



## **SAMPLE ASSESSMENT TASK**

---

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

---

**私の日本りょこう (MY TRIP TO JAPAN)**

## **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.

## **Copyright**

© School Curriculum and Standards Authority, 2024

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

## **Disclaimer**

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 10

---

<b>Title of task</b>	私の日本りょこう (My trip to Japan)
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to travel in Japan and Australia.</p> <p>In Part A, they demonstrate their skills in comprehending written texts by reading an article and conveying their understanding through short written responses in English.</p> <p>In Part B, they demonstrate their skills in speaking in Japanese by performing a role play about a recent exchange trip.</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 comprehend written text and convey this information to others in a variety of ways. It also establishes their ability to speak in Japanese.
<b>Assessment strategy</b>	Short response – read for information in a written text Oral performance – perform in a role play
<b>Evidence to be collected</b>	Parts A – completed task sheet Part B – audio and/or audiovisual recording of the role play
<b>Suggested time</b>	Part A – 30 minutes Part B – 53 minutes

## Content description

### Content from the Western Australian Curriculum

---

#### 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

Identify information and ideas from a range of texts related to aspects of their personal and social worlds, and establish how culture and context influence the presentation of ideas

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

#### Understanding

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

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

Use understanding of *kanji* to predict meanings 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 *て* 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。
- 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、日本語<sup>にほんご</sup>で)
- using い and な adjectives in the present and past tenses
- asking and responding to questions, such as どのぐらい? いくつ?
- increasing cohesion within paragraphs by using conjunctions, for example, それに/それで

## Task preparation

---

### Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to travel in Japan and Australia
- context-related vocabulary
- grammatical items such as *te*-form, adjectives, use of conjunctions
- textual conventions of a script and a role play.

### 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 is to be completed by students working individually.

Part B is to be completed by students working in pairs.

### Resources

- Task sheet
- Bilingual dictionary
- Recording device

## Instructions for teacher

Before administering the task, students will need to be:

- introduced to vocabulary related to travel – transport, dates and items, sightseeing and new experiences, Japanese homes and travel in Japan, homestay experience
- taught grammatical items, including
  - とてもいいです。
  - てはだめです。
  - や、みにきます。
  - ついてから
- taught the textual conventions of a script and a role play.

## 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 the task, such as:

- listening to and reading descriptions, articles or conversations related to travel in Japan and Australia, and completing related cloze, matching, true/false and/or short answer activities to show understanding
- reading and writing sentences related to travel in Japan and Australia
- writing the script of a conversation about making an arrangement to visit a tourist attraction
- reinforcing dictionary techniques
- asking and providing information about travel in Japan and Australia
- exploring language structures in role plays and techniques in presenting a role play.

## Task

### Part A: 日本りょこうの思い出 (Memories of my trip to Japan)

Part A relates to an article about travel in Japan.

Students read the article and respond to the questions that follow in English.

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

Inform students that they have 30 minutes to complete Part A.

### Part B: 日本へのこうかんりゅう学 (Exchange trip to Japan)

In Part B, students work in pairs to prepare the script and present a role play, in Japanese, about a recent exchange trip to Japan. In their role play, students are to include such details as:

- where they went
- their accommodation
- transport used while traveling
- their experiences in Japan, including cultural and cuisine
- rules or customs they encountered.

The role play should be written so that a range of sentence patterns, grammar and vocabulary are used.

Allow students 40 minutes to write notes, 10 minutes to rehearse and three minutes to perform the role play for Part B. When writing their notes they may use their workbook and refer to a bilingual dictionary to look up any unfamiliar words. They may refer to, but not read from, their notes when performing their role play.

Below is a sample conversation starter that may be used or adapted to begin the role play.

#### Sample conversation starter

A: こんにちは、ケンくん。

B: あ、こんにちは、アナさん。

A: 今年<sup>ことし</sup>の11月に、しゅう<sup>がく</sup>りょこうで日本にいきます。かいがいりょこうは、はじめてです。だから、とてもたのしみです。

B: そうですか。ぼくはきょ<sup>ねん</sup>年いきました。すごくいい思い出<sup>おも</sup>になりました。ホテルにとまりましたが、こんどは、りょかんにとまってみたいです。

## Instructions to students

### 私の日本りょこう (My trip to Japan)

#### Part A: 日本りょこうの思い出 (Memories of my trip to Japan)

(18 marks)

Read the article about travel in Japan and complete the questions that follow in English.

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

You have 30 minutes to complete Part A.

#### 日本りょこうの思い出

私は二年前、しゅうがくりょこうで日本にいて、ホームステイをしました。りょこうは三  
しゅうかんでしたが、ホームステイの前に、とうきょうや、きょうと  
ファミリーにあいに、\*ひょうごけんの「あぼし」にきました。とてもたのしいりょこう  
でした。だから、いまもしゃしんを見て、ときどき思い出します。

とうきょうで、せかいのタワーでいちばん高いスカイツリーや、ゆうめいなおてらにきました。きょう  
と都は、とてもふるくてでんとうてきなまちでした。まちなか  
て、日本のれきしをべんきょうできました。とてもよかったです。おてらなか  
ちやをのみました。すこしにがかったですが、おかしはあまくておいしかったです。

