Book Elements
<https://kathrynevans.ink/2012/12/17/ten-essential-picture-book-elements/>
 - Luminare Press – Six Essential Elements of Children’s Picture Books
<https://www.luminarepress.com/six-essential-elements-of-childrens-picture-books/>.

Provide opportunities for students to engage in language practice activities to help them internalise the language and cultural knowledge they need for Part B, such as:

- engaging with a variety of Japanese picture books about routines and leisure activities on holiday, such as
 - ペンギンきょうだいいれっしゃのたび (*Three little penguins go on a train ride*) by Noriko Kudo (ISBN 9784893094131)
 - ペンギンきょうだいそらのたび (*Three little penguins go on a plane ride*) by Noriko Kudo (ISBN 9784893095527)
 - ペンギンきょうだいバスのたび (*Three little penguins go on a bus ride*) by Noriko Kudo (ISBN 9784893095947)
- examining some of the textual conventions shared by these picture books, such as engaging illustrations, humour and dialogue
- brainstorming alternative endings for the picture book studied in Part A ペンギンきょうだいふねのたび (*Three little penguins go on a boat ride*) from where the penguin dropped the gifted shell necklace into the ocean. Some brainstorming activities include
 - Think, Pair, Share
 - Hot Potato
 - mind mapping
 - using applications such as Padlet, Google Docs and Trello
- review vocabulary and phrases related to the topics of routines and leisure activities on holiday.

Provide opportunities for students to engage in language practice activities to help them internalise the language and cultural knowledge they need for Part C, such as:

- discussing the textual conventions of a diary entry. Information about the conventions of a diary entry can be found on websites, such as
 - Let’s Learn Japanese! – Text type: personal account, diary or journal entry
<https://jpn.matome1.com/diary-or-journal-entry/>
 - Learn Japanese online – Writing a diary in Japanese
<https://learnjapanesedaily.com/writing-a-diary-in-japanese.html>.

Task

Part A: ペンギンきょうだいふねのたび (*Three little penguins go on a boat ride*)

Provide students with Part A of the task.

The task requires students to read multiple-choice questions in English and choose the best answers written in Japanese.

Inform students that they have 10 minutes to complete this part of the task.

Part B: べつのけつまつ (An alternative ending)

Provide students with Part B of the task.

Students write an alternative ending for the picture book ペンギンきょうだいふねのたび (*Three little penguins go on a boat ride*). Advise them to continue the story from where the penguin dropped the gifted shell necklace into the ocean.

Students are required to include from six to eight pages in their picture book. Students must write up to three sentences in Japanese and provide hand-drawn illustrations on each page.

Students may use a bilingual dictionary.

Inform students that they have 50 minutes to complete Part B of the task.

Part C: にっき (Diary entry)

Provide the students with Part C of the task.

Students are to write a diary entry about their boat trip, assuming the role of one of the three little penguins. They adapt the language from the picture book ペンギンきょうだいふねのたび (*Three little penguins go on a boat ride*). Students need to include:

- two places they visited
- a means of transport they took
- a food item and a beverage they consumed
- an activity they engaged in
- how they felt.

Advise students that they have 50 minutes to write approximately 150 *ji* in Japanese for Part C of the task.

Students may use a bilingual dictionary.

Instructions to students

ペンギンきょうだいふねのたび (*Three little penguins go on a boat ride*)

Part A: ペンギンきょうだいふねのたび (*Three little penguins go on a boat ride*)

Answer the multiple-choice questions by ticking [✓] next to the best answer. You have 10 minutes to complete Part A.

Question 1

	What is the relationship between the three little penguins?	
A	ともだち	
B	せんせい 先生 とがくせい	
C	きょうだい	

Question 2

	How do the three little penguins feel about the means of transport?	
A	とても <small>ちい</small> さいふねです。	
B	とても <small>おお</small> さいふねです。	
C	とてもおそいふねです。	

Question 3

	What do the three little penguins do on the island?	
A	しまでおよぎます。	
B	しまでさんぽします。	
C	しまでじてんしゃにのります。	

Question 4

	What do the three little penguins have for lunch?	
A	フィッシュアンドチップスを食べます。	
B	ハンバーガーを食べ、ジュースをのみます。	
C	サンドイッチを食べ、コーヒーをのみます。	

Question 5

	What happens before they arrive at the big island?	
A	かれらはうみにとびこみます。	
B	かれらはにじをみます。	
C	イルカはネックレスをかえます。	

Question 6

	Who are the three little penguins visiting on the big island?	
A	キャプテンのいえ	
B	ビーチホテル	
C	おじのかぞく	

Question 7

	How do the three little penguins feel about the boat ride?	
A	かれらはとてもつかれています。	
B	かれらはたのしんでいます。	
C	かれらはまたふねにのりたい。	

Part B: べつのけつまつ (An alternative ending)**(11 marks)**

Write an alternative ending for the picture book ペンギンきょうだいふねのたび (*Three little penguins go on a boat ride*). Continue the story from the page where the penguin dropped the gifted shell necklace into the ocean. Include from six to eight pages in your picture book. Write up to three sentences in Japanese and provide hand-drawn illustrations on each page.

