Stage 5 Japanese – assessment

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# **日本のりょこう** – Japanese travels

## Outcomes

Outcomes to be assessed:

* **LJA5-4C** – experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
* **LJA5-6U** – demonstrates understanding of how Japanese writing conventions are used to convey meaning
* **LJA5-7U** – analyses the function of complex Japanese grammatical structures to extend meaning
* **LJA5-9U** – explains and reflects on the interrelationship between language, culture and identity

All outcomes referred to in this assessment task come from the [Japanese K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/japanese-k-10-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

## Assessment choices

Providing students with assessment choices allows for creativity, differentiation, ownership of learning and self-reflection. It can also lead to increased engagement and deeper understanding of content.

This sample assessment provides examples of choices that assess the same outcomes and use the same language skills, despite the audience, purpose and context varying for each choice. Students choose one option, or they could create their own option, with teacher approval.

## Suggested task

**Outcomes to be assessed: LJA5-4C, LJA5-6U, LJA5-7U, LJA5-9U**

You have just returned from one week in Japan. Create an online travel blog, including at least 5 sightseeing experiences and activities, travel and accommodation, to share with your Japanese class in Australia. Encourage your classmates to experience these as options for a future trip to Japan, by giving recommendations with reasons.

In your blog, you should:

* encourage the audience to visit each location, using persuasive language
* include the activities, accommodation and places to eat that you enjoyed the most relevant to each experience, and where they are located
* describe what you recommend about each experience, including activities (where relevant), and explain why
* reflect on what was special about the experience from a cultural perspective, for example etiquette or significance to Japanese people.

To support students with completing the task, provide them with the [planning and sample scaffold document](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/japanese/languages-japanese-s5-assessment-scaffold.docx).

### Suggested differentiations

To allow for greater choice with assessment, students could select the context, purpose and/or audience which interest them from the table below, and then choose one of the following products:

* create an online travel blog, reflecting on a 1-week experience travelling in Japan
* create a digital presentation, of a 1-week experience travelling in Japan
* create an online travel blog, reflecting on a 1-week experience travelling in Australia.

Students include the same information as listed above, for the blog task.

Note: When you present the options to your students, discuss the impact their choice may have on register (depending on audience).

|  |  |  |
| --- | --- | --- |
| Context | Purpose | Audience |
| Online travel blog reflecting on a week experience travelling in Japan | To consider options for a future trip | Japanese class in Australia |
| Digital presentation of a 1-week experience travelling in Japan (Adobe Spark, PowerPoint, video highlight tour with Japanese subtitles) | To tell what you liked about the city and will encourage others to know more about their city | Sister city school and council in Japan |
| Online travel blog reflecting on a 1-week experience travelling in Australia | To encourage Japanese visitors to visit places in your area | Japanese visitors to Australia |

### Suggested variation for students with a background in Japanese

**(Variations shown in bold.)**

You have just returned from one week in Japan. Create a **bilingual** online travel blog, including at least 5 sightseeing experiences and activities, travel and accommodation, to share with your Japanese class in Australia. Encourage your classmates to experience these as options for a future trip to Japan, by giving recommendations with reasons. **To be inclusive of the needs of your classmates’ family members, give further recommendations on the suitability of the places visited for a person in a wheelchair and include food options for vegetarians.**

In your blog, you should:

* encourage the audience to visit each location, using persuasive language
* include the activities, accommodation and places to eat that you enjoyed the most relevant to each experience, and where they are located
* describe what you recommend about each experience, including activities (where relevant), and explain why
* **include information of wheelchair access and vegetarian food options for each place**
* reflect on what was special about the experience from a cultural perspective, for example etiquette or significance to Japanese people.

## Marking criteria – suggested task

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcomes | A – extensive  | B – thorough  | C – sound  | D – basic  | E – elementary  |
| LJA5-4C – experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences | Composes a well-structured and informative text (travel blog/presentation) which would engage the target audience. Accurately manipulates an extensive range of appropriate linguistic structures and vocabulary, with minimal errors.Conveys information and opinions on all of the following:* places to eat
* activities
* sightseeing experiences
* accommodation
* recommendations, with reasoning.

