



Sample assessment task	
Year level	10
Learning area	Languages
Subject	Japanese: Second Language
Title of task	<i>Mottainai</i> もったいない (Sustainability)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to sustainable practices in Japan.</p> <p>In Part A, students demonstrate their skills in comprehending written text by reading text and answering questions to convey information on recycling in Japan.</p> <p>In Part B, students demonstrate their skills in writing and speaking in Japanese by performing a skit or a song on the topic of <i>mottainai</i>, explaining how Japanese people care for the environment.</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 locate and convey factual information and simple statements from a written text about recycling in Japan. It also establishes their ability to create and perform a skit or song to demonstrate their knowledge and understanding of <i>mottainai</i> .
Assessment strategy	<p>Short response – read for information from a written text</p> <p>Extended response – write a skit or a song</p> <p>Oral performance – perform a skit or a song</p>
Evidence to be collected	<p>Completed task sheet</p> <p>Audio visual recording of performance</p>
Suggested time	<p>Part A – 30 minutes</p> <p>Part B – 55 minutes (allow 50 minutes to write the skit or song)</p>
Content description	
Content from the Western Australian Curriculum	<p><b>Communicating</b></p> <p>Compare and evaluate ideas and information from a range of perspectives on contemporary culture and social issues, identifying how context and culture affect how information is presented</p> <p>Convey information, comments, perspectives and experiences on different contemporary culture and social issues, using different modes of presentation to suit different audiences or to achieve different purposes</p> <p>Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or to reflect cultural values, social issues or experiences</p>

Content description	
	<p><b>Understanding</b></p> <p>Recognise multiple readings of familiar <i>kanji</i> in different compounds, for example, オーストラリア人、やさしい人、三人、新しい、新聞、聞きます</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 character charts as a systematic framework for recognising patterns for verb conjugation and applying the formation rules of each verb group</li> <li>• requesting and giving permission and expressing prohibition using verb て form, for example, ~てもいいです; ~てはいけません; ~てはだめです</li> <li>• using verb stems with grammatical features such as ~やすい/にくいです</li> <li>• exploring how to use plain forms in authentic contexts such as conversations with peers, for example, 食べる?/見る?</li> <li>• expressing opinions, intentions and thoughts using the plain form, for example, plain verb つもりです, verb/adjectiveとおもいます</li> <li>• using adverbs and intensifiers such as かなり</li> <li>• increasing cohesion within paragraphs by using conjunctions, for example, それに、それで</li> <li>• indicating the status of actions using adverbs such as まだ and もう.</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>• short texts about sustainability and recycling in Japan</li> <li>• similarities and differences between attitudes towards recycling and caring for the environment in Australia and Japan</li> <li>• context-related vocabulary related to recycling and <i>mottainai</i></li> <li>• grammatical items, including: requesting and giving permission and expressing prohibition using verb て; form, for example, ~てもいいです/~てはいけません/~てはだめです; expressing opinions, intentions and thoughts using the plain form, for example, plain verb つもりです, verb /adjectiveとおもいます; increasing cohesion within paragraphs by using conjunctions, for example, それに、それで; giving a reason using plain verb +ために</li> <li>• the textual conventions of a skit or a song.</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>	The task is to be completed by students working individually.
<b>Resources</b>	<p>Task sheet</p> <p>Japanese/English – English/Japanese print dictionary</p> <p>Recording equipment</p>

## Instructions for teacher

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

- provided with a variety of texts about modern Japanese culture, school life in Japan, and house and school rules in Australia and Japan
- taught context-related vocabulary
- taught grammatical items, including:
  - requesting and giving permission and expressing prohibition using verb て form, for example, ピアスをしてもいいです。タバコをすってはいけません。らくがきをしてはだめです。
  - expressing opinions, intentions and thoughts using the plain form, for example, りょうこうをするつもりです。たのしいとおもいます。
  - using conjunctions, for example, それに, それで
- taught the textual conventions of a skit or a song, and provided with opportunities to practise them.

