



SAMPLE ASSESSMENT TASKS

JAPANESE: SECOND LANGUAGE
ATAR YEAR 12

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Sample assessment task

Japanese: Second Language – ATAR Year 12

Task 1 – Unit 3

Assessment type: Response: Listening

Conditions

Time for the task: 40 minutes

Other items: Japanese/English and English/Japanese dictionary permitted

Task weighting: 5.25% of the school mark for this pair of units

Travel 旅行 (37 marks)

Listen to **three** texts about travel and respond in English to questions in English.

Text 1

Listen to the conversation between Alisa and a travel agent and answer the questions in English.

(13 marks)

1. What type of accommodation is Alisa looking for? (2 marks)

2. Complete the table below. (5 marks)

Accommodation	Location	Other information
Kitagawa Inn	From Kyoto station, •	•
Haruno Inn	From Kyoto Station, •	• •

3. What does Alisa plan to do while staying there? (2 marks)

4. Fill in Alisa's booking form below. (4 marks)

Sakura travel booking sheet			
Name	Alisa Tanaka	Number of guests	3
Dates	From (1 mark)	To (1 mark)	
Name of accommodation	Kitagawa Inn	Type of room	Japanese room
Special request	 (1 mark)	Telephone number	 (1 mark)

Text 2

Listen to the conversation between Tom and Megumi and respond in English to questions in English.

(13 marks)

1. What **two** things did Tom ask Megumi? (2 marks)

2. Why did Megumi recommend to Tom that he should go to Kyoto and Osaka? (3 marks)

3. What reasons does Megumi give to Tom about the accommodation? (4 marks)

Accommodation	Reasons
Japanese Inn in Kyoto	<ul style="list-style-type: none"> • •
Hotel in Osaka	<ul style="list-style-type: none"> • •

4. Why does Tom want to go to Okinawa? (2 marks)

5. What are the **two** concerns Megumi has about travelling to Okinawa in September? (2 marks)

Text 3

Listen to the conversation between John and Mrs Yamakawa and respond in English to questions in English. (11 marks)

1. Why did John call Mrs Yamakawa? (2 marks)

2. When does John plan to go to Japan and for how long? (2 marks)

3. What did Mrs Yamakawa offer John while he is in Tokyo for three days? (2 marks)

4. What are the **three** reasons Mrs Yamakawa gives for going to Hokkaido by plane? (3 marks)

5. What advice did she give to John at the end of the conversation? (2 marks)

Marking key for sample assessment task 1 – Unit 3

Description	Marks
Text 1	
1. What type of accommodation is Alisa looking for?	/2
Japanese Inn (Ryokan) with a hot spring	1
near Kyoto station	1
2. Table	/5
Kitagawa Inn from Kyoto station	
10-minute walk	1
close to a convenience store	1
Haruno Inn from Kyoto Station	
2 minutes by subway	1
there are two big hot springs	1
breakfast is separate charge	1
3. What does Alisa plan to do while staying there?	/2
hire a bike	1
to do sightseeing	1
4. Alisa's booking form	/4
8–10 May	1
hiring bicycles	1
03 2296 4412	1
Text 2	
1. What two things did Tom ask Megumi?	/2
What is the weather like in Japan in September?	1
What type of clothing should he bring to Japan?	1
2. Why did Megumi recommend to Tom that he should go to Kyoto and Osaka?	/3
he would be able to look at a traditional city like Kyoto	1
and a modern city like Osaka	1
it's only 30 minutes by train from Kyoto to Osaka	1
3. What reasons does Megumi give to Tom about the accommodation?	/4
can have a hot spring	1
can have delicious Japanese meals (for dinner)	1
near station	1
cheap	1
4. Why does Tom want to go to Okinawa?	/2
the beach is beautiful	1
and seems well-known throughout the world	1
5. What are the two concerns Megumi has about travelling to Okinawa in May?	/2
September is typhoon season (in Okinawa)	1
it rains a lot and you cannot go sightseeing	1
Text 3	
1. Why did John call Mrs Yamakawa?	/2
he is planning to go to Japan (again) with his parents	1
(and) wants to see the Yamakawa family during that time	1
2. When does John plan to go to Japan and for how long?	/2
from the 3rd of January next year	1
for about two or three weeks	1
3. What did Mrs Yamakawa offer John while he is in Tokyo for three days?	/2
John and his parents can stay at their house	1
she will take them around various places in Tokyo	1
4. What are the three reasons Mrs Yamakawa gives for going to Hokkaido by plane?	/3
the bullet train (<i>Shinkansen</i>) doesn't go to Hokkaido	1
it's only three hours from Tokyo to Hokkaido by plane	1
the airfare is not too expensive	1