Minimal to no evidence of use of dictionary/online translators.  | Composes an informative text (travel blog/presentation) which would engage the target audience. Manipulates a thorough range of appropriate linguistic structures and vocabulary, with some errors. Conveys information and opinions on all of the following:* places to eat
* activities
* sightseeing experiences
* accommodation
* recommendations with reasoning.

Minimal evidence of use of dictionary/online translators – evident for occasional words only. | Composes an informative text (travel blog/presentation), using a sound range of learnt linguistic structures and vocabulary, with some manipulation and errors. Conveys information and opinions on all of the following:* places to eat
* activities
* sightseeing experiences
* accommodation
* recommendations, with reasoning.

Evidence of use of dictionary/online translators for some words and phrases. | Composes a text (travel blog/presentation), using a basic range of linguistic structures and vocabulary.Conveys information on some of the following:* places to eat
* activities
* sightseeing experiences
* accommodation
* a comment about the experiences.

Evidence of reliance on dictionary/online translators for phrases and sentences. | Attempts to compose a text (travel blog/presentation), using limited linguistic structures and vocabulary. Conveys some relevant information. Evidence of heavy reliance on dictionary/online translators for phrases and sentences. |
| LJA5-6U – demonstrates understanding of how Japanese writing conventions are used to convey meaning | Composes Japanese script with a high degree of accuracy using a broad range of *kanji*, *hiragana* and *katakana* appropriately.Selects correct input and *romaji* to accurately type in Japanese. Uses correct punctuation consistently. | Composes Japanese script with accuracy using a range of *kanji*, *hiragana* and *katakana* appropriately.Selects correct input and *romaji* to type in Japanese with minimal errors. Uses correct punctuation most of the time. | Composes Japanese script with some degree of accuracy using *hiragana* and *katakana* appropriately. Uses limited *kanji*. Selects correct input and *romaji* to type in Japanese with some errors. Uses correct punctuation some of the time. | Composes Japanese script with some errors using *romaji* and *hiragana*, with some errors.Selects input and *romaji* to type in Japanese with some errors. Uses basic punctuation. | Attempts to write some script with limited accuracy, often using romaji in place of script.Uses limited punctuation. |
| LJA5-7U – analyses the function of complex Japanese grammatical structures to extend meaning | Applies an extensive range of complex Japanese grammatical structures with minimal errors, to extend meaning. Includes conjunctions, verb and adjective conjugations, comparison, opinion and reasoning. | Applies a thorough range of complex Japanese grammatical structures, with minimal errors, to extend meaning. Includes conjunctions, verb and adjective conjugations, comparison, opinion and reasoning. | Applies a sound range of complex Japanese grammatical structures with some errors to extend meaning. Includes conjunctions, verb conjugations, comparison, opinion and reasoning. | Applies 1-2 examples of complex Japanese grammatical structures, with errors, to express ideas. | Attempts to apply limited Japanese grammatical structures, with frequent errors, to express ideas. |
| LJA5-9U –explains and reflects on the interrelationship between language, culture and identity | Demonstrates extensive knowledge and perceptive understanding of how language reflects the culture and identity of Japanese speaking communities by using:* differences in text structure and grammar between formal and informal use
* use of language to reflect respect in Japanese, including softening of tone and correct terminology for Japanese places, activities and items
* etiquette or culture in Japan that may appear unusual or different to Australians
* historical and cultural references for inclusion in travel blog/presentation.
 | Demonstrates thorough knowledge and understanding of how language reflects the culture and identity of Japanese speaking communities by using:* differences in text structure and grammar between formal and informal use
* use of language to reflect respect in Japanese, including softening of tone and correct terminology for Japanese places, activities and items
* etiquette or culture in Japan that may appear unusual or different to Australians
* historical and cultural references for inclusion in travel blog/presentation.
 | Demonstrates sound knowledge and understanding of how language reflects the culture and identity of Japanese speaking communities by using:* differences in text structure and grammar between formal and informal use
* use of language to reflect respect in Japanese, including softening of tone and correct terminology for Japanese places, activities and items
* etiquette or culture in Japan that may appear unusual or different to Australians
* historical and cultural references for inclusion in travel blog/presentation.
 | Demonstrates basic knowledge and understanding of how language reflects the culture and identity of Japanese speaking communities by using some of the following:* differences in text structure and grammar between formal and informal use
* use of language to reflect respect in Japanese, including softening of tone and correct terminology for Japanese places, activities and items
* etiquette or culture in Japan that may appear unusual or different to Australians
* historical and cultural references for inclusion in travel blog/presentation.
 | Demonstrates limited knowledge and understanding of how language reflects the culture and identity of Japanese speaking communities by using 1-2 of the following:* differences in text structure and grammar between formal and informal use
* use of language to reflect respect in Japanese, including softening of tone and correct terminology for Japanese places, activities and items
* etiquette or culture in Japan that may appear unusual or different to Australians
* historical and cultural references for inclusion in travel blog/presentation.
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## Marking criteria – students with a background in Japanese