はじめてしんかんせんにのりました。しんかんせんはひろくて、しずかでびっくりしました。きょうと  
「あぼし」まで、にじかんぐらいかかりましたが、えきのばい店で\*\*えきべんや、おかしや、  
の飲みものを買って、ともだちとたくさんしゃしんをとって、たのしくすごしました。

「あぼし」のえきで、ホストファミリーにあいました。はじめは、はずかしくてあまりはな  
しませんでした。ホストファミリーは、とてもしんせつでした。だから、にほんごといご  
をつかって、はなしました。

日本のいえなかで、くつをはいてはだめですが、スリッパをはいてもいいです。ホストファミ  
リーのいえにわしつがあります。たたみのへやは、スリッパもはいてはいけません。ごはんを  
フォークやスプーンでたべてもいいですが、わたしは、はしでたべたかったです。

二しゅうかんのホームステイは、とてもたのしかったです。まいにち、ばんごはんをたべてか  
ら、かぞくでゲームをしてあそびました。それに、日本のがっこうにいて、ともだちもたくさんで  
きました。

また、ホストファミリーとともだちにあいに、日本にいきたいです。

\*ひょうごけん: Hyogo prefecture

\*\*えきべん: Station/railway bento

**Question 1**

**(2 marks)**

When and for how long did the author travel to Japan?

When: \_\_\_\_\_

For how long: \_\_\_\_\_

**Question 2**

**(1 mark)**

What prompted the author to think about the trip to Japan?

\_\_\_\_\_

**Question 3**

**(3 marks)**

Indicate with a tick [✓] whether these statements about the author’s visit to Japan are true or false.

Statement	True	False
The author visited Tokyo, Nara and Kyoto.		
The author thought Kyoto was an old and traditional town.		
The green tea was delicious, and the author liked it.		

**Question 4**

**(3 marks)**

How long was the train trip? What did the author do during the trip?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Question 5**

**(3 marks)**

List **three** house rules the author mentioned in the article.

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

**Question 6**

Why did the author say that the homestay was enjoyable?

**(4 marks)**

---

---

---

---

**Question 7**

According to the article, what does the author want to do in the future?

**(2 marks)**

---

---





## Sample marking key

### Part A: 日本りょこうの思い出 (Memories of my trip to Japan)

Description	Marks	
<b>Question 1</b>		
• Two years ago	1	
• For three weeks	1	
<b>Subtotal</b>	<b>/2</b>	
<b>Question 2</b>		
Either:	1	
• saw photos from Japan		
• looked at photos from the Japan trip		
<b>Subtotal</b>	<b>/1</b>	
<b>Question 3</b>		
She visited Tokyo, Nara and Kyoto.	False	1–3
The author thought Kyoto was an old and traditional town.	True	
The green tea was delicious, and the author liked it.	False	
<b>Subtotal</b>		<b>/3</b>
<b>Question 4</b>		
Two hours (from Kyoto to Aboshi)	1	
Either:	1	
• the author bought an ekiben/railway bento		
• the author bought drink and snack/sweets (at kiosk/shop in the station)		
Took a lot of photos with friends	1	
<b>Subtotal</b>		<b>/3</b>
<b>Question 5</b>		
• Wearing shoes is not allowed inside the house.	1	
• You can wear slippers in the house.	1	
• Wearing slippers in a tatami room/Japanese-style room is not allowed.	1	
<b>Subtotal</b>		<b>/3</b>
<b>Question 6</b>		
Every day after eating dinner	1	
she played games together with the family.	1	
She went to a Japanese school and	1	
made a lot of friends.	1	
<b>Subtotal</b>		<b>/4</b>
<b>Question 7</b>		
The author wants/wishes to go to Japan again	1	
to see her host family and friends.	1	
<b>Subtotal</b>		<b>/2</b>
<b>Part A total</b>		<b>/18</b>

**Part B: 日本へのこうかんりゅう学 (Exchange trip to Japan)**

Description	Marks
<b>Content</b>	
Presents a role play about a recent exchange trip to Japan. Includes details about: <ul style="list-style-type: none"> <li>• where they went (1)</li> <li>• their accommodation (1)</li> <li>• transport they used while travelling (1)</li> <li>• their experiences in Japan, including cultural and food (2)</li> <li>• rules or customs they encountered. (2)</li> </ul>	1–7
<b>Subtotal</b>	<b>/7</b>
<b>Grammatical elements and accuracy</b>	
Applies grammatical structures accurately.	4
Applies grammatical structures mostly accurately.	3
Applies grammatical structures with some accuracy.	2
Uses limited grammatical structures, often relying on single-word responses.	1
<b>Subtotal</b>	<b>/4</b>
<b>Vocabulary</b>	
Uses an appropriate range of contextually relevant vocabulary.	4
Attempts to use a variety of vocabulary that is generally contextually relevant.	3
Uses mostly well-rehearsed vocabulary with some repetition.	2
Makes limited use of contextually relevant vocabulary.	1
<b>Subtotal</b>	<b>/4</b>
<b>Pronunciation and fluency</b>	
Uses clear and accurate pronunciation and intonation. Speaks with confidence.	3
Uses acceptable pronunciation and intonation. Speaks with some confidence though at times is hesitant.	2
Uses some inaccurate pronunciation, which makes the meaning unclear at times. Hesitates and pauses frequently.	1
<b>Subtotal</b>	<b>/3</b>
<b>Part B total</b>	<b>/18</b>
<b>Total</b>	<b>/36</b>