



Government of **Western Australia**
School Curriculum and Standards Authority

SAMPLE ASSESSMENT TASKS

JAPANESE: SECOND LANGUAGE
GENERAL YEAR 12

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Sample assessment task

Japanese: Second Language – General Year 12

Task 2 – Unit 3

Assessment type: Oral communication

Conditions

Time for task: Preparation time: 15 minutes

Conversation: 4–5 minutes

Other items: Japanese/English and English/Japanese dictionary permitted during preparation time
Planning sheet

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

Task 2: My life 私の^{せいかつ}生活

(20 marks)

Conversation

In your class, there is a Japanese exchange student who has recently arrived from Japan and is very interested in knowing about life in Australia. Participate in a conversation with the Japanese exchange student and exchange information about you and your family, your hobbies and interests. Discuss some of the typical rules and routines of home and school life in Australia and ask about typical rules and routines of home and school life in Japan.

Planning sheet

Use the planning sheet below in preparation for the conversation.

Exchange information about yourself and your family	
Hobbies and interests	
Daily life both at home and at school (using patterns 'allowed', 'not allowed' and 'tari-tari')	

Marking key for sample assessment task 2

Criteria	Marks
Comprehension	/4
Comprehends questions and comments, with few or no requests for clarification.	4
Comprehends most questions and comments, and makes some requests for clarification.	3
Comprehends some questions and comments, and makes frequent requests for clarification.	2
Comprehends few questions and comments, relying heavily on marker support.	1
Response (relevance and depth of information)	/4
Engages in a meaningful conversation. Provides relevant information, ideas and opinions.	4
Participates in a conversation, with some reliance on memorised text that is incorporated into the conversation. Provides mostly relevant information, ideas and opinions.	3
Participates in conversation with some fragmentation. Relies on memorised text not always relevant to the conversation. Provides some relevant information, ideas and opinions.	2
Participates in a fragmented conversation. Relies heavily on memorised text not always relevant to the conversation. Provides little relevant information, ideas and opinions.	1
Language accuracy (grammar)	/4
Applies the rules of grammar accurately and consistently. Makes minor errors in structures which do not affect meaning.	4
Applies the rules of grammar mostly accurately and consistently. Makes errors in a range of structures which do not affect meaning.	3
Applies the rules of grammar with some accuracy and consistency. Makes errors which sometimes impede meaning.	2
Applies the rules of grammar with little accuracy or consistency. Makes errors which impede meaning.	1
Language range (vocabulary and grammar)	/4
Uses contextually relevant vocabulary and a range of expressions, grammar and sentence structure.	4
Uses relevant vocabulary, expressions and grammar, relying sometimes on simple sentence structures	3
Uses some relevant vocabulary, grammar and sentence structure.	2
Uses basic and repetitive vocabulary and grammar.	1
Speech (flow pronunciation and intonation)	/4
Uses clear and comprehensible pronunciation and excellent intonation. Speaks confidently and fluently, with appropriate pronunciation and intonation.	4
Uses acceptable pronunciation and intonation. Speaks with some degree of confidence and fluency, with mostly appropriate pronunciation and intonation.	3
Sometimes uses unclear or inaccurate pronunciation and intonation. Speaks with some hesitation. Speech is mostly unclear, with inaccurate pronunciation and intonation.	2
Speaks with frequent hesitation. Speech is mostly unclear, with inaccurate pronunciation and intonation.	1
Total	/20

Sample assessment task

Japanese: Second Language – General Year 12

Task 3 – Unit 3

Assessment type: Response: Viewing and reading

Conditions

Time for the task: 60 minutes

Other items: Japanese/English and English/Japanese dictionary

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

Task 3: Home life 学校と家での生活^{せいかつ}

(25 marks)

You have posted an advertisement on a Japanese e-pal site and have received four introductory emails from Japanese teenagers. Read the four emails and answer the questions that follow in English.

