



Sample assessment task	
Year level	9
Learning area	Languages
Subject	Japanese: Second Language
Title of task	<i>Ryuugakusei</i> りゅうがくせい (Exchange students)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to teenage life and relationships.</p> <p>In Part A, students demonstrate their skills in comprehending written texts to convey information from student profiles by giving short written responses in English.</p> <p>In Part B, students demonstrate their skills in writing in Japanese by writing a letter to introduce themselves and their family to one of the students whose profiles they read in Part A.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes the students' ability to comprehend written texts by analysing and sharing key information in the texts. It also establishes their ability to interact in written form to introduce themselves and their family.
Assessment strategy	Short response – read for information in written texts Extended response – write a letter
Evidence to be collected	Completed task sheet Letter
Suggested time	Part A – 35 minutes Part B – 50 minutes
Content description	
Content from the Western Australian Curriculum	<p><b>Communicating</b></p> <p>Initiate and participate in sustained interactions, using informative and descriptive language, to share, compare and justify personal opinions about aspects of their childhood, teenage life and relationships</p> <p>Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience</p> <p>Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation</p> <p><b>Understanding</b></p> <p>Convey meaning by appropriately selecting and combining <i>hiragana</i>, <i>katakana</i> and <i>kanji</i> characters</p> <p>Use understanding of familiar <i>kanji</i> to predict meaning of unknown words</p> <p>Increase control of context-related vocabulary and understand how sophistication in expression can be achieved by:</p> <ul style="list-style-type: none"> <li>• using present continuous tense using verb <i>ています</i>, for example, ラジオを聞いています</li> <li>• using verb stems with grammatical features, such as <i>～に行きます</i></li> <li>• expressing number of actions, for example, <i>～たり～たりします</i></li> </ul>

Task preparation	
<b>Prior learning</b>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>• context-related vocabulary</li> <li>• grammatical structures, including giving information related to hobbies, for example, 私のしゅみはピアノをひくことです; しゅうまつは、たいてい友達とフェイスブックをしたり、おんがくをきいたりします; family members and giving information related to oneself, such as name, age, year level and weekend activities</li> <li>• the textual conventions of a letter.</li> </ul>
<b>Assessment differentiation</b>	<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	
<b>Assessment conditions</b>	Task is to be completed by students working individually.
<b>Resources</b>	Task sheet

## Instructions for teacher

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

- provided with opportunities to read, listen to and write short texts related to family members and giving information related to oneself, such as name, age, year level, weekend activities and discussing teenager issues, such as future plans and conflict with parents
- taught context-related vocabulary
- taught grammatical items, including:
  - giving information related to hobbies, for example,  
私のしゅみはピアノをひくことです; しゅうまつは、たいてい友だちとフェイスブックをしたり、おんがくをきいたりします
  - discussing future plans using **たい** form, for example,  
オーストラリアでおんがくが好きな人と友だちになって、いっしょにいろいろなおんがくをききたいです; しょうらいアニメ・アーティストになりたいです。
- taught the textual conventions of a letter, and provided with opportunities to practise them.

## Task

### Part A: My Japanese friend

Provide students with Part A of the task.

Students read four profiles written by Japanese students, and answer the questions that follow in English.

Advise students that they have 35 minutes to complete Part A.

### Part B: Letter of introduction to a future exchange student

Provide students with Part B of the task.

Students write a letter of introduction to one of the students featured in Part A.

Advise students that they have 50 minutes to complete Part B.

Instructions to students

**Ryuugakusei**

**Part A: My Japanese friend**

Read the following four profiles written by Japanese students.

Answer the questions that follow in English.



**Text 1 山川 まゆ**

こんにちは。私のなまえは山川まゆです。中学3年生です。

しゅうまつは、たいてい友だちとフェイスブックをしたり、おんがくをきいたりします。ピアノをならっています。私の母はピアノの先生です。だから、母は「毎日ピアノを れんしゅうしなさい」といいます。

オーストラリアでおんがくが好きな人と友だちになって、いっしょにいろいろなおんがくをききたいです。あなたは 何か がつきをならっていますか？

**Question 1**

What two things does Mayu like to do on the weekend?

(2 marks)

1. \_\_\_\_\_

2. \_\_\_\_\_

**Question 2**

Why does Mayu practise the piano every day?

(1 mark)

\_\_\_\_\_

**Question 3**

What does Mayu want to do in Australia?

(2 marks)

\_\_\_\_\_

## Text 2 やまだ みき



はじめまして。やまだ みきです。15才です。

私は茶道（さどう）クラブに入っています。そばと ときどき さどうをたのしみます。そばは 私と  
いっしょにさどうをするのが大好きです。さいきんわかい人はあまりさどうをしません。オーストラリ  
アで さどうをもっとひろめたいです。あなたは さどうをしたり きものをきたりしたことがありますか？

### Question 1

How old is Miki?

(1 mark)

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### Question 2

What does Miki want to share with people in Australia? Why?

