

**Georges River College Peakhurst Campus**  
**Year 8 Japanese**  
**Term 3 ICT-Based Assessment Task**



Date Issued: **Week 5 Term 3**

**Weighting: 20%**

Date Due: **Term 3 Week 8 Monday 30/08/2021 at 5pm**

**Total Mark: \_\_\_\_ /32**

**Outcomes to be assessed:**

LJA4-3C: organises and responds to information & ideas in texts for different audiences

LJA4-4C applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences

LJA4-8U: identifies variations in linguistic and structural features of texts

LJA4-9U: identifies that language use reflects cultural ideas, values and beliefs

**Task:** You are to create a website using **Google Sites** informing students aged 12 – 14 about studying **Japanese**.

The site will have:

- 1) A clear, creative homepage. This page should include:
  - a. An interesting/eye-catching title
  - b. Links to all other pages
  - c. A statement about the purpose of your site and what people will expect to find there.
  
- 2) An author 'ABOUT' page with information **IN Japanese IN FULL SENTENCES about you**. Include:
  - a. Your name (watashi wa lucas desu)
  - b. Your age (watashi wa juu yon sai desu)
  - c. Your background (nationality, language) (watashi wa oosutoraria to makedonia jin desu)
  - d. Your family (number of people, names, some description) (go nin kazoku desu) (chichi to haha to ani to ane to watashi desu.)
  - e. Your favourite sport and food(ichiban suki na supotsu wa ragubi desu)
  
- 3) **A minimum of 3 other pages related to topics covered this year**.  
Topics could include (but you only need to do 3):
  - Page on family
  - Page on descriptions (physical/personality)
  - Page on food and drinks
  - Page on numbers (or telling time)
  - Page on nationalities
  - Page on **greetings and self -introduction**
  - Page on traditional Japanese festivals
  - Page on Tokyo Olympics

You can choose to combine 2 or more topics on a page (eg. combine vocabulary for family and nationalities).

**On each page include:**

- a. A list of vocabulary (**approx. 10-15 words**) from your chosen topic area.
  - b. **Explanation (in English) with ideas to help others learn** vocabulary, pronunciation, key phrases etc. haha in a sentence? My mom is Australian. Haha wa oosutoraria jin desu. (HAHA=MOM) (WA = AM OR IS) (OOSUTORARIA = AUSTRALIA) (JIN = PERSON)
  - c. **Interactive activities/games/songs** etc to practise the vocabulary. (I.e., counting samurai song to learn how to count people). (quizlet, kahoot, online word search etc)
  - d. A demonstration of **how to use the vocabulary in correct sentences. Minimum 3 sentences per topic. Ohayou goziamasu, sensei. Mom is Australian, Mom is 14 years old. Mom is interesting.**
  - e. **Interesting cultural information IN ENGLISH**, relevant to your chosen topics.
    - i. eg. What are the family structures usually like in Japan?/ What is unique about the trend of rental families?/ What is the culinary etiquette used when eating a washoku (traditional Japanese meal) including cutlery usage or table manners etc)?
- 4) **One additional page with information on opportunities to use** and know more about Japanese language and culture **in our community**. (I.e., Japan Foundation; Sushi Hotaru; Tanken Centre)
- 5) All pages should include relevant images and functioning links to other sections.
- 6) You **must comment(copy and paste) the URL of your active website on Google Classroom Stream under the corresponding post. Please ensure your link works!**

下午 10:10 8月2日周一

94%



Yun Yao  
2020年10月15日

The following steps are for you to hand in your website project:  
1. Click on PUBLISH  
2. Put your name as the WEB LINK ( Firstname - last name)  
3. Click on the drop down arrow next to the publish button, click on view published site  
4. Copy and paste that link as your submission to this post

课程评论



Niti Kottani 2020年10月15日  
<https://sites.google.com/education.nsw.gov.au/niti-kottani/home>



Jackson Jones 2020年10月16日  
<https://sites.google.com/education.nsw.gov.au/jacksonjoneschinese/home>  
Jackson Jones 7X



Jayden Tran 2020年10月16日  
<https://sites.google.com/education.nsw.gov.au/yi-er-san-keishu/home>  
Jayden Tran



Radin Danai 2020年10月16日  
<https://sites.google.com/education.nsw.gov.au/www-radinschinawebsite-com/games>  
Radin Danai



Luke Thurbon 2020年10月16日  
<https://sites.google.com/view/luke-thurbon/home>



Riley Gore 2020年10月16日  
<https://sites.google.com/education.nsw.gov.au/riley-gore/home>



Aarush Bandyala 2020年10月18日  
<https://sites.google.com/education.nsw.gov.au/aarush-bandyala-website/>

## WARNING

Failure to submit the task on the due date will result in a 20% reduction of marks per day late and then a zero mark recorded on the fifth day and depending upon circumstances a phone call home will be made to your guardians/parents.