Email 1

From:	usage_butachan@hotmail.com	CC:	
To:	JeSsica_ChAn@hotmail.com	BC:	
Subject:			
Message:	<p>こんにちはジェシカさん！</p> <p>私は友子と→いいいます。私も16才ですよ。東京の「さくらがおか」という高校にかよっています。</p> <p>私はしゅみがたくさんあります。日本のドラマが大好きです。毎晩 2時間ぐらいテレビドラマを見ます。オーストラリアにもテレビドラマがありますか。好きなテレビドラマをおしえてください。</p> <p>えいも好きで、週に二回ぐらい、えいを見ます。オーストラリアのえいはあまり見たことはありませんが、最近日本で「オーストラリア」というえいが有名になりました。オーストラリアのケアンズという所で作ったと聞きました。ケアンズはパースからとおいですか。ジェシカさんも好きなえいをおしえてくださいね。それから、私は来年、オーストラリアに行きたいと思っています。オーストラリアのこともたくさん知りたいです。:) ジェシカさん、いろいろおしえてくださいね～！</p> <p>友子より</p>		

Email 2

From:	TakeTake@hotmail.com	CC:	
To:	JeSsica_ChAn@hotmail.com	BC:	
Subject:			
Message:	<p>はじめまして。</p> <p>ぼくの名前は、たけしです。高校二年生です。なりたに住んでいます。なりたには、ゆうめいな東京のくうこうがあります。ジェシカさんも、東京に来たことがありますよね。</p> <p>ぼくは3ヶ月前に家族といっしょに1週間パースに行きました。キングスパークや、フリーマントルやロットネストという島に行ってきました。ロットネストでいるかを見ることができました。ジェシカさん、いるかを見ることがありますか。パースのけしきは素晴らしいですね。いつか留学したいと思っています。</p> <p>ジェシカさんはアニメとまんがが好きですね。ぼくもよくまんがを読みますよ。こんど、ぼくの好きなまんがについてチャットしましょう。</p> <p>たけしより</p>		

Email 3

From:	From: YOSHI_BOY@hotmail.com	CC:	
To:	To: JeSsica_ChAn@hotmail.com	BC:	
Subject:			
Message:	<p>こんにちは。よしあきです。15才です。</p> <p>ぼくはパソコンが大好きです。よるおそくまでパソコンでゲームをするから、いつもねむいです。お金をためて、あたらしいパソコンを買いたいと思っているので、時々おじさんのやおやでアルバイトをしています。ジェシカさんもパソコンが好きですか。</p> <p>ぼくはまだ一度も海外に行ったことがありません。でも、来年、パースに行ってみたいと思います。</p> <p>ジェシカさんは来年、おおさかに留学しますよね。ぼくもおおさかに住んでいますよ。おおさかははじめてでしょう。おおさかはにぎやかで、色々な国の人たちがたくさんいますよ。</p> <p>ジェシカさんと留学について色々話したいと思います。メールをまっています。</p> <p>よしあきより</p>		

Email 4

From:	From: happi_me@hotmail.com	CC:	
To:	To: JeSsica_ChAn@hotmail.com	BC:	
Subject:			
Message:	<p>ジェシカさん、はじめまして。</p> <p>私は明子です。スポーツが大好きです。学校のテニスクラブに入っています。しょうらい、テニスのせんしゅになりたいです。じてんしゃにのるのも大好きです。ジェシカさんもスポーツが大好きだそうですが、テニスやサイクリングも好きですか。</p> <p>ジェシカさんは、たくさんりょこうしたことがありますね。私は、はじめての海外りょこうで、今年の3月に中国に行きました。ほんとうに楽しかったです。</p> <p>ジェシカさんの中国りょこうはどうでしたか。</p> <p>私はオーストラリアのペンパルを作って、英語がじょうずになりたいです。ジェシカさん、私に英語をおしえてくれませんか？ もちろん、私は日本語をおしえることができますよ。英語は、メールやチャットなどを書くことはできますが、まだ話すのはあまりとくいじゃないです。きょうみがあったら、メールくださいね。</p> <p>明子より</p>		

Complete the retrieval chart in English.

