



SAMPLE ASSESSMENT TASK

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

りょこうにいきましょう (LET'S GO TRAVELLING)

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	りょこうにいきましょう (Let's go travelling)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to leisure activities, such as when on holiday.</p> <p>In Part A, students demonstrate their skills in comprehending texts in Japanese by completing responses to a series of questions in English.</p> <p>In Part B, students demonstrate their skills in writing in Japanese by composing the script of a dialogue.</p>
Type of assessment	Summative
Purpose of assessment	This task aims to determine student learning at the time of the assessment. It establishes the students' ability to identify information from print texts and convey this information to others in a variety of ways. It also establishes their ability to write in Japanese using context-related vocabulary, correct form and grammar.
Assessment strategy	Short response – read for information in a written text Extended response – write the script of a dialogue
Evidence to be collected	Part A – completed task sheets Part B – script of a dialogue
Suggested time	Part A – 20 minutes Part B – 50 minutes

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

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
- asking and responding to questions, such as 何^{なに}で? (what transport/what method) いくら/いくつ?
- building vocabulary that relates to personal world, daily activities, routines and travel
- understanding Japanese counting systems using units of 10, 100, 1000 and 10,000 and associated *kanji*, for example, 百^{ひゃく}、千^{せん}、万^{まん}
- extending the use of counter classifiers, for example, ～円^{えん}、～分^{ぶん}、～まい、～本^{ほん}、～つ、～日^{にち} (date)

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to leisure activities
- context-related vocabulary
- grammatical items, including the present tense.

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 sheets
- Bilingual dictionary

Instructions for teacher

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

- the following context-related vocabulary
 - nouns; for example, りょこう (travel), しゅうまつ (weekend), あさ (morning), うち (home), でんしゃ (train), えき (station), 時 (o'clock), 時間 (hours), 半 (half), バス (bus), 何 (what), しゅうまつ (weekend), こうえん (park), ひるごはん (lunch), いっしょ (together), こんしゅう (this week), かいもの (shopping)
 - adjectives; for example, すき (like), はやく (early), ゆうめいな (famous), いちばん (the most /number one)
 - verbs; for example, すみます (live), でます (leave), のります (ride), いきます (go), みます (look), いきます (go), します (do)
 - conjunctions; for example, でも (but), それに (and also), だから (therefore), それから (then), そのあとで (after that)
 - prepositions; for example, から (from), まで (until)
 - *kanji*; for example, 一 二 三 四 五 六 七 八 九 十 日 時 半 何
- taught the following grammatical items
 - time から time まで from _____ to _____
 - time に at time
 - 時間 (じかん) hours
 - time に person と activity/object をします。
 - verb stem たいです want to do
 - verb stem ませんか shall we?
 - adjective negative form
- taught how to use the polite form
- taught textual conventions of scripts, and given opportunities to practise them.

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 this task, such as:

- listening to and reading descriptions of leisure activities to do on the weekend or when on holiday, and completing related cloze test, matching, true/false and/or short answer activities to show understanding
- reading and writing sentences related to leisure activities to do on the weekend or when on holiday
- writing a journal entry to describe a leisure activity to do on the weekend, including the type of transport used, the place visited and the food and/or shopping available
- asking for and providing information about an activity to do on the weekend
- arranging to do an activity on the weekend, including the time, the place to visit and the transport used
- arranging an outing, purchasing items/souvenirs or using transport
- reinforcing dictionary techniques
- exploring language structures and techniques of conversations and online chat forums.

Task

Part A: ようことけいこ (Yoko and Keiko)

Students read a text in Japanese and respond to the questions that follow in English.

Students may use a bilingual dictionary to look up any unfamiliar vocabulary.

Students have 20 minutes to complete Part A.

Part B: らいしゅうまつ (Next weekend)

Students are to write the script of the dialogue between themselves and a friend with whom they plan to take a trip next weekend. The script is to include the following details:

- two places they will visit and the time they will spend at each place
- five activities they will engage in
- the type of food they want to eat
- the type of transport they will use.

Remind students to use words and phrases, such as 'Let's', 'want to' and 'sometimes', and verbs in the future continuous tense, such as -ing and adjectives.

Students may use a bilingual dictionary to look up any unfamiliar vocabulary.

Students are to write approximately 80–100 *ji* in Japanese and have 50 minutes to write their script of a dialogue.

Instructions to students

りょこうにいきましょう (Let's go travelling)

Part A: ようことけいこ (Yoko and Keiko)

(12 marks)

Read the following text and answer the questions that follow in English.

You have 20 minutes to complete Part A. You may use a bilingual dictionary to look up any unfamiliar words.