## Task

### Part A: *Mottainai*

Provide students with Part A of the task.

The task requires students to read the text that Midori has written about recycling in her neighbourhood and answer the questions that follow in English.

Students may access their dictionary to look up any unfamiliar vocabulary in the text.

Advise students that they have 30 minutes in which to complete the task.

### **Part B: *Mottainai* skit or song**

Provide students with Part B of the task.

Students are to view the resources listed below related to *mottainai* and discuss these in class. They then use the ideas in the resources to write a skit or a song about caring for the environment.

Advise students that they have 50 minutes to write the skit or song and 5 minutes to perform it.

The resources below will stimulate discussion and ideas on how Japanese people care for their environment.

#### **Resources to prepare the students for this task:**

1. [Video by Seeker Network](#)

*The Japanese Town that Produces no Trash (Video with English Translation 4 minutes)*

<https://www.youtube.com/watch?v=eym10GGidQU>

2. [Picture book \*Mottainai Baasan\* by Mariko Shinju](#)

A reading of this book can be found at <https://www.youtube.com/watch?v=wPXbYIVHd5U>

3. [Mottainai Ondo song and dance](#)

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

**or**

[https://www.youtube.com/watch?v=NQZy\\_MsgNrM](https://www.youtube.com/watch?v=NQZy_MsgNrM)

## Instructions to students

# Mottainai もったいない

### Part A: Mottainai

Read the following passage that Midori has written about recycling in her neighbourhood.

You may use your dictionary to look up any unfamiliar vocabulary.

今日は私の町のリサイクルについてかきたいと思います。

今、日本はゴミをすてるばしょがなくてこまっています。だから、ゴミをリサイクルすることがとてもたいせつです。ゴミをリサイクルするために色々なきそくがあります。ベーシックなルールのひとつは ゴミを分けることです。もうひとつのルールは ゴミをきまった曜日に出すことです。

#### ゴミを分ける

ゴミは三しゆるいあって 本やざっしなどの かみと アルミやあきかん、ペットボトルと 生ゴミに分けます。かみのゴミはたくさん出すと さいせようしのトイレットペーパーをもらうことができます。あきかんやペットボトルは つぶしてそれぞれのゴミばこに入れます。

#### ゴミを出す日

ゴミはきまった日に出します。たとえば かみのごみは毎週木曜日に出します。あきかん、ペットボトルは火曜日に出します。月曜日と水曜日と金曜日は 生ゴミの日です。ほかの曜日に出してはいけません。生ゴミはとうめいなゴミぶくろに入れます。黒いふくろに入れてはいけません。そして朝8時までにゴミを出します。

学校でも、ゴミのきそくがあります。きょうしつにはゴミばこが三つあります。一つはもえるゴミよう、もう一つはもえないゴミよう、さいごにペットボトルとあきかんのゴミようです。コンビニや、えきのホームでも、三つから五つぐらいのゴミばこがならんでいます。これを見て、外国人はびっくりするそうです。

日本人みんながゴミのルールをまもると、日本が住みやすい国になると思います。だから、外国の人でも日本に来たら、このルールをまもってください。みんなでいっしょに日本をうつくしい国にしましょう。

### Vocabulary

ゴミをすてるばしょ	rubbish tip
さいせいようし	recycled paper

Answer all questions in English.

**Question 1**

Why does Midori suggest people recycle? (2 marks)

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**Question 2**

What are the basic rules for recycling in Midori's neighbourhood? (2 marks)

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**Question 3**

What does Midori throw away every Thursday? (3 marks)

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**Question 4**

What can you receive if you put a lot of paper products out for recycling? (2 marks)

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**Question 5**

What does Midori have to do before throwing away aluminium cans and PET bottles? (2 marks)

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**Question 6**

List three things about raw rubbish (biodegradable food waste) that are mentioned in the text. (3 marks)

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

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

3. \_\_\_\_\_

**Question 7**

List three types of rubbish bins that can be found in classrooms.

