



Sample assessment task

Year level	8
Learning area	Languages
Subject	Japanese: Second Language
Title of task	<i>Barentaindei ga daisuki!</i> バレンタインデーがだいすき！ (I love Valentine's day!)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to annual events in Japan. In Part A they also demonstrate their skills in comprehending spoken text to convey information on how Valentine's Day and White Day are celebrated in Japan. In Part B they demonstrate their skills in writing Japanese by designing a bilingual poster to show how Valentine's Day and White Day are celebrated in Japan.
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 texts by accessing, summarising and sharing key ideas in the texts related to Japanese celebrations. It also establishes their ability to interact in written form to present information about Japanese celebrations.
Assessment strategy	Short response – listen for information from two spoken texts Extended response – design a bilingual poster
Evidence to be collected	Completed task sheet Bilingual poster
Suggested time	Part A – 20 minutes Part B – 60 minutes

Content description

Content from the Western Australian Curriculum	<p>Communicating</p> <p>Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of significant social events, special occasions or milestones, for example, ボクシングデーにかいものに行きます。だから、はやくおきます。 Access, summarise and share key ideas from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience</p> <p>Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences</p> <p>Understanding</p> <p>Increase control of context-related vocabulary and elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, including:</p> <ul style="list-style-type: none"> using い and な adjectives in present and past tenses in negative forms such as たのしくなかったです/しずかじゃなかったです using both affirmative and negative forms of particular grammatical elements in different tenses creating cohesion and flow by using conjunctions, for example, だから、それで、それに。
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Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • short texts related to special events which are celebrated in Japan • context-related vocabulary, including: dates, for example, しちがつ みっか • words and phrases related to Valentine’s Day and White Day celebrations in Japan for example, もらいます、あげます、おとこ、おんなのこ、チョコレート • grammatical items, including: using <i>masu</i> verbs in the present and past tense, for example, チョコレートをたべます。/チョコレートをたべました。 • the textual conventions of posters.
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	<p>Part A is to be completed by students working individually.</p> <p>In Part B, to ensure the validity of the final response, students are given class time for their research, but complete their poster under invigilated conditions.</p>
Resources	<p>Task sheet</p> <p>Task administration script</p> <p>Recording device</p>

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 special events which are celebrated in Japan
- taught context-related vocabulary, including:
 - dates, for example, しちがつ みっか
 - words and phrases related to Valentine's Day and White Day celebrations in Japan, for example, もらいます、あげます、おとこ、おんなのこ、チョコレート
- taught grammatical items, including:
 - using *masu* verbs in the present and past tense, for example, チョコレートをたべます。/チョコレートを食べました。
- taught the textual conventions of a poster, and provided with opportunities to practise them.

Below is a list of sample sentences that may be useful when teaching the vocabulary and grammar associated with Valentine's Day and White Day.

1. 日本人の女の子は、2月14日のバレンタインデーに好きな男の子にチョコレートをあげます。
2. 男の子のともだちにもあげます。これはギリチョコです。
3. 男の子は女の子にプレゼントをあげません。
4. ほうかごに、女の子は男の子にチョコレートをあげます。
5. だから、好きな男の子をさがします。
6. 女の子はドキドキします。
7. そして、3月14日はホワイトデーです。
8. ホワイトデーに男の子は好きな女の子にキャンディー、マシュマロ、ホワイトチョコレートなどをあげます。
9. ともだちにもあげます。
10. バレンタインデーとホワイトデーにカップルがたくさんできます。
11. 日本でこのホワイトデーがはじまって、今は中国、たいわん、かんこくなどの国でもホワイトデーがあります。

Task

Part A: Listening

Provide students with Part A of the task.

Allow students two minutes to read the questions for Text 1 before reading Text 1. Between the first reading and the second reading of Text 1 allow a one minute pause. After the second reading of Text 1 allow five minutes for students to answer the questions. Repeat this process for Text 2.

Task administration script

READ ALOUD

Please look at your task sheet.

You will listen to two texts.

Before I begin the first reading of each text you will have two minutes to read the questions for that text.

I will read each text twice with a one minute pause between the first reading and the second reading.

After the second reading of Text 1 you will have five 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.

READ ALOUD

Listen to Text 1 and answer all questions in English.

Text 1

バレンタインデーがだいすき！

Yuki: ねえ、ジェーン、火曜日はバレンタインデーですね。

Jane: はい。

Yuki: ジェーンはチョコレートを買いましたか？

Jane: いいえ、どうして？

Yuki: 日本のバレンタインデーに女の子は一ばん好きな男の子にチョコレートをあげますよ。

Jane: えー、そうですか。

Yuki: だから、土曜日に私の家でいっしょにチョコレートを作りましょう。

Jane: 土曜日？ いいですよ。なんじにあいましょうか。

Yuki: ピアノのレッスンは1時まであります。だから、2時15分に私の家に来てください。

Jane: いいですよ。

Yuki: ジェーンはだれにあげますか。

Jane: えーっと、私は。。。

Yuki: だれ？だれ？

Jane: しょうたくん！

Yuki: え〜？ジェーンもしょうたくんがすきですか？私のライバル？

Jane: じょうだんですよ！私はゆうすけくんにあげます。

Yuki: あ〜よかった。

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 5 minutes for students to write their responses

Task administration script

READ ALOUD

Please look at your task sheet.
Before I begin the first reading of Text 2 you have two minutes to read the questions.
I will read Text 2 twice with a one minute pause between the first reading and the second reading.
After the second reading of Text 2 you will have five minutes to write your responses in English.
Please read all of the questions carefully.

