



## **SAMPLE ASSESSMENT TASK**

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

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がっこうせいかつ  
**学校生活 (SCHOOL LIFE)**

## **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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## Sample assessment task

### Japanese: Second Language – Year 10

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<b>Title of task</b>	<small>がっこうせいかつ</small> 学校生活 (School life)
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to home and school experiences.</p> <p>In Part A, they demonstrate their skills in writing in Japanese by producing a script of a conversation between a Japanese student and an Australian exchange student about home and school life in Japan and Australia.</p> <p>In Part B, they demonstrate their skills in writing in Japanese by producing an imaginative story.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This task aims to determine student learning at the time of the assessment. It establishes the students' ability to write the script of a conversation and write an imaginative story in Japanese.
<b>Assessment strategy</b>	Extended response – write the script of a conversation Extended writing – write an imaginative story
<b>Evidence to be collected</b>	Parts A and B – completed task sheets
<b>Suggested time</b>	Part A – 45 minutes Part B – 60 minutes

## Content description

### Content from the Western Australian Curriculum

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#### Communicating

Initiate and participate in sustained interactions with others orally and in writing to exchange and compare information related to home, school and places visited whilst travelling in Japan and/or Australia

Engage in individual and collaborative tasks, such as exchanging resources and information, making arrangements or obtaining goods or services, for example, when travelling or in Japan, arranging an outing, purchasing items/souvenirs or using transport

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

Create own imaginative texts in different modes and formats, using imaginary characters, places and/or experiences, to entertain, or express ideas, attitudes and/or perspectives

#### Understanding

Recognise multiple readings of familiar *kanji* in different compounds, for example,

オーストラリア人/ やさしい人 <sup>さんにん</sup> 三人; <sup>あに</sup> 兄/<sup>にい</sup> お兄さん/<sup>きょうだい</sup> 兄弟; <sup>いえ</sup> 家/<sup>かぞく</sup> 家族, and that the pronunciation changes according to *kanji* compounds

Use understanding of *kanji* to predict meaning of unfamiliar words

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

- understanding and applying the rules of the *te*- form
- understanding and using verb *te*- forms to express a range of ideas, such as requesting and giving permission and expressing prohibition, for example, ～てもいいです。 ; ～てはいけません。 ; ～てはだめです。
- describing locations of homes, people and things using basic structures, such as noun は place にあります。 ; noun は place にいます。 ; place に noun があります。 ; place に noun がいます。
- using a range of particles, for example,
  - が (subject, topic marker ～がいます/あります)
  - か (or)
  - に (purpose, indirect object, location)
  - で (location of action, by means, such as ペンで、<sup>にほんご</sup> 日本語で)
- using い and な adjectives in the present and past tenses
- increasing cohesion within paragraphs by using conjunctions, for example, それに/ それで
- expressing superlative forms using 一番, for example, <sup>いちばん</sup> 一番好きな <sup>いちばんす</sup> なかもくは <sup>にほんご</sup> 日本語です

Continue to build metalanguage to talk about vocabulary and grammar concepts

## Task preparation

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### Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary
- grammatical items, including permission and prohibition, superlatives, various particles and the use of conjunctions
- a variety of texts related to home and school experiences
- the textual conventions of a conversation and a story.

### 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

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### Assessment conditions

Parts A and 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 be:

