



SAMPLE ASSESSMENT TASKS

JAPANESE: SECOND LANGUAGE
ATAR YEAR 11

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Sample assessment task

Japanese: Second Language – ATAR Year 11

Task 1 – Unit 1

Assessment type: Oral communication

Conditions

Time for the task: 4 minutes

Preparation time: 15 minutes

This task is to be completed in one lesson. It is intended that relevant teaching/learning will take place before the task is administered.

Use of dictionaries: one combined dictionary (Japanese/English and English/Japanese dictionary) may be used during preparation time only

Task weighting: 10% of the school mark for this pair of units

Task 1: My life 私の^{せいかつ}生活

(20 marks)

You are about to host an exchange student from Japan. Before the student arrives, call or Skype this person and have a discussion about the exchange. Be sure to provide information about:

- your family and friends
- your school and school rules
- where you live
- what they should bring
- and any other information you deem important about the student's stay in your house.

Planning sheet

Use the table below to plan your discussion.

Greetings	
Your family and friends	
Your school and school rules	
Where you live	
What they should bring	
Any other information you deem important about the student's stay in your house	
Farewell	

Teacher support notes

The questions below may be used to help prepare students.

- Q もしもし、_____さんですか。私は日本のみちこです。お元気ですか。
- Q はじめまして。私は_____と言います。よろしくおねがいたします。
- Q すみませんが、私は外国に行ったことがないので、少し しばいです。
だから、パスに行く前に 色々教えてくださいませんか。
- Q _____月にお世話になる_____です。

家族

- _____さんの 家族について 教えてください。
- (Sub-questions, depending on your answers in the beginning)
- ご家族は何人ですか。
 - ご兄弟はいますか。何人いますか。何才ですか。
学校に行っていますか。どの学校ですか。何年生ですか。
 - _____さんの家でどんなきそくがありますか。
 - 週末にご家族とたいてい何をしますか。
 - 日本からのりゅう学生をうけ入れたことがありますか。
 - 家族のみなさんには 日本からどんなおみやげがいいと思いますか。

友達

- _____さんの ^{なか}仲のいい友だちはだれですか。
- どんな人ですか。
- ひまな時に友だちといっしょに何をしますか。

しゅみとひま

- _____さんのしゅみは何ですか。
- ひまな時どんなことをするのが好きですか。
- 日本に行ったことがありますか。

学校

- _____さんの学校は どんな学校ですか。
- 何年生ですか。学校でどんなかもくを勉強べんきょうしていますか。
- 好きなかもくは何ですか。なぜですか。
- 学校はきびしいですか。
- 学校のきそくをおしえて下さい。
- 昼休みの間に何をしますか。