**Please note, due to the task containing online research and use of technology, if you are experiencing technical difficulties or limited access to technology, Please consult your class teacher ASAP. You need to contact the class teacher before the due date.**

## **E-mail:**

**Ms Lam: Mary.lam8@det.nsw.edu.au**

**Ms Su: Junni.su@det.nsw.edu.au**

Important Note:

**8 periods** will be dedicated to your online learning class to provide you with sufficient time to complete this assessment. Also, a **sample of the task** will be provided to you by your teacher to give you explicit guidance on how to address each of the components.

**Please see the marking criteria below.**

Outcomes assessed	Marking guide	Marks: 0	1	2	3	4
LJA4-3C	Website title	No title	Elementary title but has an engaging attractive home page	Clever and engaging title by using alliteration, pun, rhyme or repetition etc in either English, Chinese, French, Spanish or Japanese		
	Website structure: Navigation	Unstructured <b>or</b> unclear <b>or</b> only has one or two pages in the whole site	Unclear layout which is difficult to predict (you should be able to go from the beginning to then end of the website and find things easily)	Uniform predictable structure used throughout that communicates key sections, subsections and detail	Uniform predictable structure used throughout that communicates key sections, subsections and details by using questions, rhymes, idioms, scenarios	.
	Website structure: Embedding & hyperlinking (this includes navigation buttons and urls to other sites)	No embedded material, no hyperlinks to other websites	Very little embedded material. Not all the hyperlinks are working	Successfully embedded relevant material. Some or all hyperlinks functioning	Successfully embedded extremely relevant material. All hyperlinks functioning	
LJA4-9U:	Website structure: Culture	No real evidence of cultural research. No creativity.	Some evidence of cultural research but isn't creative.	Evidence of some research for cultural facts, photos, etc but isn't very creative.	Evidence of good research for interesting cultural facts, photos, etc Is creative.	Evidence of excellent research for interesting cultural facts, photos, etc. Is extremely creative.
	Website structure: Games	Games? What games?	Only one or two games or links to games	A selection of websites that have activities to help improve language skills have been sourced but are somewhat irrelevant	Good selection of relevant websites that have activities to help improve language skills	Excellent selection of relevant websites that have activities to help improve language skills
LJA4-8U	Word choice	No vocabulary sections included	Only has one or two vocabulary sections.	Has not included many of the units of vocabulary studied in class.	Has several sections of the vocabulary learnt in class.	Has several sections of relevant vocabulary, some learnt in class and some collected independently.
	Spelling	What is this rubbish?	Many spelling mistakes.	Some spelling mistakes.	Hardly any spelling mistakes.	No spelling mistakes.
	Use of target vocabulary (Chinese, French, Spanish or Japanese)	Little or no use of target vocabulary.	Elementary use of target vocabulary.	Substantial use of target vocabulary with errors.	Substantial use of the target vocabulary with hardly any errors, but may have noticeably used an online translator.	Substantial use of the target vocabulary with evidence of student trying to extend themselves beyond their classroom learning but not by using an online translator
LJA4-4C	Website language: Sentence construction	Errors in sentence construction. Has obviously used an online translator and so has unnecessary errors in language.	Errors in sentence construction though are not errors due to online translator, rather due to lazy research and not referring to class notes.	Use of <b>varied</b> sentence construction with some errors. Has not used tools such as Google Translate, has demonstrated some understanding of structures learnt in class.	Use of <b>varied</b> sentence construction with very few errors. Has not used tools such as Google Translate, has demonstrated understanding of structures learnt in class.	Use of <b>varied</b> sentence construction with very few or no errors. Has not used tools such as Google Translate, has demonstrated excellent understanding of structures learnt in class. Has used structures appropriate for the learning level of the audience.