Pause for two minutes to allow time for students to read the questions.

READ ALOUD

Listen to Text 2 and answer all questions in English.

Text 2

ホワイトデーについて

オーストラリアの日本語クラスのみなさん、おげんきですか。ジェーンです。きょうは3月14日、なんの日ですか。日本はホワイトデーです。

日本人の男の子は、バレンタインデーに女の子からチョコレートをもらいます。そして、ホワイトデーに好きな女の子にキャンディー、マシュマロ、ホワイトチョコレートなどをあげます。日本でこのホワイトデーがはじまって、今は中国、たいわん、かんこくなどの国でもホワイトデーがあります。

女の子は、好きな男の子からおかしをもらいたいです。だから、今日は1日、ドキドキします。

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 5 minutes for students to write their responses.

Part B: Bilingual poster

Provide the students with Part B of the task and a sheet of A3 paper.

Discuss with students the type of information required for the poster.

Students are to research how Valentine's Day and White Day are celebrated in Japan.

Provide students with a list of websites, articles or photographs that provide information about and images of these celebrations.

Provide a number of posters for students to view and discuss the textual conventions of posters.

Students may bring photos, diagrams or illustrations for use in their poster.

Students may use a bilingual dictionary.

Advise students that they will have 2 lessons to research the celebrations before they are asked to complete the task, in class, in 60 minutes.

Instructions to students

Barentaindei ga daisuki! バレンタインデーがだいすき！

Part A: Listening

Text 1

Listen to the conversation between Yuki and Jane and answer the questions in English.

Question 1

According to the text, on what day of the week is the upcoming Valentine's Day? Tick [✓] the correct response.

- a) Wednesday (1 mark)
- b) Tuesday
- c) Saturday

Question 2

What is one way that Valentine's Day is celebrated in Japan? (1 mark)

Question 3

What are Jane and Yuki planning to do together on Saturday? (1 mark)

Question 4

What time will Jane go to Yuki's house? (1 mark)

Question 5

What did Jane say that surprised Yuki? Why? (3 marks)

Question 6

What did Jane say to put Yuki's mind at ease? (2 marks)

Text 2

Listen to Jane explaining to her Japanese class in Australia a Japanese custom that takes place after Valentine's Day. Answer the following questions in English.

Question 1

What date is White Day? (1 mark)

Question 2

Who gives gifts on White Day in Japan? (1 mark)

Question 3

List two kinds of gifts given on White Day. (2 marks)

1. _____

2. _____

Question 4

In which country did White Day celebrations begin? (1 mark)

Question 5

Which other three countries celebrate White Day? (3 marks)

1. _____

2. _____

3. _____

Question 6

Why do girls get nervous before White Day? (1 mark)

Part B: Poster

Design a bilingual poster about Valentine's Day and White Day and how these two festivals are celebrated in Japan.

Your bilingual poster should present information that answers the following questions:

- when are Valentine's Day and White Day celebrated in Japan? [2 sentences]
- what happens on Valentine's Day and White Day in Japan? [6 sentences]
- who participates in celebrations on Valentine's Day and White Day? [2 sentences]

Your bilingual poster should include:

- at least ten full sentences using Japanese script (*hiragana*, *katakana* and *kanji*)
- information in English, translating the information from Japanese
- illustrations (drawings or diagrams) and captions that help the reader make meaning from the information displayed on the poster.

You will be provided with a sheet of A3 paper on which to handwrite all of the script and add illustrations to the poster.

Poster Draft



Sample marking key

Part A: Listening

Description	Marks
Text 1	
1. Tuesday	1
2. Any one of the following: girls give boys chocolate girls give chocolate to a boy that they like Yuki thought she had a rival	1
3. Make chocolates (for Valentine's Day)	1
4. 2:15	1
5. Jane said that she will give chocolates to Shouta. Shouta is the boy that Yuki likes (1) and will give chocolates to on Valentine's day (1).	1 1 + 1
6. She was just joking about giving chocolates to Shouta. Yuki will actually give chocolates to Yuusuke.	1 1
Subtotal	9
Text 2	
1. 14 th March	1
2. Boys give gifts to girls	1
3. Any two of the following: candy or lollies marshmallows white chocolate	0–2
4. Japan	1
5. China Taiwan Korea	1 1 1
6. They want to receive treats (1) from boys that they like (1)	1 + 1
Subtotal	10
Part A total	19

Part B: Poster	
Description	Marks
Content	
Designs a bilingual poster about how Valentine’s Day and White Day are celebrated in Japan, including the following:	
• the dates that Valentine’s Day and White Day are celebrated in Japan [2 sentences]	1+1
• what happens on Valentine’s Day and on White Day in Japan [6 sentences]	6
• who participates in celebrations on Valentine’s Day and on White Day [2 sentences]	1+1
• accurately translates the information from Japanese to English. [10 sentences]	10
Subtotal	20
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	
Information in English and Japanese is clearly presented in a poster format. Captions, pictures and/or diagrams are used to support the text and help the reader make meaning.	3
Information is presented in a poster format with some consideration given to placement of information. Some captions and illustrations are used/provided.	2
Information is presented in a format other than a poster. Illustrations are provided; however, are not clearly related to the text.	1
Subtotal	3
Script formation	
<i>Hiragana, katakana</i> and <i>kanji</i> are (formed correctly), legible and correct.	3
<i>Hiragana, katakana</i> and <i>kanji</i> are (formed correctly), legible and mostly correct.	2
<i>Hiragana, katakana</i> and <i>kanji</i> are legible, but some are incorrectly formed.	1
Subtotal	3
Part B total	29
Total	48