パスとそのほか

- パスはどんな所ですか。
- 何をもって行った方がいいですか。
- パスのくこうから、_____さんの家まで、どうやって行ったらいいですか。

ありがとうございます。 _____さんにご家族のみなさんに会うことを楽しみにしています。

お世話になります。

よろしくおねがいします。

Marking key for sample assessment task 1

Criteria	Marks
Comprehension	/4
Comprehends most or all questions and comments. Makes few or no requests for clarification.	4
Comprehends most questions, and comments and responds with little or no hesitation. May make some request for clarification.	3
Comprehends some questions and comments. Requests clarification frequently, relying on marker support.	2
Comprehends few questions and comments. Requests clarification frequently, relying heavily on marker support.	1
Response (relevance and depth of information)	/5
Presents relevant opinions, ideas and a range of information associated with the topic, including to provide: <ul style="list-style-type: none"> information about your family and friends school and school rules where you live what to bring any other information you deem important about the student's stay in your house. 	5
Presents a fair range of information associated with the topic. Responds to most questions and comments made by the marker.	4
Presents some information associated with the topic. May hesitate or make occasional irrelevant comments when responding to complex questions and comments made by the marker.	3
Presents a limited range of information associated with the topic. Relies heavily on rehearsed language. Makes some comments that do not relate to the stimulus, questions and comments made by the marker.	2
Responds with very limited or irrelevant information associated with the topic, questions and comments made by the marker. Responds only to very simple questions, or frequently uses another language in responses.	1
Language range (vocabulary and grammar)	/4
Uses a wide-range of vocabulary, grammar and sentence structure.	4
Uses a good range of vocabulary, grammar and sentence structure.	3
Uses a satisfactory range of vocabulary and grammar, relying predominantly on simple sentence structure.	2
Uses set structures and basic vocabulary, with repetition and reliance on English sentence structure and vocabulary.	1
Language accuracy (grammar)	/4
Applies rules of grammar with a very high level of accuracy and consistency, including the use of appropriate register.	4
Applies rules of grammar with a high level of accuracy and reasonable consistency, including the use of appropriate register.	3
Applies rules of grammar with inaccuracies.	2
Shows inconsistent application of rules of grammar.	1
Speech (flow, pronunciation and intonation)	/3
Pronunciation is consistently clear and comprehensible with excellent intonation. Foreign borrowings sound 'Japanese'. Speaks confidently and where 'think time' is required, uses appropriate 'fillers'.	3
Pronunciation is comprehensible. Speaks with some confidence, but occasional errors in timing of utterances is evident.	2
Pronunciation is often unclear and inaccurate. Frequent hesitation and pauses occur.	1
Total	/20

Sample assessment task

Japanese: Second Language – ATAR Year 11

Task 2 – Unit 1

Assessment type: Response: Listening

Conditions

Time for the task: 25 minutes

This task is to be completed in one lesson. It is intended that relevant teaching/learning will take place before the task is administered.

Use of dictionaries: one combined dictionary (Japanese/English and English/Japanese dictionary)

Task weighting: 5% of the school mark for this pair of units

Task 2: Home life 学校と家での生活^{せいかつ} (15 marks)

Listen to a conversation between Miwa, an exchange student, discussing her experience with her high school teacher in Japan and respond in English to questions in English.

1. Which of the following are members of Miwa's host family? Place a tick [✓] in the space provided. (4 marks)

grandfather	()	elder brother	()
grandmother	()	elder sister	()
father	()	younger brother	()
mother	()	younger sister	()

2. Where did the host family live in Japan? (1 mark)

3. What **three** things did the host family do with Miwa? (3 marks)

1. _____
2. _____
3. _____

4. How did Miwa communicate with her host family? (3 marks)

5. What **four** things did the host family ask Miwa? (4 marks)

1. _____

2. _____

3. _____

4. _____

Teacher support notes

Play the recording twice. At the end of each section of the recording allow a two minute pause for students to answer questions.

