



Sample assessment task	
Year level	8
Learning area	Languages
Subject	Japanese: Second Language
Title of task	<i>Oiwai</i> おいわい (Celebrations)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to special occasions in Japan and Australia. In Part A they also demonstrate their skills speaking by giving a short presentation in Japanese about two special occasions that they celebrate every year, and present this information to a small group of students.</p> <p>In Part B they demonstrate their skills in speaking Japanese by participating in an interview with the teacher, discussing two special occasions which are significant to them, and talking about two significant Japanese events which are featured in stimulus photos.</p>
Type of assessment	Formative and 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 speak Japanese and convey information on two significant occasions to the group. It also establishes their ability to speak Japanese to convey information about special occasions of personal significance and events significant to Japanese people, answering unrehearsed questions.
Assessment strategy	Oral performance – deliver a presentation and participate in a conversation
Evidence to be collected	Audio visual recording of the conversation
Suggested time	Part A – 3 to 5 minutes Part B – 5 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</p> <p>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

	<ul style="list-style-type: none"> • using both affirmative and negative forms of particular grammatical elements in different tenses • creating cohesion and flow by using conjunctions, for example, <i>だから、それで、それに</i>.
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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 occasions which are celebrated in Australia and Japan • context-related vocabulary related to special occasions and celebrations in Australia and Japan, for example, <i>もらいます、あげます、イースター、チョコレート、; しんせき、おとしだま、はなみ、ねんがじょう</i> • grammatical items, including: dates, for example, <i>しちがつ みっか</i>; using <i>masu</i> verbs in the present and past tense, for example, <i>おせちりょうりをたべます。 / まんが や DVD や お金^{かね} を もらいました。</i> • the textual conventions of a presentation and an interview.
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 the student working in their group.</p> <p>The interview in Part B will take place between the teacher (or another speaker of Japanese) and the student.</p>
Resources	<p>Task sheet</p> <p>Two photos of two special occasions of personal significance supplied by the student</p> <p>Four stimulus pictures</p> <p>Recording equipment</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 occasions which are celebrated in Australia and Japan
- exposed to context-related vocabulary, including:
 - special occasions celebrated in Australia and Japan, for example, もらいます、あげます、イースター、チョコレート、しんせき、おとしだま、はなみ、ねんがじょう
- taught grammatical items, including:
 - dates, for example, しちがつ みっか
 - using *masu* verbs in the present and past tense, for example, おせちりょうりをたべます。/まんが や DVD や お金^{かね} を もらいました。
- taught the textual conventions of a presentation and an interview, and provided with opportunities to practise them.

To support students in their preparation for this task, the following sample questions and answers should form part of the teaching and learning program.

Sample stimulus questions

1. だれですか。
2. どこですか。
3. 何^{なん}ですか。
4. これはいつですか。
5. どんなプレゼントをもらいましたか。
6. だれからまんがをもらいましたか。
7. どのプレゼントがーばん^す好きでしたか。
8. この日^ひ何^{なに}をしましたか。
9. このしゃしんについておしえてください。

Sample answers

1. あねとわたしです。
2. わたしのうちです。
3. クリスマスツリーです。
4. 3年まえのクリスマスです。
5. アイポッドやまんがやDVDやお金^{かね}をもらいました。
6. ともだちのナタリーさんからもらいました。
7. iPodです。あにからもらいました。
8. かぞくとおひるごはんをたべました。それから、まちでえいがを^み見ました。
9. 日本のおしょうがつはさむいふゆにおいわいします。そして、日本人はおせちりょうりをたべます。こどもはおとしだまをもらいます。

Task

Part A: Presentation

Part A is for formative assessment only.

Students will give a short presentation, to a small group of classmates, about two special occasions that they celebrate every year using two of their own photographs.

Provide students with written feedback on their presentation.

Part B: Interview

Before the interview, provide students with the four stimulus pictures that feature Japanese special occasions.

Ask students to select two of the four stimulus pictures that they will then talk about in the interview.

Allow students five minutes of preparation time before the interview.