(3 marks)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Question 8**

Why does Midori suggest that foreigners visiting Japan adhere to Japanese recycling rules?

(1 mark)

\_\_\_\_\_

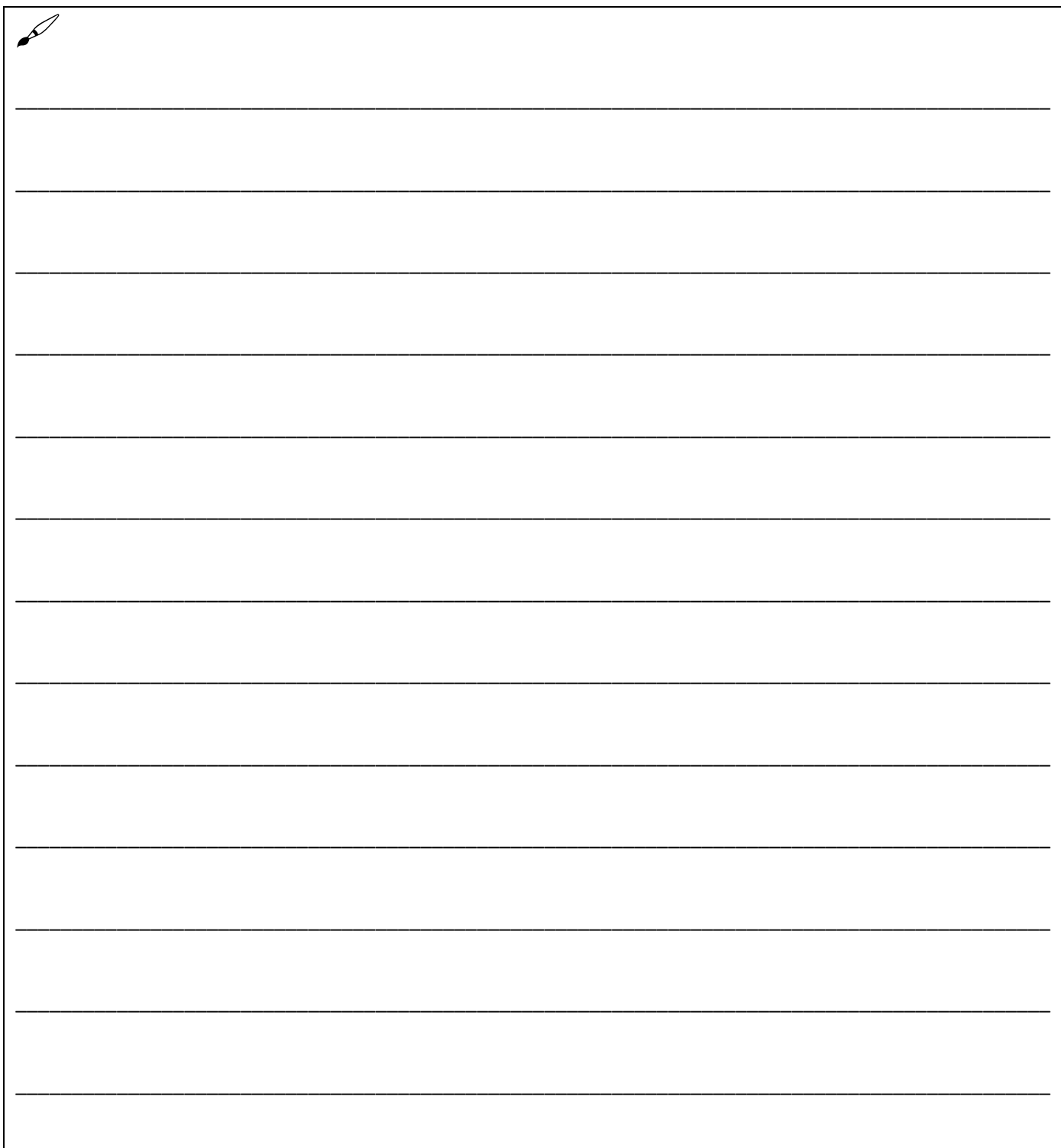
**Part B: *Mottainai* skit or song**

Having researched how Japanese people care for their environment, it is your turn to write and perform, in Japanese, either a skit or a song on the theme of *mottainai*.