You may use a bilingual dictionary.

You have 50 minutes to complete Part B.

Captions in Japanese	Illustrations
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<hr/> <hr/> <hr/> <hr/>	
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Part C: につき (Diary entry)

(17 marks)

Imagine that you are one of the three little penguins who just came home after visiting their uncle's family, as presented in the picture book ペンギンきょうだいふねのたび (*Three little penguins go on a boat ride*). Write a diary entry in Japanese to describe the day's events. In your diary entry, include:

- two places you visited
- a means of transport you took
- a food item and a beverage you consumed
- an activity you engaged in
- how you felt.

When writing the diary entry, you may refer to a bilingual dictionary.

You have 50 minutes to complete this part of the task.

Write approximately 150 *ji* in Japanese.

[illegible]

Sample marking key

Part A: ペンギンきょうだいふねのたび (*Three little penguins go on a boat ride*)

Description
Question 1
C きょうだい
Question 2
B とても大きいふねです。
Question 3
A しまでおよぎます。
Question 4
B ハンバーガーを食べ、ジュースをのみます。
Question 5
C イルカはネックレスをかえます。
Question 6
C おじのかぞく
Question 7
B かれらはたのしんでいます。

Part B: べつのけつまつ (An alternative ending)

Description	Marks
Content	
Writes an alternative ending for the picture book that is original and provides relevant details, information and illustrations.	4
Writes an alternative ending for the picture book that is mostly original and provides some details, information and illustrations.	3
Writes an alternative ending for the picture book that is somewhat original and provides limited details, information and illustrations.	2
Writes an alternative ending for the picture book that not original and provides minimal details, information and illustrations.	1
Subtotal	/4
Vocabulary and grammar	
Uses contextually-relevant vocabulary and applies grammar structures accurately.	4
Uses contextually-relevant vocabulary and applies grammar structures mostly accurately.	3
Uses some contextually-relevant vocabulary and grammar structures.	2
Uses a few contextually-relevant vocabulary and grammar structures.	1
Subtotal	/4
Responding to an imaginative text	
Responds to a contemporary imaginative text by successfully modifying the aspects, such as events and/or ideas, for a young audience.	3
Responds to a contemporary imaginative text by somewhat successfully modifying aspects, such as events and/or ideas, for a young audience.	2
Makes little or no modification to aspects, such as events and/or ideas, for a young audience.	1
Subtotal	/3
Part B Total	/11

Part C: にっき (Diary entry)

Description	Marks
Content	
Incorporates all essential content into the diary entry, including: <ul style="list-style-type: none"> two places visited (2) means of transport taken (1) a food item and beverage consumed (2) an activity engaged in (1) how they felt (1) 	1–7
Subtotal	/7
Grammatical elements and accuracy	
Uses a good range of grammar and sentence structures effectively. Makes minor errors which do not affect meaning or flow.	4
Uses a good range of grammar and sentence structures. Makes occasional errors and shows influence of the syntax of another language that may impact flow.	3
Uses basic grammar and sentence structures. Shows influence of the syntax of another language and makes errors that occasionally impede meaning.	2
Uses a limited range of grammar. Often relies on single words and some short phrases. Meaning is not always clear.	1
Subtotal	/4
Vocabulary	
Uses relevant vocabulary and a range of expressions.	3
Shows an adequate command of vocabulary and word choice appropriate to the question.	2
Relies on the repetitive use of basic vocabulary.	1
Subtotal	/3
Text type and sequencing	
Uses all the key conventions of a diary entry, including a date and day on the top left-hand side and the weather on the top right-hand side. Uses informal language. Shows evidence of sequencing and spacing.	3
Uses some of the conventions of a diary entry. Generally, uses register appropriate to the purpose of writing. Makes connections that are simple but unclear sometimes.	2
Does not observe the conventions of a diary entry. Shows lack of consideration of the audience or the purpose for writing. Shows no evidence of sequencing of ideas.	1
Subtotal	/3
Part C Total	/17
Total	/28