Description	Marks
5. What advice did she give to John at the end of the conversation?	/2
it seems Hokkaido in January is very cold	1
he had better bring warm clothing	1
Total	/37

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 Text 1

- エージェント もしもし、「さくらトラベル」でございます。
- アリサ あ、すみません、京都駅の近くで、おんせんのついている旅館をさがしているんですが、おすすめの所はありますか。
- エージェント ごよさんは一泊いくらぐらいですか。
- アリサ できれば、一泊一人5000円ぐらいでおねがいします。
- エージェント そうしますと、おすすめの旅館が二つございます。一つは「北川旅館」、京都駅から、あるいて10分ぐらいで、近くにコンビニもあって、べんりです。 もう一つは 「旅館はるの」、京都駅からちかてつで2分、大きいおんせんが二つあります。でも、「旅館はるの」はご朝食はべつ料金になります。
- アリサ そうですか。それから、じてんしゃをかりて、観光しようと思っているんですが、かりることはできますか。
- エージェント はい、どちらの旅館も一日500円でのじてんしゃのかし出しがでございます。
- アリサ じゃ、北川旅館に5月8日から2泊3日、3名でよやくをおねがいします。
- エージェント 5月8日から2泊3日、3名様のごよていですね。和室とよう室がございしますが、どちらをごきぼうですか。
- アリサ 和室でおねがいします。
- エージェント はい、では、3名様2泊3日で3万円になります。チェックアウトの時間におしはらいください。では、お名前とお電話番号を教えてください。
- アリサ はい、田中アリサと申します。電話番号は03の2296の4412です。

エージェント

かしこまりました。さくらトラベルのごりようありがとうございます

Transcript Text 2

トム めぐみさん、来年の9月に日本に行こうと思うんだけど、どんなきせつかな?どんなようふくをもって行ったほうがいいと思う。?

めぐみ そうね、9月は秋だから、うすい長そでのようふくを一まいかならずもって行ったほうがいいわ。あとは半そでを中に着たら、だいじょうぶだと思う。

トム じゃ、でんとうてきな町とげんだいてきな町、りょうほう見てみたいんだけど、どこがいいかな?

めぐみ う〜ん、京都と大阪はどうかしら。京都から大阪までは電車で30分だけだし、京都はとてもでんとうてきだけど、大阪は日本で2番目に大きいとしてとてもげんだいてきな町よ。

トム ベンリだね。泊まる所はどこがいいかな?

めぐみ そうね、やっぱり、京都では旅館に泊まったほうが、おんせんにも入れるし、。晩ごはんもおいしい日本料理を食べることができるわ。で、大阪はホテルの方が駅に近くて安いわ。

トム それから、おきなわの海がきれいでせかいでもゆうめいみたいだから、おきなわも行く予定なんだけど、どうやって行くのが一番いいと思う。

めぐみ そうね、大阪のかんさいくこうからひこうきで行くのがかんたんよ。でも、9月のおきなわはあんまりおすすめできないわ。

トム どうして?

めぐみ 9月はたいふうのきせつよ。よく雨がふって、観光もあんまりできないみたいよ。

トム そっか、じゃあ、日本に行くのは5月の休みにかえよう。

めぐみ さんせい。じゃ、日本を楽しんできてね。

Transcript Text 3

- 山川 もしもし、山川です。
- ジョン あっ、山川のお母さん、おひさしぶりです。オーストラリアのジョンです
- 山川 あら、ジョンくん、ひさしぶりね。元気にしていた。
- ジョン はい、きょねんは山川さん家族に本当にお世話になりました。
- 山川 私達もジョン君をうちでホストできて、ほんとうに楽しかった。今日はどうしたの？
- ジョン じつは、りょうしんをつれて、また日本に行こうと思っているんです。その時に、山川さんご家族にも会いたいんですが、
- 山川 あら、ジョンくんのごりょうしんに会うの楽しみだわ！ いつ日本に来る予定なの。
- ジョン 来年の1月5日から2、3週間ぐらいで、ゆめいな観光地をいくつかまわる予定です。
- 山川 いいわね～、東京には何日ぐらいいるつもり？
- ジョン そうですね、多分、3日間ぐらいかな。
- 山川 じゃ、東京にいる間はみなさん、私達の家泊まっていいわよ。それに、東京の色々な所をあんないしてあげるわ。
- ジョン ほんとうですか。とってもうれしいです。後、北海道でスキーをしてみたいんですが、北海道まで、しんかんせんで行くことができるかどうか、分からないんです。知っていますか。
- 山川 ええと、しんかんせんは北海道までは行かないと思うわ。でも、東京から北海道までひこうきで3時間しかかからないし、料金もそんなに高くないから、ひこうきの方がいいと思うわ。
- ジョン そうですか、ありがとうございます。また、はっきりしたけいかくがきまったら、イーメールか、電話します。
- 山川 そうね、とても楽しみにしているわ。そうそう、1月の北海道はとってもさむいみたいだから、あたたかいよふくをもってきた方がいいわよ。
- ジョン ありがとうございます。じゃまたれんらくします。

