






# Year 10 Japanese Task 1

Personal World, Young People's  
Milestones, Recalling Past Events

わたしの おいたち



## In-Class Performance Task: Reading + Writing + Speaking (20%)

-   A draft of the sentences for speaking interview has been written which includes all necessary elements
-   All the sentences are detailed and accurate and have been checked
-   I:I interview has been recorded by the teacher for submission
- Recorded pronunciation and intonation are smooth and fluent

## Assessment Task Advice

<b>Course:</b> Stage 5 Japanese		<b>Year:</b> 10
<b>Task Number:</b> 1	<b>Weighting:</b> 10% (Speaking) 10% (Reading and Composing)	
<b>Date Issued:</b> 18/03/22	<b>Date Due:</b> <b>Week 10</b> - 01/04/22 Period 4 & <b>Week 11</b> - 04/04/22 Period 4	

### Task Description:

#### **Part 1: In- Class Drafting of Interview Transcripts**

(Understanding and Composing interview transcripts 10%)

Prior to the assessment date, students will commence drafting the **Interview Transcripts in class** within the 2-week preparation period **and submit** the completed draft to the teacher for proofreading. Students are expected to use their **transcripts** to assist them to complete the **1:1 interview** with the teacher. \*Grammatical structures learnt from the Year 8 and 9 Japanese courses should be used when composing the transcripts.

#### **Part 2: Oral Interview** (Interacting 10%)

Component 1: Students will complete a 1:1 interview with their teacher. They will need to respond accurately to a range of questions covered in the interview transcripts.

Component 2: Additionally, students will be **shown an image** prepared by the teacher where they are expected to introduce the significant event depicted in the image using high level of details and structures learnt in the unit of work associated to ***Young People's Milestones***.

**\*Extensive support for writing this transcript, including examples, is available inside this info pack.**

### Outcomes being assessed by this task:

<input checked="" type="checkbox"/>	LJA5-1C manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
<input checked="" type="checkbox"/>	LJA5-2C identifies and interprets information in a range of texts
<input checked="" type="checkbox"/>	LJA5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	LJA5-5U: demonstrates how Japanese pronunciation and intonation are used to convey meaning
<input checked="" type="checkbox"/>	LJA5-6U demonstrates understanding of how Japanese writing conventions are used to convey meaning
<input checked="" type="checkbox"/>	LJA5-7U analyses the function of complex Japanese grammatical structures to extend meaning
<input checked="" type="checkbox"/>	LJA5-8U analyses linguistic, structural and cultural features in a range of texts

# Task Reflection 先生のフィードバックを読んで!

Interview Transcripts Draft Writing Task



(Speaking Performance) Task




Other feedback/tasks

(conversation practice, in-class writing, vocab/kanji tests)

# Drafting of Interview Transcripts

Once you've revised your draft, hand it in to 先生 for some feedback (before the due date!).

Question 01 おなまえはなんですか。 What's your name?	Sample Response watashi 私 のなまえは_____ です。	Your Response (written in full hiragana)
Question 02 どこからきましたか。 Where are you from?	オーストラリアからきました。	
Question 03 なんさいですか。 How old are you?	juurokusai 十六才です。	
Question 04 かぞくはなんにんですか。 How many people are in your family?	ろくにん かぞくは六人です。 ちちとははとあにとあね といもうと私です。	
Question 05 こくせきはどこですか。 What is your nationality?	オーストラリアで <u>うまれ</u> <u>た</u> にほんじんです。 Australian born Japanese.	
Question 06 ペットがいますか。 Do you have any pets? どんなペットがいますか。 What kind of pets do you have?	はい、ペットがいます。 かわいいねこがいます。	
Question 07 あさごはんになにをたべますか。 What do you eat for breakfast?	た バナナを食べます。	
Question 08 あさごはんになにをのみますか。 What do you drink for breakfast?	みずをのみます。	
Question 09 なんじ 何時にうちにかえりますか。 What time do you return home?	Y O J I ごご 四時にうちに かえります。	

<p><b>Question 10</b> どこにすんでいますか。 Where do you live?</p>	<p>HASUTOBIRU ハストビル に すんで います。</p>	
<p><b>Question 11</b> ちち ひと 父はどんな人ですか。 What kind of person is your dad?</p>	<p>ちち 父は せがたかくて やさしい ひとです。</p>	
<p><b>Question 12</b> Use <b>3 sentences</b> to describe this person in the picture based on the following points.</p>  <ol style="list-style-type: none"> <li>1. Facial features.</li> <li>2. What is he wearing?</li> <li>3. Comment on his personality or the vibe he's generating.</li> </ol>	<ol style="list-style-type: none"> <li>1. このひとの かみの けが ながくて グ レーです。</li> <li>2. ちやいろいシャツを きています。</li> <li>3. しんせつなひと です。</li> </ol>	
<p><b>Question 12</b> ひまな<sup>とき</sup> <sup>なに</sup>に何をしますか。 What do you do in your free time?</p>	<p>ひまな時にゲームをしま す。</p>	
<p><b>Question 13</b> スポーツが<sup>す</sup>好きですか。 Do you like sports?</p>	<p>スポーツがすきです。</p>	
<p><b>Question 14</b> どんなかもくが<u>きらい</u>ですか。 What kind of subjects don't you like?</p>	<p>すうがくがきらいです。 つまらなくてむずかしい です。</p>	
<p><b>Question 15</b> がっこう がお 学校はどんな学校ですか。 What kind of school is your school?</p>	<p>がっこう おお 学校は大きくてきれい です。</p>	

<p><b>Question 16</b> はじめてえいごをならった時、 なんさい 何才でしたか。 How old were you when you learned English for the first time?</p>	<p>はじめてえいごをならった時、 ごさい 五才でした。</p>	
<p><b>Question 17</b> その時、えいごをならったのは どうでしたか。 At that time, how was the experience of learning English?</p>	<p>その時、えいごをならったのは おもしろかったです。</p>	
<p><b>Question 18</b> いちばんす 一番好きなスポーツは何ですか。 すぼ つ なん</p>	<p>いちばんす 一番好きなスポーツは バレーボールです。 よくともだちとします。</p>	

PART 2 – Your sensei will present a random photo, along with some relevant clues and you are expected to give a 5 sentence long description based on the photo you see.

### A Sample Photo Description from a significant event



## Sample Description

これは <sup>わたし</sup>私 の ようちえん の にゅうがくしき の しゃしん です。

その時、私は <sup>さんさい</sup>三才 でした。はじめて、ようちえんで

にゅうがくしきに しゅっせき しました (attended)。

ようちえんで えいご を べんきょう しました。えいご は おもしろくて <sup>だいす</sup>大好き でした。ははとあねとしゃしん を とりました。

## Let's plan

It's **not about how many things** you can talk about – it's about **how much depth** you can go into using the structures we have learnt so far! Remember, you can be creative with your descriptions.

