



## Sample assessment task

<b>Year level</b>	10
<b>Learning area</b>	Languages
<b>Subject</b>	Japanese: Second Language
<b>Title of task</b>	<i>Nihon ni ikitai!</i> 日本に行きたい！ (I want to go to Japan!)

## Task details

<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to teenage life in Japan and Australia.</p> <p>In Part A, students demonstrate their skills in writing in Japanese by writing an application for a scholarship to live as an exchange student in Japan for a year, explaining: what they know about modern teenage, school and home life; as well as school and house rules in Japan, and how these are similar or different to school and house rules in Australia.</p> <p>In Part B, students demonstrate their skills in speaking in Japanese by taking part in an interview with their teacher, discussing: why they would like to live in Japan for a year, what aspects of Japanese culture interest them, their expectations of school life in Japan, and what they know about school and house rules in Japan.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. It establishes the students' ability to write in Japanese about contemporary teenage life in Japan, and compare this to their daily life in Australia. It also establishes their ability to interact in spoken Japanese to justify why they would like to spend a year in Japan as an exchange student, and convey their knowledge and understanding of contemporary teenage life in Japan.
<b>Assessment strategy</b>	Extended response – write an application for a scholarship Oral performance – participate in an interview
<b>Evidence to be collected</b>	Account Audio visual recording of the interview
<b>Suggested time</b>	Part A – 50 minutes Part B – 5–6 minutes

## Content description

<p><b>Content from the Western Australian Curriculum</b></p>	<p><b>Communicating</b></p> <p>Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people’s experiences and interest in contemporary culture and social issues</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>Reflect on the experience of learning and using Japanese, considering how intercultural communication involves taking responsibility for contributing to mutual understanding, by modifying language and behaviours in relation to cultural perspectives</p> <p>Explore and express their own cultural identity and ability to act as a cultural mediator between Japanese speakers and Australians</p> <p><b>Understanding</b></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>• 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>• increasing cohesion within paragraphs by using conjunctions, for example, それに、それで</li> </ul>
<h2>Task preparation</h2>	
<p><b>Prior learning</b></p>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>• a variety of texts about modern Japanese culture, school life in Japan, and house and school rules in Australia and Japan</li> <li>• context-related vocabulary</li> <li>• grammatical structures, 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</li> <li>• the textual conventions of an account and an interview.</li> </ul>
<p><b>Assessment differentiation</b></p>	<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>	Part A is to be completed by students working individually. Part B will take place between the teacher (or another speaker of Japanese) and the student.
<b>Resources</b>	Task sheet Japanese/English – English/Japanese print dictionary Recording device

## 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 an account and an interview, and provided with opportunities to practise them.

## Task

### Part A: Scholarship

Students are to apply for a Youth Ambassador Scholarship to be an exchange student in Japan for a year.

In the application for the Youth Ambassador Scholarship, students are required to give a 180–200*ji* account, in Japanese, about what students know and understand about contemporary and social issues related to living as an exchange student in Japan.

In the account, students introduce themselves and provide the following information:

- why they want to live in Japan for a year
- what they know about modern teenage life in Japan
- what they know about school life in Japan, and how they expect school life in Japan would be similar or different from school life in Australia
- what they know about school and house rules in Japan, and how these are similar or different from an Australian school and house rules.

Students may use a dictionary to look up any unfamiliar words.

## Part B: Interview

Students participate in an interview with the teacher, in Japanese, to provide reasons as to why they would like to receive a scholarship to spend a year in Japan as an exchange student.

They will be asked questions about:

- why they would like to live in Japan for a year
- what aspects of modern Japanese culture they are interested in
- their expectations of school life in Japan
- what they know about school and house rules in Japan.

Allow students five (5) minutes of preparation time before the interview.

They may use the notes section on the task sheet to write notes in preparation for the interview. They may not use the notes during the interview.

### Task administration script

READ ALOUD

I will now give you five minutes to prepare for the interview.

Please read the task description carefully.

You may make notes during your preparation time in the section provided on the task sheet, but these notes cannot be used during the interview.

