

GEORGES RIVER COLLEGE
PEAKHURST HIGH CAMPUS
YEAR 10 JAPANESE 2021
TERM 3 ICT ASSESSMENT TASK



TOPIC: STAGE 5 UNITS	TYPE OF TASK: CREATE AN ICT INTERACTIVE LEARNING ACTIVITY OR BOARD GAME
DUE DATE: WEEK 9 TERM 3 Friday 10/09 at 9am	WEIGHTING: 30%

OUTCOMES TO BE ASSESSED:

LJA5-1C manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

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

LJA5-8U analyses linguistic, structural and cultural features in a range of texts

TASK DESCRIPTION

GAME: 40 marks

Create an ICT or Japanese learning board game that would help students to improve Japanese language understanding. The aim of the game should be used to promote the learning of grammar, vocabulary and Japanese cultural knowledge. Sentence structures that are taught in **Year 9 and present Year 10** should be used with the emphasis on nouns, adjectives and verb form variations as well as language scripts including Hiragana, Katakana and Kanji. You are strongly encouraged to embed Japanese to English and English to Japanese language conversion in your game.

The followings must be included on a document:

- **Detailed instructions of the game in ENGLISH: 3 marks**
- **Target age group (stage 5, years 9-10) and the content you have included in the game: 2marks**
- **No less than 30 questions for the game: 10 marks** (Different ability questions to be included **10 BEGINNER, 10 INTERMEDIATE, 10 ADVANCE**)
- **Correct answers for all the questions: 5 marks**

5 PROGRESS LOGS: 5 marks

To facilitate your progress and assist you to creating your game successfully, each week you are required to complete a **working log sheet** to update your weekly objective and keep track of your game production.

WRITTEN RESPONSE: 5 marks

Write an evaluation about the pros and cons as well as any room for improvement for this ICT/ Board game as a learning resource. Approximately 150 words.

VIDEO PRESENTATION + TUTORIAL ON HOW TO PLAY THE GAME: 5 marks

You will film yourself to clearly explain to your teacher how the game works. You will then have to demonstrate how to play the game.

GAME EXPERIMENTATION WITH PEERS IN FACE TO FACE LESSON: 5 marks

Your game will be played by peers from your class when we have face to face lesson after the lockdown. Your peers will provide appropriate feedback/comment in relation to how effective your game is for Japanese language learning.

Important Note

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

- **RESOURCE IDEAS**

- iitomo textbooks 1, 2, 3+4
- Sample Games created by past students
- <https://kbhgames.com/tag/japanese>
- Quizlet
- Kahoot
- Charade game

INSTRUCTIONS FOR SUBMISSION

Please submit on the day of presentation in soft-copy for ICT version. For hard copies of games (e.g. a hand-made board game), you are required to take photos of all the aspects of the game and upload them to the submission folder.

WHAT TO DO IF YOU ARE SICK/ UNABLE TO TURN IN THE ASSESSMENT ON THE DUE DATE

Any student who fails to submit the assessment on the due date without a legitimate reason **will result in an N-award warning for Japanese**. If there are exceptional circumstances that prevent you from achieving to your ability, you should discuss this with your class teacher well in advance of the submission date.

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Please see marking criteria below.

YEAR 10 JAPANESE ASSESSMENT TERM 3 (ICT BOARD GAME PRODUCTION)

Marking Criteria	Marks
SETTING AND INSTRUCTIONS FOR THE GAME	
<ul style="list-style-type: none"> Thorough instructions provided for the setting, rationale and benefits of the game. 	5-4
<ul style="list-style-type: none"> Some instructions of the game provided. 	3-2
<ul style="list-style-type: none"> Minimal instructions of the game provided. 	1
<ul style="list-style-type: none"> No evidence provided. 	0
TARGET AGE GROUP	
<ul style="list-style-type: none"> A sentence describing the appropriate age group written correctly. 	2
<ul style="list-style-type: none"> A sentence describing the target age group written incorrectly. 	1
<ul style="list-style-type: none"> No mention of target age group. 	0
MINIMAL 30 QUESTIONS FOR THE GAME	
<ul style="list-style-type: none"> Has created 30 questions and covered all the information requested by the task correctly. 	10-8
<ul style="list-style-type: none"> Has created less than 30 questions and covered most of the information requested by the task correctly. 	7-5
<ul style="list-style-type: none"> Has created some questions and covered some of the information requested by the task with errors. 	4-2
<ul style="list-style-type: none"> Has created minimal questions with limited information given with errors or has copied from other sources. 	1
ANSWERS FOR ALL THE QUESTIONS	
<ul style="list-style-type: none"> Has provided accurate answers to all the questions. 	5
<ul style="list-style-type: none"> Has provided mostly correct answers to most of the questions. 	4-3
<ul style="list-style-type: none"> Has provided some answers to some of the questions with errors. 	2
<ul style="list-style-type: none"> Has provided limited answers for a limited number of questions with errors. 	1
<ul style="list-style-type: none"> No answers provided. 	0
WRITTEN EVALUATION	
<ul style="list-style-type: none"> Has critically analysed the pros and cons and identified area of improvement for the game. 	5
<ul style="list-style-type: none"> Has evaluated the pros and cons of the game. 	4
<ul style="list-style-type: none"> Has briefly outlined some points in relation to pros and cons of the game. 	3-2
<ul style="list-style-type: none"> Little or no information provided to evaluate the game. 	1-0
VIDEO PRESENTATION	
<ul style="list-style-type: none"> Has provided an effective game tutorial showcasing fulfillment of all requirements. 	5
<ul style="list-style-type: none"> Has provided a good game tutorial demonstrating fulfillment of most requirements. 	4
<ul style="list-style-type: none"> Has provided a sound game tutorial demonstrating fulfillment of some requirements. 	3
<ul style="list-style-type: none"> Has provided a brief game tutorial showing fulfillment of little requirements. 	2-1
<ul style="list-style-type: none"> No effort was put into demonstrating a game tutorial. 	0
GAME EXPERIEMENTATION WITH PEERS IN FACE TO FACE LESSON	
<ul style="list-style-type: none"> See Peer Assessment form 	5
<ul style="list-style-type: none"> See Peer Assessment form 	4
<ul style="list-style-type: none"> See Peer Assessment form 	3
<ul style="list-style-type: none"> See Peer Assessment form 	2
<ul style="list-style-type: none"> See Peer Assessment form 	1
WORKING LOG SHEET	
<ul style="list-style-type: none"> Completed all log sheets and recorded weekly progress with full details. 	5
<ul style="list-style-type: none"> Completed most log sheets and recorded weekly progress with some details. 	4
<ul style="list-style-type: none"> Completed some of the log sheets and recorded some information of the progress. 	3
<ul style="list-style-type: none"> A minimal amount of log sheets completed with generalised points of progress recorded. 	2-1
<ul style="list-style-type: none"> Non completion of log sheets. 	0

Peer Assessment Form

Name of game _____

Who created the game _____

Who played the game _____

On a scale of 1-4, rate the following 4 categories for the game you played.

5= Yes! 4 = For the most part 3 = Somewhat 2 = A little 1-0 = Not at all

Category	Criteria	Individual score
Rules	Were the rules clearly outlined and easy to understand?	
Effectiveness	Was the game a good resource for language learning?	
Accuracy	Was the answer key accurate and complete?	
Effort	Was there effort put into creating this game?	
Fun	Did you have fun playing the game?	
	Total Score is out of 5	

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