



SAMPLE ASSESSMENT TASK

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

かぞく (MY FAMILY)

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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Disclaimer

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 7

Title of task	かぞく (My family)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to family.</p> <p>In Part A students demonstrate their skills in comprehending spoken texts and convey their understanding by giving short responses in English.</p> <p>In Part B students demonstrate their skills in adapting an imaginative text about the Sazae-san family to create their own family rap.</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 spoken text and convey this information to others in a variety of ways. It also establishes information on their ability to adapt in Japanese, an imaginative text using context-related vocabulary and elements of the Japanese grammatical system.
Assessment strategy	Short response – listen for information in three spoken texts Extended response – create a rap
Evidence to be collected	Completed task sheets
Suggested time	Part A – 20 minutes Part B – 50 minutes

Content description

Content from the Western Australian curriculum

Communicating

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

Respond to imaginative texts by describing aspects, such as characters, events and/or key ideas

Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language

Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication

Understanding

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

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^{じん・にん}、才^{さい}、月^{がつ・げつ}、 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 があります。
- understanding and using a range of particles to perform different functions, for example,
 - が (subject, topic marker: ～が好きです、～がいます)
 - の (possession)
 - と (and, with)
 - も (also)
- using common counters and classifiers, such as ～人^{にん・じん}、～才^{さい}、～月^{がつ}、～時^じ
- building vocabulary that relates to familiar environments, such as self, the family and personal world

Task preparation

Prior learning

Students have prior knowledge of, and exposure to:

- a variety of texts related to family
- context-related vocabulary and grammatical items, including: the rule that Japanese sentences end with a predicate, noun plus copula and adjective plus copula; a range of particles to perform different functions, for example: が (subject, topic marker: ～が好きです, の (possession), と (and, with) and common counters and classifiers, such as ～^{にん・じん}人、～^{さい}才。
- textual conventions of a conversation and a rap.

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

Resources

- Task sheet
- *Sazae-san* homepage at: <http://www.szaesan.jp/>
- Fuji Television network homepage at: <https://www.fujitv.co.jp/szaesan/>
- or audiovisual clip of *Sazae-san* at:
- https://www.youtube.com/watch?v=E_WPYgZ05PU
- <https://www.youtube.com/watch?v=c7qLulm5B20>
- Bilingual dictionary

Instructions for teacher

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

- context-related vocabulary related to family
- grammatical items, including:
 - 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:
 - subject は noun です
 - subject は adjective です
 - subject がいます。
 - a range of particles to perform different functions; for example:
 - が (subject, topic marker: ～がすきです、～がいます)
 - の (possession)
 - と (and, with)
 - common counters and classifiers, such as ～^{にん・じん}人、～^{きい}才。
- the textual conventions of a conversation and a rap, and the opportunity to practise them.

Task

Part A: My family かぞく

Provide students with Part A of the task.

In this task, students listen to three texts. Each text will be played twice, with a short pause between the first and the second readings. After the second reading, there will be time to answer the questions. Students can make notes at any time.

Students answer the questions in English.

Inform students that they have 20 minutes, working independently, in which to complete the task.

Task administration script

Read aloud

Please look at your task sheet.

You will hear three texts.

Before I begin the first reading of Text 1 you will have 1 minute to read the questions.

Text 1 will be read twice with a 1 minute pause between the first reading and the second reading.

After the second reading of Text 1 you will have 2 minutes to write your responses in English.

You may start reading the questions for Text 1.

Pause for 1 minute to allow time for students to read the questions.

Text 1

Read aloud

A Japanese teacher is asking his students about how many people they have in their family. Listen and write the number you hear for each student.

Teacher: こんにちは。

All: こんにちは、せんせい。

Teacher: はなこさん、はなこさんは何人かぞくですか。

Hanako: わたしのかぞくは六人です。

Teacher: そうですね。はなこさん、ありがとう。

けんたくんは？けんたくんのかぞくは何人ですか。

Kenta: ぼくは五人かぞくです。

Teacher: ようこさん、ようこさんのかぞくは何人ですか。

Youko: わたしのかぞくは三人です。

Teacher: ようこさん、ありがとう。かずこさんは？かずこさんは何人かぞくですか。

Kazuko: わたしのかぞくも三人です。

Teacher: そうですね。では、さいごに、たろうくん、たろうくんのかぞくは何人ですか。

Taro: ぼくですか？ぼくのかぞくは大きいですよ。八人です。

Teacher: 八人ですか？大かぞくですね。

At the end of the first reading, pause for 1 minute then read the text a second time.