	Email 1	Email 2	Email 3	Email 4
Name	•	•	•	•
				1 mark each /4
Interests and hobbies	• •	•	•	• • •
				1 mark each /7
Travel (Where/when)	• •	• •	• •	• •
				1 mark each /8
What we have in common	•	• •	•	• •
				1 mark each /6
			Total	/25

Marking key for sample assessment task 3

	Email 1	Email 2	Email 3	Email 4
Name	<ul style="list-style-type: none"> Tomoko /Yuko 	<ul style="list-style-type: none"> Takeshi 	<ul style="list-style-type: none"> Yoshiaki 	<ul style="list-style-type: none"> Akiko
1 mark each /4				
Interests and hobbies	<ul style="list-style-type: none"> Japanese drama films/movies 	<ul style="list-style-type: none"> comic 	<ul style="list-style-type: none"> computer games 	<ul style="list-style-type: none"> sports tennis cycling
1 mark each /7				
Travel (Where/when)	<ul style="list-style-type: none"> Australia next year 	<ul style="list-style-type: none"> Perth three months ago 	<ul style="list-style-type: none"> Perth next year 	<ul style="list-style-type: none"> China this year in March
1 mark each /8				
What we have in common	<ul style="list-style-type: none"> same age as the author 	<ul style="list-style-type: none"> Takeshi lives in Tokyo where the author has visited both like manga 	<ul style="list-style-type: none"> Yoshiaki lives in Osaka where the author intends to study 	<ul style="list-style-type: none"> both Akiko and the author like sport both have been to China
1 mark each /6				
Total				/25

Sample assessment task

Japanese: Second Language – General Year 12

Task 8 – Unit 4

Assessment type: Written communication

Conditions

Time for the task: 50 minutes

Other items: Japanese/English and English/Japanese dictionary

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

Task 8: Welcoming a guest ようこそ！

(22 marks)

Your Japanese pen friend is coming to stay with you during the summer holidays. Write a letter to your pen friend informing him/her about summer holidays in Australia, and ask what Japanese people like to do during their summer holidays. Write about the weather and suggest what to bring. Briefly discuss some of your house rules and regulations. Write approximately 350–400 *ji* in polite form.

Planning sheet

Use the table below to plan your letter.

Greetings/salutations	
Talk about the seasons/weather	
Provide information about summer holidays in Australia	
Suggest what to bring	
Discuss some home rules and regulations	
Ask what Japanese people like to do during their summer holidays	
Conclusion	

Marking key for sample assessment task 8

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"> informing the pen friend about summer holidays in Australia asking what Japanese people like to do during the summer holidays describing the weather and suggesting what to bring discussing some of your house rules and regulations. 	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides relevant content and covers a range of aspects of the question. Uses details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question. Uses limited details to elaborate.	3
Provides some content that superficially addresses some of the information in the question.	2
Provides content with little relevance to the question.	1
Accuracy	/6
Applies the rules of grammar and syntax accurately and consistently. Uses a range of structures with few errors. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Applies the rules of grammar and syntax mostly accurately and consistently. Uses a range of structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
Applies the rules of grammar and syntax with a satisfactory level of accuracy and consistency. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	4
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.	3
Applies the rules of grammar and syntax inadequately and inconsistently. Uses a limited range of structures. Relies on syntax of another language. Makes errors, and inaccuracies impede understanding.	2
Applies the rules of grammar and syntax inaccurately. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
Vocabulary, expressions and kanji	/4
Uses contextually relevant vocabulary, including relevant productive <i>kanji</i> , and a range of expressions.	4
Uses relevant vocabulary, including some productive <i>kanji</i> and some expressions.	3
Uses some relevant vocabulary limited <i>kanji</i> .	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
Shows evidence of some sequencing and paragraphing. Makes simple and straightforward connections.	2
Makes limited use of organisation, impeding the flow and understanding. The connection between the ideas is unclear.	1

Criteria	Marks
Conventions of text type	/2
Uses all the key conventions of a letter, including appropriate register, to address the purpose of writing and the audience. Writes a letter to the Japanese pen friend which: <ul style="list-style-type: none">• uses salutations and endings, polite form and appropriate conclusion• informs and seeks a response• provides specific details with elaboration.	2
Uses some of the key conventions of a letter.	1
Total	/22

Sample assessment task

Japanese: Second Language – General Year 12

Task 11 – Unit 4

Assessment type: Response: Listening

Conditions

Time for the task: 40 minutes

Other items: Japanese/English and English/Japanese dictionary

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

Task 11: Healthy lifestyles けんこう **(30 marks)**

Listen to **two** conversations and **one** message spoken in Japanese. Answer questions in English.