Transcript

みわさんはオーストラリアに1ヶ月ホームステイをして、かえってきました。みわさんの高校にいるさとう先生と、ホームステイのけいけんについて話をしています。

さとう先生: みわさん、オーストラリアでのホームステイはどうでしたか。

みわ: とてもよかったです。色々なけいけんをしました。

さとう先生: ホストファミリーはどんな家族でしたか。

みわ: お父さんとお母さんとお姉さんのリンダさんと、弟のトムくんでした。

リンダさんは、私より年上で17才でした。

トムくんは、私より年下で14才でした。

さとう先生: ホストファミリーとどんなことをしましたか。

みわ: きれいな海の近くに住んでいたのので、週末はよく海におよぎに行ったり、シュノーケルをしたりしました。そして、はじめてサーフィンをならいました。

サーフィンをしたことがなかったので少しむずかしかったですが、

とても楽しかったです。

さとう先生: へえ、すごいですねえ。食べ物はどうでしたか。

みわ: オーストラリアの食べ物が好きになりました。

ホームステイへ行く前は、ラムのにくが食べることが出来ませんでした。

今は好きになりました。でも、ベジマイトは食べることが出来ませんでした。

さとう先生: みわさんは英語が上手になりましたか。

みわ: はい、はじめはみんなが話していることが、ぜんぜん分かりませんでした。

だから、1週間ぐらいは、少しホームシックになりました。

でも、ホストファミリーとたくさん英語で話した方がいいと思って、

ジェスチャーをたくさんつかったり、えをかいたりしました。

それから、少しずつ、かんたんなことばで話しをすることが出来ました。

さとう先生: ホストファミリーは、とてもやさしかったんですね。

みわ: ええ。はじめはたいへんでしたが、

毎日ホストファミリーと話をするのは楽しかったです。それで、少しずつ新しい

ことばをおぼえました。それから、ホストファミリーは、わたしの国について

色々聞きました。ほとんど英語でせつめいすることが出来た時はとてもうれしかったです。

- さとう先生: ホストファミリーの人たちはどんなことをよく聞きましたか。
- みわ: 学校での勉強^{べんきょう}のことや週末にすること、それから、食べ物のことなどについてです。それに、日本のれきしや社会^{しゃかい}についても聞きました。時々、英語^{えいご}でこたえられなかったので、もっと勉強^{べんきょう}した方がいいと思いました。来年、ホストファミリーが私のうちに来るので、その時は、もっと上手に話したいです。
- さとう先生: がんばって下さい。

[Adapted from: Japan Foundation Japanese-Language Institute, Urawa. (n. d). *Minna no Kyozaï: Resources: Classroom activities/grammar notes* (Ch. 19–7). Retrieved June, 2013, from <http://minnanokyozaï.jp/kyozai/home/en/render.do> (password-protected area)]

Marking key for sample assessment task 2

Response	Marks
1. Which of the following are members of Miwa's host family?	/4
father	1
mother	1
older sister	1
younger brother	1
2. Where did the host family live in Japan?	/1
Nagano	1
3. What three things did the host family do with Miwa?	/3
took her skiing	1
took her to a hot spring	1
taught her to cook	1
4. How did Miwa communicate with her host family?	/3
used gestures for her	1
drew pictures for her	1
spoke with easy words	1
5. What four things did the host family ask Miwa?	/4
what she studies at school	1
what she does on the weekend	1
what she eats everyday	1
Miwa's country's history and society	1
Total	/15

Sample assessment task

Japanese: Second Language – ATAR Year 11

Task 7 – Unit 2

Assessment type: Response: Viewing and Reading

Conditions

Time for the task: 50 minutes

This task is to be completed in one lesson. It is intended that relevant teaching/learning will take place before the task is administered.

Use of dictionaries: one combined dictionary (Japanese/English and English/Japanese dictionary)

Task weighting: 10% of the school mark for this pair of units

Task 7: Welcoming a guest ようこそ !

(25 marks)

Text 1: You have received an email from a Japanese exchange student, who is coming to stay with you and your family. Read his email and answer the questions that follow in English.

From:	AtSuShi_MONKI@hotmail.com	CC:	
To:	hunterROX@hotmail.com	BC:	
Subject:	よろしくおねがいします。		
Message:	<p>ロクサーヌ・ハンターさんへ</p> <p>はじめまして。2月から、お世話になります。山下あつしとうします。16才の高校2年生です。どうぞよろしくおねがいします。ロクサーヌさんは日本語を読んだり、話したりすることが出来るそうですね。だから、日本語でメールを書くことにしました。</p> <p>オーストラリアに行く前に、少し聞きたいことがあります。1つはテキストのことです。テキストは買わなければなりませんか。つぎに、学校まではどうやって行きますか。バスや電車をつかいますか。それから、毎週、お金はどのぐらいいりますか。すみませんが、色々おしえて下さい。</p> <p>ぼくは学校で6かもくべんきょうしていて、好きなかもくは^{すうがく}数学です。もちろん、^{えいご}英語もなっていますが、まだ上手に話すことが出来ません。だから、ハンターさんたちと話す時に、みなさんの^{えいご}英語が分からないかもしれません。ゆっくり話してもらえるとうれしいです。</p> <p>つぎに、自分のことについて、少し書きたいと思います。ぼくはスポーツにきょうみがあります。とくに、からてがとくいで、オーストラリアでもからては人気があるそうですね。ぼくは学校のからてぶに入っていて、毎週月曜日から金曜日までほうかご、からてのれんしゅうをしています。パースに住んでいる間も、からてをつづけるつもりです。ハンターさんの家の近くで、からてをならうことが出来る所はありますか。それから、ぼくはオーストラリアのスポーツにもとともきょうみがあります。出来れば、パースにいる間に、オーストラリアで人気のあるスポーツをしてみたいと思います。ラクサーヌさんの学校にはどんなぶかつがありますか。</p> <p>ところで、来月の15日の朝、午前6時10分にパースくこうに着きますので、ごつごうはいかがでしょうか。むかえに来てもらうことが出来ますか。おへんじをまっています。ハンターのみなさんにお会い出来るのを楽しみにしています。</p>		