At the end of the second reading, allow 2 minutes for students to write their responses.

Text 2

Read aloud

Please look at your task sheet.

Before I begin the first reading of Text 2 you will have 1 minute to read the questions.

Text 2 will be read twice with a 1 minute pause between the first reading and the second reading.

After the second reading of Text 2 you will have 5 minutes to write your responses in English.

You may start reading the questions for Text 2.

Pause for 1 minute to allow time for students to read the questions.

Read aloud

Listen to the conversation between Akiko and Mike and complete the table below.

Akiko: おはよう、マイクくん。

Mike: あきこさん、おはよう！ げんき？

Akiko: はい、げんきですよ。マイクくん、マイクくんは何人かぞくですか。

Mike: ぼくのかぞく？ぼくのかぞくはちいさいです。三人です。ははといもうととぼくです。あきこさんのかぞくは何人ですか。

Akiko: わたしのかぞくは大きいですよ。七人かぞくです。

おとうさんとおかあさんとおねえさんが二人とおとうとが一人といもうとが一人います。

Mike: わーすごいでね。大きいです。おかあさんはいそがしいですね。

Akiko: はい、わたしのはははいそがしいです。でもやさしいです。マイクくんのおかあさんは？

Mike: ぼくのはははきれいです。そして、おもしろいです。

At the end of the first reading, pause for 1 minute then read the text a second time.

At the end of the second reading, allow 6 minutes for students to write their responses.

Text 3

Read aloud

Please look at your task sheet.

Before I begin the first reading of Text 3 you will have 1 minute to read the questions.

Text 3 will be read twice with a 1 minute pause between the first reading and the second reading.

After the second reading of Text 3 you will have five minutes to write your responses in English.

You may start reading the questions for Text 3.

Pause for 1 minute to allow time for students to read the questions.

Read aloud

Listen to Toshio describing his family and then answer the questions below.

こんにちは。ぼくはあおいとしおです。十六さいです。ながさきにすんでいます。ぼくはりょうりがすきです。

かぞくは三人^{さんにん}です。ちちとははとぼくです。ペットはいぬです。いぬのなまえはすしです。すしはうるさいです。でも、かわいいです。

ははもちちも四十八才^{さい}です。ちちはきびしいです。スポーツが好^すきです。はははかいものがすきです。そして、やさしいです。

At the end of the first reading, pause for 1 minute then read the text a second time.

At the end of the second reading, allow 6 minutes for students to write their responses.

Part B.1: *Sazae-san* (formative)

Inform students of *Sazae-san*, the popular children's anime, about a Japanese family. *Sazae* (さざえ) is the mother's name and *-san* (~さん) is an honorific title used after the name, therefore *Sazae-san* means Mrs *Sazae* in English.

Show students the audiovisual clip of the *anime Sazae-san*.

Show the *Sazae-san* homepage at:

<http://www.sazaesan.jp>

<https://www.fujitv.co.jp/sazaesan/>

or

Show an audiovisual clip of *Sazae-san* at:

https://www.youtube.com/watch?v=E_WPYgZ05PU

<https://www.youtube.com/watch?v=c7qLulm5B20>



©Machiko Hasegawa Museum of Art. (n.d). *Sazae-san*. [Image]. Reproduced with permission of the Fuji television Network, Inc. Retrieved April, 2020, from <https://www.fujitv.co.jp/sazaesan/>

After viewing the audiovisual clip, ask students to write in English a description of the family, including their names and the relationship between the family members and their pet. They will need to comment if the family structure, portrayed in the audiovisual clip, is traditional or modern, giving reasons for their answer. Students write their response in English in approximately 70 words.

Advise students that they have 15 minutes to complete the activity.

Part B.2: Family

Students read the rap about *Sazae-san's* family. Then they adapt the language about *Sazae-san's* family in the text to write a rap about their own (or a fictional) family.

Students will need to include:

- four family members
- who the family members are
- the age of each family member
- their mother's name
- their nationality
- where they live
- a different adjective describing each family member
- a description of their pet.