Sample assessment task

Japanese: Second Language – ATAR Year 12

Task 3 – Unit 3

Assessment type: Written communication

Conditions

Time for the task: 50 minutes

Other items: Japanese/English and English/Japanese dictionary permitted

Task weighting: 5.25% of the school mark for this pair of units

Part-time jobs and money アルバイトとお金

(20 marks)

You have been asked to write an article for your sister school's magazine about the types of part-time jobs students have in Australia. Give the reasons why students have part-time jobs and provide your opinion on part-time work. Write approximately 350–400 *ji* in polite form.

Planning sheet

Use the table below to plan your article.

Title/heading Introduction	
Types of part-time jobs Australian school students have	
Reasons why students have part-time jobs	
Your opinion on part-time work	
Conclusion	

Marking key for sample assessment task 3 – Unit 3

Criteria	Marks
Content and relevance	/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 this article • discussing the types of part-time jobs students have in Australia • providing reasons why students choose to have part-time jobs and your opinion on part-time work. 	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 meaning.	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 straight forward.	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
Total	/20

Sample assessment task

Japanese: Second Language – ATAR Year 12

Task 9 – Unit 4

Assessment type: Response: Viewing and reading

Conditions

Time for the task: 50 minutes

Other items: Japanese/English and English/Japanese dictionary permitted

Task weighting: 7% of the school mark for this pair of units

Youth events and pathways わかもの ぎょうじ しんろ 若者の行事と進路

(26 marks)

Read the **two** emails and answer the questions in English.

Text 1

Read the email below.

Email	
From:	AkiraNO1@bigone.ne.jp
To:	Tomtom2000@kohoo.com.au
Subject:	高校をそつぎょうしたよ！
Message:	<p>トム、元気になっていますか？ ぼくは先週高校の卒業式<small>そつぎょうしき</small>にさんかしました。これで、大学の入学式<small>にゅうがくしき</small>までの一ヶ月、しばらくは勉強しなくてもいいから、うれしくて、たまらない！それに、ぼくはあさって誕生日<small>たんじょうび</small>で十八才になるんだけど、両親<small>りょうしん</small>がおいわいに車を買ってくれます。やった～！</p> <p>トムはうんてんめんきよを持っていますか？ ぼくはこの休みにうんてんめんきよをとる予定<small>よてい</small>ですが、日本では自動車学校<small>じどうしゃ</small>に通って、授業<small>かよ</small>を受けなければならぬんです。だから、休みの間は旅行ができてなくて、ざんねん。でも、うんてんめんきよがとれたら、両親<small>りょうしん</small>に買ってもらった車で今年の夏休みに友だちと北海道を旅行しようと思っています。楽しみです！</p> <p>でも、車ってお金がかかるし、北海道の旅行のためにも、昨日からレストラン<small>きのう</small>でアルバイトを<small>じきゅう</small>ははじめました。時給千円で、けっこういい方なんだけど、長い時間おさら<small>あら</small>を洗<small>たいへん</small>わなければならなくて、大変です。それに、マネージャーがきびしくて、こまってしまう。でも、好きな時間をえらべるし、毎日でも働けるから、がんばってつづけようと思います！</p> <p>トムは今年十二年生でいそがしいですか。つぎはいつ日本<small>よてい</small>に来る予定ですか。 トムが日本に来たら、ぼく<small>よてい</small>の車で色々な所につれて行ってあげます。またね。メール待っています！</p> <p>あきらより</p>

Text 1

Answer the following questions in English.

(12 marks)

1. List **two** reasons why Akira is so happy. (2 marks)

2. What **two** things is Akira planning to do during this holiday? (2 marks)

3. What is Akira looking forward to doing during the summer holidays? (2 marks)

4. Why did Akira start a part-time job? (2 marks)

5. What **two** things does Akira dislike about his part-time job? (2 marks)

6. What **two** advantages are there for Akira to continue with his part-time job? (2 marks)

Text 2

Read the email below.