You must answer the questions in Japanese.

I will call you when it is time for the interview to begin.

The following questions form the basis of the interview.

READ ALOUD

We will now begin the interview.

1. 日本に行ったら、どんなことがしたいですか。
2. 日本に行ったら、どんなことを学ぶことができますか。
3. 日本に行ったら、あなたの学生生活はどうか変わるとおもいますか。
4. 日本でホームステイの間、どんなことに気がつけたほうがいいですか。
5. アニメを見たことがありますか。
6. コスプレー/Jpopにきょうみがありますか。
7. 日本の学校にはどんなきそくがありますか。
8. 日本の家とオーストラリアの家では、どんなきそくのちがいがあると思いますか。



## Part B: Interview

You will participate in an interview, in Japanese, with your teacher during which you will discuss why you would like to receive a scholarship to spend a year in Japan as an exchange student.

The teacher will ask you questions about:

- why you would like to live in Japan for a year
- what aspects of modern Japanese culture you are interested in
- your expectations of school life in Japan
- what you know about school and house rules in Japan.

You have five (5) minutes to prepare for your interview.

Use the space below to write notes in preparation for your interview.

You may not use the notes during your interview.

### Interview Notes

## Sample marking key

### Part A: Scholarship

Description	Marks
<b>Content</b>	
Provides comprehensive information using descriptive and expressive language in their application for a Youth Ambassador Scholarship to be an exchange student in Japan for a year. Introduces themselves (1), and includes responses to the following aspects: <ul style="list-style-type: none"> <li>• why they want to live in Japan for a year (1)</li> <li>• what they know about modern teenage life in Japan (1)</li> <li>• what they know about school life in Japan (1) and how they expect that school life in Japan would be similar or different from school life in Australia (1)</li> <li>• what they know about school and house rules in Japan (1) and how these are similar or different from an Australian school and house rules (1)</li> </ul>	7
<b>Subtotal</b>	<b>7</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
Makes limited use of contextually-relevant vocabulary and grammatical structures.	1
<b>Subtotal</b>	<b>3</b>
<b>Textual conventions</b>	
Uses all the key conventions of an account; introduces themselves, includes a title, and writes between 180 and 200 <i>ji</i> . Sequences information cohesively and coherently.	3
Uses most of the key conventions of an account and writes between 180 and 200 <i>ji</i> . Sequences information to some extent. Connections are simple and straightforward.	2
Uses few of the key conventions of an account. Limited organisation impedes the flow and understanding. Makes connections between the ideas that are sometimes unclear.	1
Does not observe the conventions of the text type. Does not sequence ideas.	0
<b>Subtotal</b>	<b>3</b>
<b>Script formation</b>	
Characters are well-formed and spaced.	3
Characters are well-formed and spaced, with minor errors.	2
There are errors in character choice, character formation, strokes and/or spacing.	1
<b>Subtotal</b>	<b>3</b>
<b>Part A total</b>	<b>16</b>



<b>Part B: Interview</b>	
<b>Description</b>	<b>Marks</b>
<b>Content</b>	
Presents accurate and comprehensive information using descriptive and expressive language to discuss why they would like to receive a scholarship to spend a year in Japan as an exchange student. Includes: <ul style="list-style-type: none"> <li>• why they would like to go to Japan for a year (1)</li> <li>• what aspects of modern Japanese culture they are interested in (1)</li> <li>• their expectations of school life in Japan (1)</li> <li>• what they know about school and house rules in Japan. (1)</li> </ul>	4
Presents information using descriptive language to discuss why they would like to receive a scholarship to spend a year in Japan as an exchange student.	3
Presents some information about why they would like to receive a scholarship to spend a year in Japan as an exchange student.	2
Requires significant scaffolding, repetition and prompting from the teacher to answer the questions.	1
<b>Subtotal</b>	<b>4</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 with some accuracy.	2
Makes limited use of contextually-relevant vocabulary and grammatical structures.	1
<b>Subtotal</b>	<b>3</b>
<b>Pronunciation</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>10</b>
<b>Total</b>	<b>26</b>