Advise students that they have 50 minutes to write their family rap.

Students may use a bilingual dictionary.

Instructions to students

かぞく

Part A: My family かぞく

(29 marks)

Listen to three texts in Japanese. You will hear each text twice, with a short pause between the first and second readings. After the second reading, there will be time to answer the questions. Answer all questions in English. You have 20 minutes to complete Part A.

Text One

Question 1



A Japanese teacher is asking his students about how many people they have in their family. Listen and write the number you hear for each student. (5 marks)

- a. Hanako _____ people
- b. Kenta _____ people
- c. Youko _____ people
- d. Kazuko _____ people
- e. Tarō _____ people

Text Two

Question 2

Listen to the conversation between Akiko and Mike and complete the table below. (13 marks)

	Akiko's family 	Mike's family 
What sort of family is it?	(1 mark)	(1 mark)
Tick the family members mentioned.	Tick 5 only (5 marks)	Tick 2 only (2 marks)
	<input type="checkbox"/> Grandmother <input type="checkbox"/> Grandfather <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Older sister <input type="checkbox"/> Older brother <input type="checkbox"/> Younger sister <input type="checkbox"/> Younger brother	<input type="checkbox"/> Grandmother <input type="checkbox"/> Grandfather <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Older sister <input type="checkbox"/> Older brother <input type="checkbox"/> Younger sister <input type="checkbox"/> Younger brother

Notes:

Describe their mothers.	(2 marks)	(2 marks)
	_____	_____
	_____	_____
	_____	_____

Text Three

Listen to Toshio describing his family and then answer the questions below.

Notes:

Question 3

Where does he live? (1 mark)

Question 4

What does he like? (1 mark)

Question 5

Describe four things about Toshio's pet. (4 marks)

1. _____

2. _____

3. _____

4. _____

Question 6

How old is his mother? (1 mark)

Question 7

Complete the table below. (4 marks)

	Mother	Father
What do they like?		
Describe the family member.		

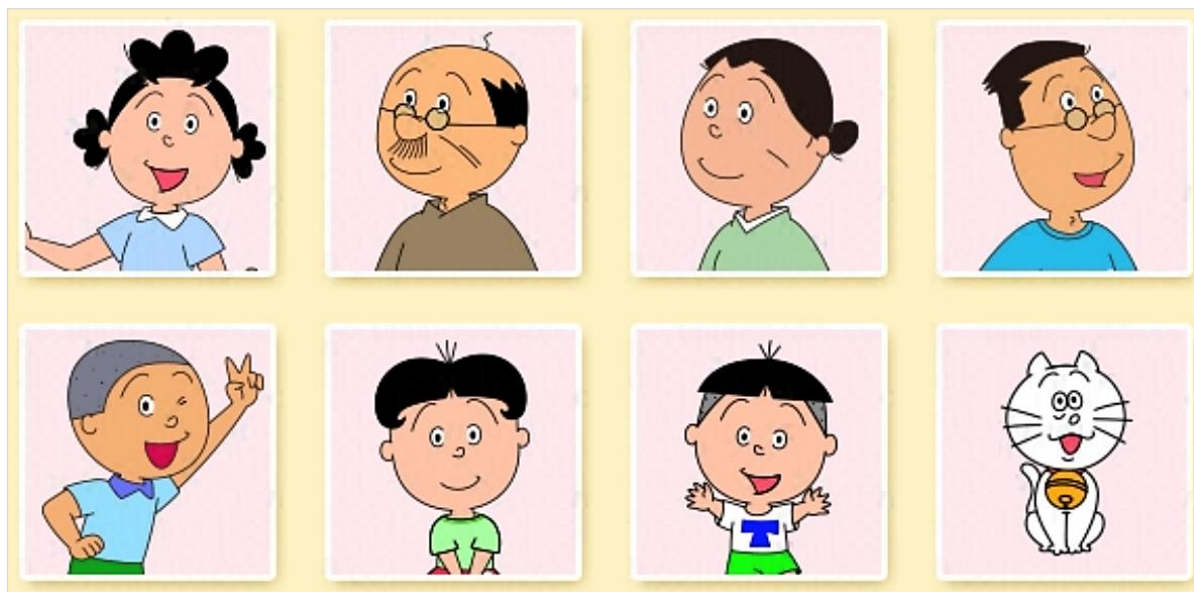
Notes:

Part B.1: Sazae-san (formative)

Watch the audiovisual clip of the *anime Sazae-san*.