けいこさんへ

おげんきですか。けいこさんは、りょこう が 好きですか。わたしは
せんしゅう、ともだち と しんかんせん で きょうと に 行きました。
こんしゅうまつ は「とうきょうバスツアー」に 行きます。わたしは よこはま に

すんでいます。だから、土曜日 の あさ、でんしゃ で 九時 に と
うきょうえき に 行きます。それから、十二時半 まで、スカイツ
リー に 行きます。そのあとで、ゆうめい な こうえん を みます。
そして、ひるごはん を たべます。それから、おだいば に 行きます。
おだいば で レインボーブリッジ が 見たいです。そして、かい
もの が したいです。けいこさん、らいしゅう の しゅうまつ は、さ
むくないから「かまくら じてんしゃツアー」に 行きませんか。

おへんじを 下さい。またね。

ようこより

Question 1

(3 marks)

What did Yoko do last week?

Question 2**(3 marks)**

Provide details about Yoko's plan for Saturday morning.

Question 3**(2 marks)**

What will Yoko go to see in Tokyo before lunch?

Question 4**(2 marks)**

Name the two activities that Yoko wants to do in Odaiba.

1.

2.

Question 5**(2 marks)**

What is Yoko suggesting she and Keiko do next weekend? Why?

Part B: らいしゅうまつ (Next weekend) (24 marks)

Part B: らいしゅうまつ (Next weekend) (24 marks)

You and your friend are using a group chat app to write about the trip you plan to take together next weekend. Write a script of the dialogue and include the following details:

- two places you visit and the time you will spend at each place
- five activities you will engage in
- the type of food you will eat
- the type of transport you will use.

Remember to use words and phrases such as 'Let's', 'want to' and 'sometimes', and verbs in the future continuous tense, such as -ing and adjectives.

You may use a bilingual dictionary to look up any unfamiliar vocabulary.

Write approximately 80–100 *ji* in Japanese. You have 50 minutes to complete Part B.

[illegible]

Sample marking key

Part A: ようことけいこ (Yoko and Keiko)

Description	Marks
Question 1	
She went to Kyoto	1
with her friend	1
by bullet train	1
Subtotal	/3
Question 2	
(She will) go to Tokyo Station	1
by train	1
at 9 o'clock	1
Subtotal	/3
Question 3	
She will go to the Sky Tree	1
and see the famous parks	1
Subtotal	/2
Question 4	
See a beautiful rainbow bridge	1
and do some shopping	1
Subtotal	/2
Question 5	
(To go on) Kamakura bicycle tour	1
because it's not cold	1
Subtotal	/2
Part A Total	/12

Part B: らいしゅうまつ (Next weekend)

Description	Marks
Content	
Writes the script of a dialogue in which two friends discuss the trip they plan to take next weekend and includes the following details: <ul style="list-style-type: none"> two places they will visit (2) and the time they will spend at each place (2) five activities they will engage in (5) the type of food they want to eat (1) the type of transport they will use (1) 	1–11
Subtotal	/11
Grammar and accuracy	
Writes simple and complex grammatical elements accurately. Includes a range of sentence patterns, such as [subject] は [object] を [verb] ます, time period, particles and the verb + <i>tai</i> .	4
Writes simple and complex grammatical elements mostly accurately. Includes some sentence patterns, such as [subject] は [object] を [verb] ます, time period, particles and the verb + <i>tai</i> .	3
Writes simple grammatical elements accurately. Complex elements are either not present or inaccurate. Meaning is mostly clear.	2
Writes simple grammatical elements. Meaning is sometimes unclear.	1
Subtotal	/4
Vocabulary	
Uses a wide variety of contextually-relevant vocabulary.	4
Uses a variety of contextually-relevant vocabulary.	3
Uses some contextually-relevant vocabulary.	2
Uses a limited range of basic vocabulary.	1
Subtotal	/4
Text type and sequencing	
Writes a script of dialogue that includes opening salutations, questions and responses to show two-way interaction about the trip. Sequences information cohesively and coherently.	2
Observes some conventions of a script of a dialogue.	1
Subtotal	/2

Description	Marks
Script	
Writes clear and well-formed <i>kanji</i> , <i>hiragana</i> and <i>katakana</i> . All <i>kanji</i> are used accurately. Uses <i>katakana</i> and <i>hiragana</i> appropriately.	3
Writes <i>hiragana</i> and <i>katakana</i> , most of which are well-formed. Uses some <i>kanji</i> . Uses <i>katakana</i> and <i>hiragana</i> mostly appropriately.	2
Writes <i>hiragana</i> and <i>katakana</i> some of which are well-formed. No or few <i>kanji</i> are used. Includes inappropriate use of <i>katakana</i> and <i>hiragana</i> at times.	1
Subtotal	/3
Part B Total	/24
Total	/36