1月13日

山下あつしより

Text 1

(12 marks)

Question 1

Why is Atsushi writing to Roxanne in Japanese?

(1 mark)

Question 2

List the **four** questions Atsushi asks at the beginning of his email.

(4 marks)

1. _____
2. _____
3. _____
4. _____

Question 3

What did Atsushi ask from the Hunter family? Why?

(3 marks)

Question 4

How does Atsushi intend to spend his time while living in Perth?

(2 marks)

Question 5

When will Atsushi arrive in Perth?

(2 marks)

Text 2: Read the article, written by an exchange student from Japan, for her Japanese school newsletter. Answer the questions that follow in English.

パースは朝から晩まで楽しい!

山下 ゆり

みんな、今日は私のパースでのりゅう学せいかつについて、書くよ。こっちに来て、やく半年がたった。オーストラリアのいんしょうは「とてもきれいで、ひろい国！」ということ！先月はホストファミリーにロットネスというしまにつれて行ってもらった。しまの中でサイクリングをしたり、あおくて、きれい海でスノーケルをしたり、日本ではあんまりすることのないアクティビティができて、とても楽しかった。

それから、ホストシスターのジーンは日本語がとても上手で、私がえい語が分からないと、日本語で色々おしえてくれるよ。だから、ホームシックにぜんぜんならない！

この間の土曜日はホストマザーのサプライズパーティーがあった。ホストマザーはすしが好きだときいたから、私はすしをつくってあげた。みんな「おいしい！」と言って、たくさん食べてくれたから、すごいうれしかった。

来月、日本にかえらなければならないけど、ホストファミリーとわかれるのはとてもかなしい！でも、またいつか、パースにもどってくるつもりだから、えい語のべんきょうがんばるぞ！

Text 2**(13 marks)****Question 1**

What is the title of this article?

(1 mark)

Question 2

Describe the writer's impression of Australia.

(2 marks)

Question 3

Why did the writer enjoy the place where her host family took her?

(3 marks)

Question 4Give **two** reasons why the writer doesn't get homesick.

(2 marks)

1.

2.

Question 5

What made the writer happy at the surprise party last Saturday?

(2 marks)

Question 6

Explain what motivates the writer to learn English.

(1 mark)

Question 7

What did the writer recommend at the end of the article? Why?

(2 marks)

Marking key for sample assessment task 7

Text 1

Criteria	Marks
1. Why is Atsushi writing to Roxanne in Japanese?	/1
Because Roxanne can read and speak Japanese.	1
2. List the four questions Atsushi asks at the beginning of his email.	/4
Do I have to buy textbooks?	1
How will I get to school?	1
Do I use the bus and train?	1
How much money do I need each week?	1
3. What did Atsushi ask from the Hunter family? Why?	/3
When they are talking to him,	1
he asked them to speak to him slowly,	1
in case he doesn't understand their English.	1
4. How does Atsushi intend to spend his time while living in Perth?	/2
He intends to continue (learning) Karate.	1
He wants to try popular Australian sports.	1
5. When will Atsushi arrive in Perth?	/2
15 th of next month	1
6:10 am in the morning	1
Total	/12