In your skit or song, describe the concept of *mottainai* and include three examples from your research about how to care for the environment.

The performance of your skit or song will be recorded.

You have 50 minutes to write the skit or song and 5 minutes to perform it.



A large rectangular box with a black border, intended for writing. In the top-left corner, there is a small icon of a fountain pen. The rest of the box is filled with 15 horizontal lines, providing space for the student to write their skit or song.



## Sample marking key

### Part A: *Mottainai*

Description	Marks
<b>Question 1</b>	
There is no landfill space left (1) in Japan for burying rubbish (1)	1+1
<b>Subtotal</b>	<b>2</b>
<b>Question 2</b>	
Separate the rubbish	1
Put out different rubbish for collection on different days	1
<b>Subtotal</b>	<b>2</b>
<b>Question 3</b>	
Books	1
Magazines	1
Papers	1
<b>Subtotal</b>	<b>3</b>
<b>Question 4</b>	
She can get free (1) recycled toilet paper (1)	1+1
<b>Subtotal</b>	<b>2</b>
<b>Question 5</b>	
Squash/crush/smash (items)	1
Put them in a separate bin	1
<b>Subtotal</b>	<b>2</b>
<b>Question 6</b>	
(Raw rubbish collection) days are Mondays, Wednesdays and Fridays <b>or</b> You can't throw raw rubbish away on Sunday, Tuesday, Thursday or Saturday	1
Take out the rubbish by 8 am on collection days	1
Put raw rubbish in a clear rubbish bag <b>or</b> don't put raw rubbish in the black bag	1
<b>Subtotal</b>	<b>3</b>
<b>Question 7</b>	
For burnable items	1
For non-burnable items	1
For aluminium and PET bottles (plastic bottles)	1
<b>Subtotal</b>	<b>3</b>
<b>Question 8</b>	
(When Japanese people and foreigners follow the recycling rules) Japan will be a beautiful and comfortable place to live	1
<b>Subtotal</b>	<b>1</b>
<b>Part A total</b>	<b>18</b>

<b>Part B: <i>Mottainai</i> skit or song</b>	
<b>Description</b>	<b>Marks</b>
<b>Content – Description of the concept of <i>mottainai</i></b>	
Presents accurate and comprehensive information to describe the concept of <i>mottainai</i> .	4
Presents accurate information to describe the concept of <i>mottainai</i> .	3
Presents some information to describe the concept of <i>mottainai</i> .	2
Presents limited information about the concept of <i>mottainai</i> .	1
<b>Subtotal</b>	<b>4</b>
<b>Content</b>	
Includes three examples about how to care for the environment.	3
Includes two examples about how to care for the environment.	2
Includes one example about how to care for the environment.	1
<b>Subtotal</b>	<b>3</b>
<b>Vocabulary and grammar</b>	
Uses contextually-relevant vocabulary and applies grammatical structures mostly accurately.	3
Uses mostly contextually-relevant vocabulary and applies grammatical structures with some accuracy.	2
Uses limited contextually-relevant vocabulary and grammatical structures.	1
<b>Subtotal</b>	<b>3</b>
<b>Pronunciation and fluency</b>	
Uses clear and accurate pronunciation and intonation.	3
Uses acceptable pronunciation and intonation.	2
Uses inaccurate pronunciation which makes the meaning unclear at times.	1
<b>Subtotal</b>	<b>3</b>
<b>Part B total</b>	<b>13</b>
<b>Total</b>	<b>31</b>