Text 1 **(11 marks)**

Shizuka is the Japanese exchange student at John's school in Australia. She interviewed John in Japanese. Listen to their conversation and answer the questions in English.

1. Why did Shizuka interview John? (1 mark)

2. List the **three** daily routines John has which surprised Shizuka. (3 marks)

1.

2.

3.

3. What are the typical routines of Japanese students at night? (2 marks)

4. What did John ask Shizuka about Japanese people? (1 mark)

5. What sort of food does John eat every day? (2 marks)

6. Why couldn't Shizuka remember what she ate for dinner in Japan? (2 marks)

Text 2

John has left a message on Shizuka's mobile phone. Listen to his message and decide if the statements below are true or false? Circle the correct answer.

(6 marks)

John's message		
1. The tennis tournament will take place next Saturday morning.	True	False
2. Shizuka has played tennis before, so she will teach John how to play tennis.	True	False
3. John asked Shizuka not to bring a tennis racket and balls, and to wear something suitable for exercise.	True	False
4. John told Shizuka that he would pick her up at exactly 7 am on Saturday morning.	True	False
5. If it rains, they are going to Sally's house.	True	False
6. Shizuka has to call John to tell him if she cannot make it.	True	False

Text 3

Shizuka is talking to her mother in Japan on the phone. Listen to their conversation and answer the questions in English.

(13 marks)

1. What is the first thing Shizuka's mother asks Shizuka?

(1 mark)

2. What makes Shizuka think that she now has a healthy lifestyle?

(1 mark)

3. What does Shizuka have to say about the meals she has in Australia?

(3 marks)

4. What did Shizuka start last week? How did she feel about it? (4 marks)

5. What sort of support does Shizuka get from her host sister, Jane? (2 marks)

6. Why did Shizuka have to hang up the phone? (2 marks)

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.

Transcripts**Text 1**

- しずか： ジョンさん、私は日本の学校のニュースレターを書かなければなりません。
オーストラリアの生活^{せいかつ}について色々おしえてくれませんか。
- ジョン： いいですよ。どんなことが知りたいですか。
- しずか： まず、ジョンさんはけんこうてきな生活^{せいかつ}をしていると思いますか。
- ジョン： そうですね、ぼくはスポーツが大好きなので、けんこうてきな生活^{せいかつ}をしている
と思います。たとえば、毎日夜は九時半にねることにしています。そして、朝
は五時半ごろにおきて、犬といっしょにジョギングをしています。
- しずか： うわ～、すごいですね。日本の学生は夜はたいてい11時ぐらまでテレビを
見ていたり、べんきょうしたりしています。でも、部活^{ぶかつ}でうんどう部^ぶに入っ
たら、朝学校の前にうんどうすることがあります。でも、私は英会話^{えいかいわ}クラブ
だったので、、、
- ジョン： 日本人はよく電車やバスの中でねると聞きましたが、ほんとうですか。
- しずか： はい、家でねる時間が少ないので、私の友達^{ともだち}もよく学校に行く時、電車やバス
の中でねていますよ。あ、あと、ジョンさんはどんな食べものを食べていま
すか。
- ジョン： ぼくは、毎日やさいを5しゅるいとくだものを3しゅるい食べることにしてい
ます。そして、たくさんお水をのみます。
- しずか： えらいですねえ。。私は日本ではいつもテレビを見ながら、晩ごはんを食べて
いたので、よくなかったですね。でも、今はホストファミリーといっしょに
英語^{えいご}で会話をしながら食べるので、けんこうてきな生かつになったと思います。
- ジョン： とてもいいことだと思いますよ。しずかさんも、明日ぼくといっしょにジョギ
ングをしましょうか。
- しずか： ええと、私は朝はやくおきるのはちょっと、、、、