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©Machiko Hasegawa Museum of Art. (n.d). *Sazae-san* characters. [Image]. Reproduced with permission of the Fuji television Network, Inc. Retrieved April, 2020, from <https://www.fujitv.co.jp/sazaesan/character.html>

Part B.2: Family

16 marks

Read the rap about *Sazae-san's* family below. Adapt the language about *Sazae-san's* family in the text to create a rap about your own (or a fictional) family. You will need to include:

- four family members
- who the family members are
- the age of each family member
- their mother's name
- their nationality
- where they live
- a different adjective describing each family member
- a description of their pet.

わたしのかぞくは^{はちにん}八人です。

そふとそぼとははとちちおとうとが^{ふたり}二人といもうとです。

そぼは六十^{さい}才です。やさしいです。

そふは六十三^{さい}才です。おおきいです。

ははは四十三^{さい}才です。たのしいです。

おとうとは十一^{さい}才と三^{さい}才です。うるさいです。

いもうとは九^{きゅうさい}才です。かわいいです。

ははのなまえはさぎえです。

^{にほんじん}
日本人です。

おおさかにすんでいます。

^{ペット}
ペットはねこです。三^{さい}才です。ちいさいです。

おんがくがすきです。

You may use a bilingual dictionary and a *hiragana* chart.

You have 50 minutes to complete the task.

Sample marking key

Part A: My family かぞく

Description	Marks
Text 1	
Question 1	
a. 6	1
b. 5	1
c. 3	1
d. 3	1
e. 8	1
Subtotal	/5
Text 2	
Question 2	
Akiko's family – large	1
Mike's family – small	1
Akiko's family mother (1), father (1), older sister (1), younger sister (1), younger brother (1)	5
Mike's family: mother (1), younger sister (1)	2
Akiko's mother is busy (1) but kind (gentle) (1)	2
Mike's mother is beautiful (1) and funny (interesting) (1)	2
Subtotal	/13
Text 3	
Question 3	
(Toshio lives in) Nagasaki.	1
Subtotal	/1
Question 4	
(He likes) cooking.	1
Subtotal	/1
Question 5	
His pet is (It is) a dog.	1
The dog's name is Sushi.	1
Sushi is noisy (annoying)	1
Sushi is cute (adorable, lovely, pretty).	1
Subtotal	/4
Question 6	
(His mother is) 48 years old.	1
Subtotal	/1

Description	Marks
Question 7	
Mother (likes) shopping.	1
Father (likes) sports.	1
Mother (is) kind (gentle).	1
Father (is) strict.	1
Subtotal	/4
Part A total	/29

Part B.1: Sazae-san

Part B.2: Family

Description	Marks
Content	
Writes a rap about their own (or a fictional) family by providing information about:	
• four family members	1
• who the family members are	1
• the age of each family member	1
• their mother's name	1
• their nationality	1
• where they live	1
• a different adjective describing each family member	1
• a description of their pet.	1
Subtotal	/8
Adaptation of an imaginative text	
Adapts the language or style of the rap to create an original text	2
Partly adapts the language or style of the rap to create an original text.	1
Subtotal	/2
Accuracy – Vocabulary and Grammatical elements	
Uses contextually-relevant vocabulary. Writes simple sentences and applies grammatical elements mostly accurately, including particles, word order and adjectives.	3
Uses some contextually-relevant vocabulary. Writes simple sentences and applies grammatical elements with some accuracy, including particles, word order and adjectives.	2
Uses limited contextually-relevant vocabulary. Writes simple sentences with limited application of grammatical elements and/or uses single words to convey meaning.	1
Subtotal	/3
Accuracy – Script (<i>Hiragana</i> and <i>Kanji</i>)	
Writes clear and well-formed <i>hiragana</i> and <i>kanji</i> . Uses all <i>kanji</i> accurately.	3
Writes <i>hiragana</i> and <i>kanji</i> , most of which are well-formed. Uses some <i>kanji</i> accurately.	2
Writes <i>hiragana</i> , some of which are well-formed. No or few <i>kanji</i> are used.	1
Subtotal	/3
Part B total	/16
Total	/45