Email	
From:	Minami_Takei@smallcoin.ne.jp
To:	Takei_Kazoku@smallcoin.ne.jp
Subject:	おねがい！
Message:	<p>お母さんへ、</p> <p>お母さん、元気？私はすごい元気だよ。パースに来て三週間、毎日いそがしくて大変 <small>じゅぎょう</small> だけど、学校の生活にもやっとなれて、楽しくすごしてるよ。英語と社会の授業は先生の <small>じゅぎょう</small> <small>ないよう</small> 話してるのがむずかしいけど、ホストシスターのジェーンが毎晩家で授業の内容をゆっくり せつめいしてくれるから、たすかってる！ それから、日本語の授業ではオーストラリアの <small>てつだ</small> 学生の勉強を手伝ってるんだけど、けっこうむずかしい！ 学生と日本語で話すのは楽 しいんだけど、日本語のぶんぼうを英語で学生にせつめいできなくて、こまった！</p> <p>で、今日はお母さんにおねがいがあるの、じつは来月学校の十二年生の行事で、「フ ォーマル」っていうダンスパーティーがあるんだけど、それに着ていくためのドレスのお金をすぐ おくってくれない？ フォーマルの会場は有名なホテルで、みんなおけしょうして、ロングド <small>ゆうめい</small> レスを着て、パートナーといっしょにリムジンに乗って行くんだって！ お金がすごいかかるけ <small>けいけん</small> ど、でも、日本では経験できないし、とてもいい思い出になると思うから、行ってもいいで しょ？ もちろん、学校行事だから、学校の先生もさんかするし、パーティーっていても、 <small>さけ</small> <small>あんしん</small> お酒はでないから、安心して！</p> <p>先週、ホストシスターのジェーンとドレスを見に行ってきたんだ。どれも五百ドルぐらいする し、ロングドレスなんて着たことなかったから、すごいきんちょうしたけど、私にぴったりの水 色のロングドレスを見つけたの。フ</p> <small>しゃしん</small> <small>おく</small> ォーマルで写真とったら、かならず送るから！ じゃ、来週までにドレスのお金おくってくれる とたすかる～！ またね。 みなみより

Text 2

Answer the following questions in English.

(14 marks)

1. What kind of difficulties is Minami experiencing at school? (2 marks)

2. How is Minami resolving these difficulties? (2 marks)

3. What difficulties did Minami experience during the Japanese language class? (2 marks)

4. What favour did Minami ask her mother? (2 marks)

5. List **four** things Minami said to persuade her mother. (4 marks)

6. What made Minami nervous? (2 marks)

Marking key for sample assessment task 9 – Unit 4

Text 1

Criteria	Marks
1. List two reasons why Akira is so happy.	/2
He doesn't have to study for a month (till the entrance ceremony at university)	1
His parents will buy him a car (for his birthday, the day after tomorrow)	1
2. What two things is Akira planning to do during this holiday?	/2
He is going to get his driver's licence	1
He has to go to (driving) school to take some lessons	1
3. What is Akira looking forward to doing during the summer holidays?	/2
Travelling to Hokkaido with his friends	1
in his car (which will be bought by his parents)	1
4. Why did Akira start a part-time job?	/2
It would be expensive to use a car/It would cost a lot to keep a car	1
For the Hokkaido trip	1
5. What two things does Akira dislike about his part-time job?	/2
He has to wash dishes for long hours	1
His manager is strict	1
6. What two advantages are there for Akira to continue with his part-time job?	/2
He can choose the time he wants to work	1
He can work everyday	1
Total	/12

Text 2

Criteria	Marks
1. What kind of difficulties is Minami experiencing at school?	/2
During English and Social Science lessons,	1
the teachers' talk is difficult (to understand)	1
2. How is Minami resolving these difficulties?	/2
Every night at home	1
her host sister Jane explains the lesson content (slowly)	1
3. What difficulties did Minami experience during the Japanese language class?	/2
Explaining Japanese language grammar	1
to students in English	1
4. What favour did Minami ask of her mother?	/2
To send some money to her (soon)	1
To purchase a dress for the formal (school ball)	1
5. List four things Minami said to persuade her mother.	/4
You cannot experience the formal in Japan	1
It will be a very good memory	1
It is a school event/teachers will join in	1
No alcohol will be served	1
6. What made Minami nervous?	/2
Every dress costs around \$500	1
She has never worn a long dress before	1
Total	/14

Sample assessment task

Japanese: Second Language – ATAR Year 12

Task 10 – Unit 4

Assessment type: Oral communication

Conditions

Preparation time: 15 minutes

Time for the task: 8–9 minutes

Other items: Japanese/English and English/Japanese dictionary may be used during preparation time only

Task weighting: 7.5% of the school mark for this pair of units

Future plans 未来

(20 marks)

Participate in a conversation with your teacher about education and career pathways available to young people and how the study of Japanese can influence their choices.

Planning sheet

Use the planning sheet below in preparation for the conversation.

Marking key for sample assessment task 10 – Unit 4

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 requests 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 providing: <ul style="list-style-type: none"> information about education and career pathways available to young people how the study of Japanese can influence their choices. 	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