(2 marks)

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## Text 3 なかやま ゆうき



こんにちは。ぼくは7才のときからアニメが大好きです。一番好きなアニメは、ナルトです。ぼくは、  
おもしろい日本のアニメの DVD をたくさんもっていきたいです。そして、アニメが好きな人といっしょ  
に見たいです。しょうらい アニメ・アーティストになりたいです。でも、ぼくの父はアニメがきらい  
です。りょうしんは ぼくに 「かいけいしになって」といいます。あなたはそつぎょうしたら どん  
なしごとがしたいですか。あなたのりょうしんは おうえんしていますか。

### Question 1

What does Yuki want to do in Australia?

(2 marks)

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### Question 2

What conflict does Yuki have with his parents?

(2 marks)

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## Text 4 はやし だいち



ぼくのなまえはだいちです。ぼくのしゅみはスポーツをすることです。ほうかごにともだちとバスケットボールをしたり、サッカーをしたりすることが好きです。ぼくは毎あさ、はやくおきて、ジョギングをします。いっしょにジョギングをしましょうか。

ぼくの父は わかいとき ゆうめいな からてのせんしゅでした。ぼくが五才のとき、父はぼくにかからてを おしえました。ぼくは十才のとき、からてをやめました。そのと、父はがっかりしました。でも今は 父はぼくのサッカーとバスケットボールのしあいにきて おうえんします。

### Question 1

What does Daichi like to do after school?

(2 marks)

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### Question 2

Why was Daichi's father disappointed?

(1 mark)

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## Acknowledgements

Image: Jsks. (2015). [Anime girl brown hair brown eyes classroom]. Retrieved April, 2016, from <https://pixabay.com/en/moe-woman-girl-manga-anime-cartoon-595961/>  
In the public domain.

Image: JonKline. (2015). [Smiling Asian girl]. Retrieved April, 2016, from <https://pixabay.com/en/girl-female-asian-iso-isolated-677058/>  
In the public domain.

Image: Ocal. (2007). [Asian anime boy head clip art]. Retrieved April, 2016, from <http://www.clker.com/clipart-2313.html>  
In the public domain.

Image: BrendanHe0914. (2014). [Portrait Asian boy]. Retrieved April, 2016, from <https://pixabay.com/en/boy-portrait-kid-child-asian-286418/>  
In the public domain.

## **Part B: Letter of introduction to a future exchange student**

Mayu, Miki, Yuki and Daichi, who you read about in Part A, are coming on exchange to Australia.

Your family will host one of these students, who will also be attending your school.

Choose which one you would like to host and write them a letter in Japanese, introducing yourself and your family.

In your letter include the following information:

- a greeting
- your age and school year
- what your hobbies are, and what after-school activities you participate in
- who is in your family and what activities you enjoy doing together
- two activities that you would like to do with your exchange student, or two places that you would like to take them to when they visit
- an answer to the question asked by your exchange student
- a salutation/phrase of leave-taking.

You will have 60 minutes to write your letter.



A series of 20 horizontal lines for writing, spaced evenly down the page.



## Sample marking key

### Part A: My Japanese friend

Description	Marks
<b>Text 1</b>	
1. Go on Facebook (1), listen to music (1)	2
2. Her mum says she has to <b>or</b> Her mum is a piano teacher	1
3. Listen to different kinds of music (1) with other people that like music (1)	2
<b>Subtotal</b>	<b>5</b>
<b>Text 2</b>	
1. 15 years old	1
2. Japanese tea ceremony (1), because these days not many young people learn the tea ceremony (1)	2
<b>Subtotal</b>	<b>3</b>
<b>Text 3</b>	
1. Bring over lots of interesting Japanese anime/animated DVDs (1) and watch them with other people who are interested in anime (1)	2
2. Yuki loves anime but his Dad hates it (1), Yuki wants to become an anime artist in the future (1) but his parents want him to become an accountant (1)	3
<b>Subtotal</b>	<b>5</b>
<b>Text 4</b>	
1. Plays basketball (1) and soccer (with his friends) (1)	2
2. Daichi quit karate (when he was 10 years old) (1)	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>16</b>

### Part B: Letter of introduction to a future exchange student

Description	Marks
<b>Content</b>	
Write a letter to one of the students from Part A, including the following information:	
• their age (1) and school year (1)	2
• their hobbies (1) and after-school activities (1)	2
• their family members (1) and activities that their family does together (1)	2
• two activities that they would like to do with their exchange student, or two places that they would like to take them to when they visit (2)	2
• an answer to the question asked by their exchange student (1).	1
<b>Subtotal</b>	<b>9</b>
<b>Vocabulary and grammar</b>	
Uses contextually-relevant vocabulary and applies grammatical structures mostly accurately, including the present continuous tense.	3
Uses some contextually-relevant vocabulary and grammatical structures.	2
Uses limited contextually-relevant vocabulary and grammatical structures.	1
<b>Subtotal</b>	<b>3</b>
<b>Textual conventions</b>	
Writes a letter with the date, greetings and salutations. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a letter. Sequences information to some extent.	2
Uses few of the key conventions of a letter. Limited organisation impedes the flow and understanding.	1
<b>Subtotal</b>	<b>3</b>
<b>Part B total</b>	<b>15</b>
<b>Total</b>	<b>31</b>