Advise them that they may write notes during the preparation time and that they may use these notes during the interview; however, they should not read from their notes.

Begin by interviewing students about the two special occasions in the photographs that the students used for Part A of the task.

Then ask questions about the stimulus pictures that they have chosen.

Task administration script

READ ALOUD

Please read the task description carefully.
You will have five minutes to prepare for the interview.
Begin by selecting two of the four Japanese stimulus pictures about special occasions.
You may make notes on the task sheet during your preparation time. You may refer to these notes during the interview however, you must not read from your notes.
You must answer the questions in Japanese.
I will call you when it is time for the interview to begin.

Allow five minutes of preparation time.

READ ALOUD

We will now begin the interview.

Part B: Stimulus photos

Picture 1



[Image: Michila. (2013). [Japanese festival]. Retrieved April, 2016 from www.morguefile.com/archive/display/859788]

Picture 2



[Top left image: Jnn. (2006). *File:Otoshidama93.JPG*. Retrieved April, 2016, from <https://commons.wikimedia.org/wiki/File:Otoshidama93.JPG>
Used under Creative Commons Attribution-ShareAlike 3.0 Unported licence.

Top right image: Halowand. (2012). *File:An Instance Of New Year Card In Japan.JPG*. Retrieved April, 2016, from https://commons.wikimedia.org/wiki/File:An_Instance_Of_New_Year_Card_In_Japan.JPG
Used under Creative Commons Attribution-ShareAlike 3.0 Unported licence.

Bottom image: Sixgimic. (2006). *File:Oseti.jpg*. Retrieved April, 2016, from <https://commons.wikimedia.org/wiki/File:Oseti.jpg>
Used under Creative Commons Attribution-ShareAlike 3.0 Unported licence.]

Picture 3



[Image: Dantada. (2006). [Cherry blossom festival]. Retrieved April, 2016 from www.morguefile.com/archive/display/115846]

Picture 4



[Image by kind permission of writer.]

Instructions to students

Oiwai おいらい

Part A: Presentation

You will give a short talk about two special occasions that you celebrate every year.

You may use two photos, which relate to your talk, to share with your group during your presentation.

The teacher will provide you with written feedback on your presentation.

Short talk Draft

Part B: Interview

Participate in an interview with your teacher.

You will need to select two stimulus pictures from the four stimulus pictures, provided by your teacher, about special occasions that are celebrated annually in Japan.

You will have five minutes preparation time before the interview. During this time you may write notes on the task sheet. You may refer to your notes during the interview; however, you must not read from your notes.

First you will be asked questions about the two special occasions that you spoke to your group about in Part A. Remember to use your two photos. Then you will be asked questions about the two stimulus pictures you have chosen that relate to special occasions that are celebrated annually in Japan.

Interview Notes

Sample marking key

Part B: Interview

Description	Marks
Content – Discussion of own photos	
Presents accurate and comprehensive information about two special occasions that they celebrate each year. Answers accurately all 5 questions.	4
Presents mostly accurate and comprehensive information about two special occasions that they celebrate each year. Answers accurately most questions.	3
Presents some information about two special occasions that they celebrate each year. Provides limited information in response to questioning.	2
Presents limited information about one or two special occasions that they celebrate each year. Requires significant scaffolding, repetition and prompting to answer the questions.	1
Subtotal	4
Content – Discussion of stimulus pictures	
Uses the stimulus pictures to convey comprehensive and accurate information to answer all questions about two special Japanese occasions. Answers all questions accurately.	4
Uses the stimulus pictures to convey mostly accurate information about two special Japanese occasions. Answers most questions accurately.	3
Uses the stimulus pictures to convey some accurate information about the two special Japanese occasions. Answers some questions accurately.	2
Provides limited information about the stimulus pictures. Requires significant scaffolding, repetition and prompting to answer the questions.	1
Subtotal	4
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
Pronunciation	
Uses clear and accurate pronunciation and intonation.	3
Uses acceptable pronunciation and intonation inconsistently.	2
Inaccurate pronunciation makes meaning unclear.	1
Subtotal	3
Part B total	14