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| Outcomes | A – extensive  | B – thorough  | C – sound  | D – basic  | E – elementary  |
| LJA5-4C – experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences | Composes a well-structured, engaging and informative text (travel blog/presentation), accurately manipulating an extensive range of appropriate linguistic structures and vocabulary, with minimal errors.Conveys information and opinions on all of the following:* places to eat
* activities
* sightseeing experiences
* accommodation
* recommendations, with reasoning
* suitability of the places for a person with a disability
* suitability of the place for a vegetarian.

Creates a bilingual text demonstrating understanding in creating authentic text, without reliance on word-for-word translation.Minimal to no evidence of use of dictionary/online translators. | Composes an engaging and informative text (travel blog/presentation), manipulating a thorough range of appropriate linguistic structures and vocabulary, with some errors. Conveys information and opinions on all of the following:* places to eat
* activities
* sightseeing experiences
* accommodation
* recommendations, with reasoning
* suitability of the places for a person with a disability
* suitability of the place for a vegetarian.

Creates a bilingual text demonstrating understanding in creating authentic text with minimal reliance on word-for-word translation.Minimal evidence of use of dictionary/online translators – evident for occasional words only. | Composes an informative text (travel blog/presentation), using a sound range of learnt linguistic structures and vocabulary, with some manipulation and errors. Conveys information and opinions on all of the following:* places to eat
* activities
* sightseeing experiences
* accommodation
* recommendations, with reasoning
* suitability of the places for a person with a disability
* suitability of the place for a vegetarian.

Creates a bilingual text, using some word-for-word translation.Evidence of use of dictionary/online translators for some words and phrases. | Composes a text (travel blog/presentation), using a basic range of linguistic structures and vocabulary.Conveys information on some of the following:* places to eat
* activities
* sightseeing experiences
* accommodation
* recommendations, with reasoning
* suitability of the places for a person with a disability
* suitability of the place for a vegetarian.