Text 2

Criteria	Marks
1. What is the title of this article?	/1
Perth is fun from morning to night/Perth is fun all day.	1
2. Describe the writer's impression of Australia.	/2
Very beautiful/clean/pretty	1
spacious country	1
3. Why did the writer enjoy the place where her host family took her?	/3
The writer could go cycling on the island and	1
snorkelling in the beautiful blue ocean	1
which are activities you cannot do often in Japan.	1
4. Give two reasons why the writer doesn't get homesick.	/2
Her host sister Jane is very good at Japanese and	1
Jane can teach various things in Japanese (when the writer doesn't understand English).	1
5. What made the writer happy at the surprise party last Saturday?	/2
The writer made sushi for her host mother and	1
everyone ate the sushi saying it was "delicious!"	1
6. Explain what motivates the writer to learn English.	/1
The writer intends to come back to Perth.	1
7. What did the writer recommend at the end of the article? Why?	/2
The writer recommended going on exchange to Perth	1
because you will have an enjoyable time.	1
Total	/13
Final total	/25

Sample assessment task

Japanese: Second Language – ATAR Year 11

Task 9 – Unit 2

Assessment type: Written communication

Conditions

Time for the task: 50 minutes

This task is to be completed in one lesson. It is intended that relevant teaching/learning will take place before the task is administered.

Use of dictionaries: one combined dictionary (Japanese/English and English/Japanese dictionary)

Task weighting: 5% of the school mark for this pair of units

Seasonal activities and celebrations しきとイベント

(20 marks)

You have been on exchange for one year at your Japanese sister-school. The sister-school's annual magazine editor asks you to write an article for their publication before you return to Australia. The editor wants you to:

- discuss and compare the things you have noticed regarding the four seasons and what special events are held during those times
- make a comparison between one similar celebration in Australia and Japan
- describe your favourite festival/celebration in Japan.

Write approximately 350–400 *ji* in polite form.

Planning sheet

Use the table below to plan your article.

Greetings/Set the scene	
Talk about the seasons	
Provide information about what the weather is like in Japan	
Make a comparison between Japanese and Australian celebrations	
Describe your favourite celebration/event in Japan	
Justify why you like this best	
Conclusion	

Marking key for sample assessment task 9

Criteria	Marks
Content and relevance of response	/6
Provides detailed information. Engages the audience and effectively supports information with well-developed examples by: <ul style="list-style-type: none"> • setting the scene – the reason for writing this article • discussing Japanese seasons and the associated celebrations • making a comparison between an Australian and Japanese event/celebration • describing your favourite Japanese festival/celebration. 	6
Provides most of the required information and relates it to the question. Uses relevant details to elaborate.	5
Provides relevant information and covers a range of aspects with some elaboration.	4
Provides generally relevant information and relates it somewhat to the question. Uses limited details to elaborate.	3
Provides some information that superficially addresses some aspects in the question.	2
Provides information with little relevance to the question.	1
Accuracy	/4
Applies the rules of grammar and syntax accurately and consistently. Uses a range of complex structures with some errors. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	4
Applies the rules of grammar and syntax accurately and consistently. Uses a range of structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	3
Applies the rules of grammar and syntax with a satisfactory level of accuracy. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	2
Applies the rules of grammar and syntax inaccurately and inconsistently. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors and inaccuracies impede understanding.	1
Range of expressions, vocabulary and <i>kanji</i>	/4
Uses contextually relevant vocabulary, including most relevant productive <i>kanji</i> , and a range of expressions.	4
Uses relevant vocabulary, including some productive <i>kanji</i> , and a range of expressions.	3
Uses relevant vocabulary, limited <i>kanji</i> and expressions.	2
Uses repetitive, basic vocabulary.	1
Organisation	/4
Sequences information coherently and cohesively. Provides a context for writing. The organisation helps the reader to understand the main events being highlighted in the script. Appropriate length.	4
Sequences most information coherently and cohesively. Provides some context for writing. Appropriate length.	3
Some sequencing and paragraphing is evident. Connections are simple and straightforward.	2
Limited organisation impedes the flow and understanding. The connection between the ideas is unclear.	1
Conventions of text type	/2
Uses all the key conventions of an article, including the use of polite form, to address the purpose of writing and the audience: <ul style="list-style-type: none"> • title/heading • sets the scene/signs off as author • provides specific details with elaboration. 	2
Uses some of the conventions of an article.	1
Overall total	/20