- taught context-related vocabulary about home and school life, such as
  - school facilities, uniform and rules
  - classes, subjects and timetables
  - homework and assessments
- taught grammatical items, including
  - て forms to request and give permission and express prohibition
    - てもいいです
    - てはいけません
    - てはだめです
  - describing locations of homes, people and things using basic structures, such as
    - ～は～にあります
    - ～があります
  - a range of particles, including
    - が (subject, topic marker ～がいます/あります)
    - か (or)
    - に (purpose, indirect object, location)
    - で (location of action, by means, such as ペンで、日本語で)
  - using い and な adjectives in the present and past negative forms
  - using conjunctions to increase cohesion within paragraphs, such as
    - それに
    - それで
  - elaborating on ideas or statements using expressions such as
    - いつも
    - あまり
    - ぜんぜん
  - using 一番好きな to describe liking something the most
- introduced to topic and conversation starter phrases, such as
  - あおもり <sup>こうこう</sup> 高校の <sup>にねんせい</sup> 二年生ですね…。
  - <sup>す</sup> 好きなかもくは…です。
  - (…さんは) えいごがすきですか。
- taught how to write paragraphs with a topic sentence followed by supporting details
- exposed to the textual conventions of a conversation and a story.

## Activities to scaffold the task

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

- building and reinforcing vocabulary that relates to describing home and school experiences in Japan and Australia with activities, such as
  - matching activities using applications such as Quizlet or teacher-developed flashcards
  - read-aloud activities, such as sentence stealers, mind reading and running dictation
- listening to and reading descriptions of home and school experiences in Japan and Australia, and
  - identifying key words and sentence structures
  - responding in English to a variety of questions such as
    - cloze
    - matching
    - true/false
    - short answers
- constructing and presenting sentences orally in pairs about home and school experiences in Japan and Australia
- conversing in small groups in Japanese about home and school experiences in Japan and Australia, using teacher-developed prompts, such as
  - What time does school start?
  - What time does school finish?
  - How many periods are there in a day?
  - What are some of the school rules?
  - What school subjects do students learn?
  - Is there a lot of homework?
  - Are there many tests? Are they difficult?
  - What do students like to do after school?
- examining the textual conventions of a conversation and using them in writing, such as
  - an exchange of opening salutations, followed by a question or statement
  - a two-way sustained interaction
  - informal language
  - occasional interjections, incomplete sentences and pauses and fillers
  - a phrase for leave-taking.

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

- introducing Japanese anime ドラえもん (*Doraemon*), a popular Japanese anime and manga series created by Fujiko F. Fujio. The main character in the series is a robotic cat, Doraemon, sent back in time from the 22<sup>nd</sup> century by Sewashi Nobi to aid his great-great-great-great-great-great-great grandfather, Nobita Nobi. Nobita Nobi is a kind-hearted and honest primary school boy who struggles not only with learning and sports at school but also with his social life in general. Doraemon uses many of his gadgets to help Nobita become more successful in life while forming a strong relationship with him
- viewing one of the following episodes of ドラえもん (*Doraemon*) and discussing the plot and characters in the episode
  - Episode 274: Escape from Score Zero

- Episode 389: Doraemon, Doraemon, Everywhere
- Episode 451: Memory Bread
- Episode 540: Gone with the Sneeze
- Episode 578: Nobi Goes off the Rails
- Episode 583: Gorgon's Spell
- discussing the physical characteristics and personality of some of the main characters from ドラえもん, such as



ドラえもん  
(Doraemon)



のびた  
野比のび太  
(Nobita Nobi)



みなもと しずか  
源 静香  
(Shizuka Minamoto)



ごう だたけし  
剛田 武  
(Takeshi 'Gian' Goda)



せんせい お  
骨川スネ夫  
(Suneo Honekawa)



できすぎ  
出木杉  
(Dekisugi)



のび たまこ  
野比玉子  
(Tamako Nobi)



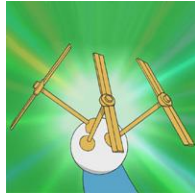
がっこう せんせい  
学校の先生  
(School teacher)

- writing a paragraph in Japanese to describe the physical characteristics and personality of a character from ドラえもん
- discussing some of the 道具 (gadgets) Doraemon has and how they can be used to assist のび太 in his everyday life at home and/or at school.