Text 2

もしもし、しずかさん、ジョンです。来月、学校でテニスのトーナメントがありますよね。だから、こんどの土曜日の朝、ニックとサリーとみんなでテニスのれんしゅうをしませんか。しずかさんはテニスをしたことがないそうなので、ぼくがテニスのしかたを色々おしえてあげます。ラケットやボールはぼくがぜんぶもって行くので、しずかさんはうんどうしやすいようふくで来てください。土曜日の朝、7時から7時半の間にむかえに行きます。お水や、ぼうし、日やけどめをもってきたほうがいいです。テニスの後、はサリーの家のプールでおよぐつもりです。だから、水着ももって来てください。もし、しずかさんが土曜日に来ることができなかつたら、でんわをください。では、また。

Text 3

しずか： あ、もしもし、お母さん。しずかだけど、元気？

お母さん： あら～、しずか、ひさしぶりね？ こっちはみんな元気よ。そっちの生活はどう？

しずか： とっても楽しいよ。英語にもだいぶなれた。ホストファミリーもやさしいよ。それに、毎日9時ごろにねるから、日本にいる時より、けんこうてきな生活をおくってると思う。

お母さん： よかったわ～。じゃ、そっちではどんな料理を食べているの？ 体にいいもの食べてる？

しずか： そうね、やっぱり、にくがおおいけど、やさいもかならず食べてるよ。デザートにはかならずフルーツが出る。

お母さん： ほんと、日本にいた時よりけんこうてきね。でも、うんどうはしてる？

しずか： うん、来月テニスのトーナメントが学校であるから、先週から友だちと学校でテニスのれんしゅうをしているよ。日本ではバトミントンをよくしてたけど、テニスはしたことがなかつたら、たいへん。でも、とてもおもしろいよ。

お母さん： あたらしいことにチャレンジするのは、いいことね。でも、べんきょうもしつかりしなきゃだめよ。

しずか： うん、もちろん、べんきょうもたくさんしてるよ。それにホストシスターのジェーンがしゅくだいが分からない時は、手つだってくれるから。

お母さん： あら、いいわね。しずかが元気そうで、よかったわ。

しずか： うん、じゃあ、オーストラリアのけいたい電話は高いから、もうきるね。みんなによろしく。

お母さん： 元気でね。

Marking key for sample assessment task 11

Text 1

Criteria	Marks
1. Why did Shizuka interview John?	/1
because she has to write a newsletter for her school in Japan	1
2. List the three daily routines John has which surprised Shizuka?	/3
John goes to bed at 9.30 every night	1
he wakes up 5.30 every morning	1
and jogs with his dog	1
3. What are the typical routines of Japanese students at night?	/2
they usually stay up until 11 pm	1
watch TV and/or study	1
4. What did John ask Shizuka about Japanese people?	/1
if Japanese people sleep on the train or the bus	1
5. What sort of food does John eat every day?	/2
five kinds of vegetables	1
three kinds of fruits	1
6. Why couldn't Shizuka remember what she ate for dinner in Japan?	/2
because she ate dinner while	1
watching TV	1
Total	/11

Text 2

Criteria	Marks
1. The tennis tournament will take place next Saturday morning.	/1
False	1
2. Shizuka has played tennis before, so she will teach John how to play tennis.	/1
False	1
3. John asked Shizuka not to bring a tennis racket and balls, and to wear something suitable for exercise.	/1
True	1
4. John told Shizuka that he would pick her up at exactly 7 am on Saturday morning.	/1
False	1
5. If it rains, they are going to Sally's house?	/1
False	1
6. Shizuka has to call John to tell him if she cannot make it.	/1
True	1
Total	/6

Text 3

Criteria	Marks
1. What is the first thing Shizuka's mother asks Shizuka?	/1
how is her life over there	1
2. What makes Shizuka think that she now has a healthy lifestyle?	/1
she goes to bed about 9 pm every day	1
3. What does Shizuka have to say about the meals she has in Australia?	/3
she eats meat a lot, but	1
always eats vegetables and	1
has some fruit for dessert	1
4. What did Shizuka start last week? How did she feel about it?	/4
she started practising tennis	1
with her friends at school	1
it is hard because she has never played tennis	1
but it is a lot of fun	1
5. What sort of support does Shizuka get from her host sister, Jane?	/2
when Shizuka doesn't understand her homework	1
Jane helps her	1
6. Why did Shizuka have to hang up the phone?	/2
because the cost of the mobile phone call in Australia	1
is expensive	1
Total	/13
Final total	/30