

Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • a wide range of texts related to teenage life and relationships in Japan • context-related vocabulary • similarities and differences regarding teenage life and relationships in Japan and Australia • the textual conventions of a script and an interview.
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 task.</p>
Assessment task	
Assessment conditions	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 be:

- exposed to a variety of texts related to aspects of Japanese teenage life and relationships
- exposed to context-related vocabulary
- taught grammatical items, including:
 - use of verb て form to connect events
 - use of 〓たり、〓たりします to express number of actions
- discuss and compare similarities and differences regarding teenage life and relationships in Japan and Australia
- taught the textual conventions of a script and an interview, and provided with opportunities to practise them.

Task

Part A: Teenage life – presentation

Students are to write the script of a presentation about teenage life in Australia.

Students must choose **one** of the following topics for the script of their presentation.

Advise students to write between 180 and 200 *ji*.

Advise students they have 120 minutes to complete their script.

Topics

School life	How is school life in Australia similar to school life in Japanese junior high schools? How is school life in Australia different from school life in Japanese junior high schools?
Leisure and club activities	How do Australian teenagers spend their weekends and after-school time? How is this similar to, or different from, how Japanese teenagers spend their weekends and after-school time? What places do Australian teenagers like to visit at different times of the year?
Friends and family	What kinds of activities do Australian students do with their friends and their family? How are these activities similar to, or different from, what Japanese students do with their friends and family?
Holidays	How do Australian and Japanese students spend their school holidays? How do Australian and Japanese students celebrate traditional events with their family and friends?

Part B: Teenage life – interview

Interview students on the topic of teenage life in Australia.

Ask questions based on the following topics:

- school life
- leisure and club activities
- friends and family
- holidays.

A list of sample questions has been provided for each of the topics below. Where necessary, questions should be modified, or an additional question asked, to cater for the student's previous response.

School life

1. ^{いちばん}一番 とくいな ^{かもく}かもく は ^{なん}何 ですか。
2. ^{なんねんせい}何年生 の 時 から 日本語 を ^{べんきょう}べんきょうして いますか。
3. あなた の ^{がっこう}学校 は ^{なん}どんな ^{がっこう}学校 ですか。
4. ^{やす}ひる休み に ^{なに}何 を しますか。
5. ^{いちばん}ことし 一番 たのしかった ^{がっこう}学校 の イベント について おしえてください。
6. あなた の ^{がっこう}学校 は ^{なん}日本 の ^{がっこう}学校より ^{きびしい}きびしい ですか。

Leisure and club activities

1. ^{しゅみ}しゅみ は ^{なん}何 ですか。
2. ^{ぶかつ}ぶかつ を していますか。
3. ^{ほうかご}ほうかご ^{なに}何 を しますか。
4. ^{せんしゅう}せんしゅう の 土曜日 は ^{なに}何 を しましたか。
5. オーストラリア の ^{がくせい}学生 は ^{ほうかご}ほうかご ^{なに}何 を しますか。
6. オーストラリア の 学生 には ^{なん}どんな スポーツ が ^{にんき}人気 が ありますか。

Friends and family

1. しゅうまつ ともだち と すごしますか。それとも、かぞく と すごしますか。
2. せんしゅうまつ ともだち と いっしょに すごしましたか。
3. ひまな時^{とき} ともだち と いっしょに どんなこと を しますか。
4. きょうだい と いっしょに スポーツ を しますか。
5. なつ休み^{やす} に かぞく と いっしょに 何^{なに} を しますか。
6. オーストラリア の 学生^{がくせい} は よく なつ に どこ によく 行きますか。

Holidays

1. 休み^{やす} の あいだ に 何^{なに} を しますか。
2. ことし の なつ休み^{やす} に 何^{なに} を したいですか。
3. 一番^{いちばん} たのしかった りょこう について おしえてください。
4. クリスマス の 日^ひ に 何^{なに} を しますか。
5. オーストラリア で 一番^{いちばん} ゆうめいな おいawaii は 何^{なん} ですか。
6. あなた が 一番 好きな おいawaii は 何^{なん} ですか。

Instructions to students

Oosutoraria no gakusei no seikatsu オーストラリア の 学生 の せいかつ

Part A: Teenage life – presentation

Your task is to write the script of a presentation about teenage life in Australia.

Choose **one** of the following topics on which to focus the script of your presentation.

You will have 120 minutes to complete your script.

Write between 180 and 200 *ji*.

School life	How is school life in Australia similar to school life in Japanese junior high schools? How is school life in Australia different from school life in Japanese junior high schools?
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or

Leisure and club activities	How do Australian teenagers spend their weekends and after-school time? How is this similar to, or different from, how Japanese teenagers spend their weekends and after-school time? What places do Australian teenagers like to visit at different times of the year?
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or

Friends and family	What kinds of activities do Australian students do with their friends and their family? How are these activities similar to, or different from, what Japanese students do with their friends and family?
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or

Holidays	How do Australian and Japanese students spend their school holidays? How do Australian and Japanese students celebrate traditional events with their family and friends?
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Part B: Teenage life – interview

Your teacher will interview you about teenage life in Australia.

You will be asked questions based on the following topics:

- school life
- leisure and club activities
- friends and family
- holidays.

Use the space below to write notes in preparation for your interview. You may have your notes during your interview, but you may not read from them.

Interview notes

Sample marking key

Part A: Teenage life – presentation

Description	Marks
Content	
Writes a script giving comprehensive information on their chosen topic, using informative and descriptive language. Provides appropriate examples and gives a personal opinion.	4
Writes a script giving information on their chosen topic, using informative and descriptive language. Provides examples and some reasons for their opinions.	3
Writes a script and provides some accurate information on their chosen topic. Gives few examples and little justification for their opinions.	2
Provides a minimal amount of well-scaffolded sentences on their chosen topic.	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
Textual conventions	
Writes the text of a presentation introducing themselves, the topic, and concludes by thanking their audience. Sequences information cohesively and coherently. Writes between 180 and 200 <i>ji</i> .	3
Uses most of the key conventions of a presentation. Sequences information to some extent. Writes between 180 and 200 <i>ji</i> .	2
Uses few of the key conventions of a presentation. Limited organisation impedes flow and understanding. Does not meet the approximate <i>ji</i> length.	1
Subtotal	3
Script formation	
Uses characters that are well-formed and spaced.	3
Uses characters that are legible, with minor errors.	2
Makes errors in character choice, formation, strokes and/or spacing.	1
Subtotal	3
Part A total	13

Part B: Teenage life – interview	
Description	Marks
Content	
Provides comprehensive information on their chosen topic. Provides clear examples and gives a personal opinion.	4
Provides information on their chosen topic. Provides examples and some reasons for their opinion.	3
Provides some accurate information on their chosen topic. Provides few examples and gives little justification for their opinion.	2
Provides little information on their chosen topic. Provides no examples or opinions.	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
Uses acceptable pronunciation and intonation inconsistently.	2
Uses inaccurate pronunciation, which makes the meaning and intonation unclear.	1
Subtotal	3
Part B total	10
Total	23