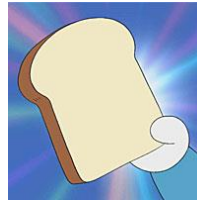




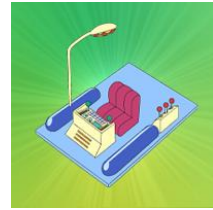
どこでもドア  
(Anywhere door)



タケコプター  
(The hopter)



アンキパン  
(Memory bread)



タイムマシン  
(Time machine)



もしもボックス  
(What-if phone booth)



ウソ800  
(Lie 800)



いし  
石ころぼうし  
(Pebble hat)



コンピューターペ  
ンシル  
(Computer pencil)

## Task

### Part A: 会話<sup>かいわ</sup>しましょう！ (Let's chat!)

Provide students with Part A of the task.

Inform them that they will write the script of a conversation between a Japanese student and an exchange student from Australia about home and school life in Japan and Australia.

In the script of their conversation, the speakers will need to introduce themselves by including the following:

- greetings appropriate for meeting a person for the first time
- their school and the year they are in
- when school starts and finishes each day
- their favourite school subject and why
- how much homework they do each day
- a description of their school uniform
- a school rule.

Students may look up unfamiliar words in a bilingual dictionary.

Allow students 45 minutes to complete the script of their conversation.

Students are to write approximately 170–200 *ji* in Japanese.

### Part B: のび太<sup>た</sup>の学校<sup>がっこう</sup>での一日<sup>いちにち</sup> (Nobita's day at school)

Provide students with Part B of the task.

Inform students that they will write a short story about Nobita's day at school. The story must include:

- one issue that Nobita faces at school
- one gadget that Nobita uses from ドラえもん (*Doraemon*).

Remind students to describe the scene and characters, have a simple but clear climax, and include relevant adjectives, superlatives, conjunctions and particles.

Students may look up unfamiliar words in a bilingual dictionary.

Allow students 60 minutes to complete the story.

Students are to write a story of approximately 250 *ji* in length.









## Sample marking key

### Part A: 会話<sup>かいわ</sup>しましょう！ (Let's chat!)

Description	Marks
<b>Content</b>	
Writes the script of a conversation between a Japanese student and an exchange student from Australia who share information about school and culture in Japan and Australia. In the script of the conversation, includes the following: <ul style="list-style-type: none"> <li>greetings appropriate for meeting a person for the first time (1)</li> <li>their school and the year they are in (1)</li> <li>when school starts and finishes each day (1)</li> <li>the subjects they study and which one they like the most (1)</li> <li>how much homework they do each day (1)</li> <li>a description of their school uniform (1)</li> <li>a school rule. (1)</li> </ul>	1–7
<b>Subtotal</b>	<b>/7</b>
<b>Vocabulary</b>	
Uses contextually relevant vocabulary written in <i>hiragana</i> , <i>katakana</i> and <i>kanji</i> accurately.	4
Uses contextually relevant vocabulary written in <i>hiragana</i> , <i>katakana</i> and <i>kanji</i> mostly accurately.	3
Uses contextually relevant vocabulary written in <i>hiragana</i> , <i>katakana</i> and <i>kanji</i> with some inaccuracies.	2
Uses limited contextually relevant vocabulary. <i>Hiragana</i> , <i>katakana</i> and <i>kanji</i> are difficult to understand.	1
<b>Subtotal</b>	<b>/4</b>
<b>Grammatical elements</b>	
Uses simple and complex grammatical elements accurately, including superlatives, conjunctions and particles.	4
Uses simple and complex grammatical elements mostly accurately, including superlatives, conjunctions and particles.	3
Uses mostly simple grammatical elements and some complex grammatical elements with a satisfactory level of accuracy. Errors are present but meaning is clear.	2
Uses a limited range of grammatical elements. Inaccuracies often affect meaning.	1
<b>Subtotal</b>	<b>/4</b>
<b>Text type and sequencing</b>	
Constructs a conversation with appropriate greetings, introduction of speakers, sequenced questions and responses, and includes a phrase for leave-taking.	3
Constructs a conversation with most of the following: greetings and introduction of speakers, mostly appropriate and sequenced questions and responses, and a phrase for leave-taking.	2
Constructs a conversation with a minimal inclusion of the following: appropriate greetings and introduction of speakers, appropriate and sequenced questions and responses, and a phrase for leave-taking.	1
<b>Subtotal</b>	<b>/3</b>
<b>Part A total</b>	<b>/18</b>