Creates a bilingual text using a focus on word-for-word translation.Evidence of reliance on dictionary/online translators for phrases and sentences. | Attempts to compose a text (travel blog/presentation), using limited linguistic structures and vocabulary. Conveys some relevant information.Attempts to create a bilingual text using a heavy focus on word-for-word translation.Evidence of heavy reliance on dictionary/online translators for phrases and sentences. |
| LJA5-6U – demonstrates understanding of how Japanese writing conventions are used to convey meaning | Composes Japanese script with a high degree of accuracy using a broad range of *kanji*, *hiragana* and *katakana* appropriately.Selects correct input and *romaji* to accurately type in Japanese. Uses correct punctuation　consistently.Accurately demonstrates extensive knowledge of affixes such as さ、み to authentically convey meaning. | Composes Japanese script with accuracy using a range of *kanji*, *hiragana* and *katakana* appropriately.Selects correct input and *romaji* to type in Japanese with minimal errors. Uses correct punctuation most of the time.Demonstrates thorough knowledge of affixes such as さ、み to authentically convey meaning. | Composes Japanese script with some degree of accuracy using *hiragana* and *katakana* appropriately. Uses limited *kanji*. Selects correct input and *romaji* to type in Japanese with some errors. Uses correct punctuation some of the time.Demonstrates sound knowledge of affixes such as さ、み to authentically convey meaning. | Composes Japanese script with some errors using *romaji* and *hiragana*, with some errors.Selects input and *romaji* to type in Japanese with some errors. Uses basic punctuation.Demonstrates basic knowledge of affixes such as さ、み to authentically convey meaning, with errors. | Attempts to write some script with limited accuracy, often using romaji in place of script.Uses limited punctuation.Limited, or no use of affixes such as さ、み to authentically convey meaning. |
| LJA5-7U – analyses the function of complex Japanese grammatical structures to extend meaning | Applies an extensive range of complex Japanese grammatical structures with minimal errors, to extend meaning. Includes conjunctions, verb and adjective conjugations, comparison, opinion and reasoning. | Applies a thorough range of complex Japanese grammatical structures, with minimal errors, to extend meaning. Includes conjunctions, verb and adjective conjugations, comparison, opinion and reasoning. | Applies a sound range of complex Japanese grammatical structures with some errors to extend meaning. Includes conjunctions, verb conjugations, comparison, opinion and reasoning. | Applies 1-2 examples of complex Japanese grammatical structures, with some errors, to express ideas. | Attempts to apply limited Japanese grammatical structures, with frequent errors, to express ideas. |
| LJA5-9U – explains and reflects on the interrelationship between language, culture and identity | Demonstrates extensive knowledge and perceptive understanding of how language reflects the culture and identity of Japanese speaking communities by using:* level of politeness in language
* own cultural values and how they interact between Australia and Japan
* etiquette or culture in Japan that may appear unusual or different to Australians
* historical and cultural references for inclusion in travel blog/presentation.
 | Demonstrates thorough knowledge and understanding of how language reflects the culture and identity of Japanese speaking communities by using:* level of politeness in language
* own cultural values and how they interact between Australia and Japan
* etiquette or culture in Japan that may appear unusual or different to Australians
* historical and cultural references for inclusion in travel blog/presentation.
 | Demonstrates sound knowledge and understanding of how language reflects the culture and identity of Japanese speaking communities by using:* level of politeness in language
* own cultural values and how they interact between Australia and Japan
* etiquette or culture in Japan that may appear unusual or different to Australians
* historical and cultural references for inclusion in travel blog/presentation.
 | Demonstrates basic knowledge and understanding of how language reflects the culture and identity of Japanese speaking communities by using some of the following:* level of politeness in language
* own cultural values and how they interact between Australia and Japan
* etiquette or culture in Japan that may appear unusual or different to Australians
* historical and cultural references for inclusion in travel blog/presentation.
 | Demonstrates limited knowledge and understanding of how language reflects the culture and identity of Japanese speaking communities by using 1-2 of the following:* level of politeness in language
* own cultural values and how they interact between Australia and Japan
* etiquette or culture in Japan that may appear unusual or different to Australians
* historical and cultural references for inclusion in travel blog/presentation.
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# About this resource

* The target audience for this resource is teachers of Stage 5 Japanese.
* Email questions and feedback about this resource to languagesnsw@det.nsw.edu.au using the subject line ‘Stage 5 Japanese’.
* This resource will be reviewed in 12 months’ time as part of ongoing internal evaluation.
* Created/last updated: 24 June 2022

## How to use this resource

This assessment task accompanies the unit starter ‘Japanese travels’ available on the [Stages 4 and 5 Japanese section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/japanese) of the NSW Department of Education’s website. Consider allocating some class time to complete the task, to support student success.

Students should consult the task marking guidelines to check for understanding of language and expectations and apply these to the task. They should also identify areas they need to develop and seek support.

## Evidence base

This unit of work supports the following themes from [‘What works best’ 2020 update](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update#Summary1):

* high expectations
* assessment.

## Further information

* Aligned to system priorities and/or needs: [NSW Department of Education 2018-2022 Strategic Plan](https://education.nsw.gov.au/about-us/strategies-and-reports/strategic-plan#Downloads5) – academic achievement
* Aligned to [School Excellence Framework](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/school-excellence-and-accountability/media/documents/SEF_Document_Version_2_2017_AA.pdf): Learning domains – curriculum; assessment
* Consultation: Inclusion and Wellbeing – Inclusive Education