Part B: のび太<sup>た</sup>の学校<sup>がっこう</sup>での一日<sup>にち</sup> (Nobita's day at school)

Description	Marks
<b>Content</b>	
Writes an imaginative story about Nobita's day at school, including <ul style="list-style-type: none"> <li>one issue that Nobita faces at school</li> <li>one gadget that Nobita uses from <i>Doraemon</i>.</li> </ul> Uses relevant details to elaborate.	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides relevant content and covers some aspects of the question. Uses details to elaborate.	4
Provides generally relevant content and relates it to some aspects of the question. Uses some details to elaborate.	3
Provides some content that superficially addresses some of the information in the question.	2
Provides content with little relevance to the question.	1
<b>Subtotal</b>	<b>/6</b>
<b>Grammatical elements and accuracy</b>	
Effectively uses a good range of grammar and sentence structures, including relevant adjectives, superlatives, conjunctions and particles. Makes minor errors which do not affect meaning or flow.	4
Uses a range of good grammar and sentence structures, including relevant adjectives, superlatives, conjunctions and particles. Makes occasional errors and shows influence of the syntax of another language that may impact flow.	3
Uses basic grammar and sentence structures, including some relevant adjectives, superlatives, conjunctions and particles. 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
<b>Subtotal</b>	<b>/4</b>
<b>Vocabulary</b>	
Uses contextually relevant vocabulary written in <i>hiragana</i> , <i>katakana</i> and <i>kanji</i> accurately.	4
Uses contextually relevant vocabulary written in <i>hiragana</i> , <i>katakana</i> and <i>kanji</i> mostly accurately.	3
Uses contextually relevant vocabulary written in <i>hiragana</i> , <i>katakana</i> and <i>kanji</i> with some inaccuracies.	2
Uses limited contextually relevant vocabulary. <i>Hiragana</i> , <i>katakana</i> and <i>kanji</i> are difficult to understand.	1
<b>Subtotal</b>	<b>/4</b>



Description	Marks
<b>Creation of an imaginative text</b>	
Creates an imaginative text, experimenting successfully with imaginary characters, places and experiences to entertain or to express ideas, attitudes and perspectives.	3
Creates an imaginative text, experimenting somewhat successfully with imaginary characters, places and experiences to entertain or to express ideas, attitudes and perspectives.	2
Attempts to create an imaginative text with imaginary characters, places and experiences to entertain or to express ideas, attitudes and perspectives.	1
<b>Subtotal</b>	<b>/3</b>
<b>Textual conventions and sequencing</b>	
Constructs a short story with a scene, some characters and a simple but clear climax. Sequences information logically.	3
Constructs a story with some attention to a scene, some characters and a simple but clear climax. Sequences information to some extent.	2
Constructs a story with limited attention to a scene, some characters and a simple but clear climax. Limited organisation of information impedes understanding.	1
<b>Subtotal</b>	<b>/3</b>
<b>Part B total</b>	<b>/20</b>
<b>Total</b>	<b>/38</b>

## **Acknowledgements**

### **Doraemon characters**

TV Asahi. (n.d.). ドラえもん仲間たち [Main character illustrations]. Retrieved June, 2024, from <https://www.tv-asahi.co.jp/doraemon/character/>

### **Doraemon gadgets**

TV Asahi. (n.d.). ひみつ道具カタログ [Gadget illustrations]. Retrieved June, 2024, from <https://www.tv-asahi.co.jp/doraemon/tool/>