Georges River College Peakhurst Campus
Year 9 Japanese
Term 3 ICT-Based Assessment Task

Date Issued: **Term 3 Week 5**   **Weighting: 20%**

Date Due: <mark>**Term 3 Week 8 Tuesday 31/08/2021 at 5pm**</mark>   **Total Mark: ___ /32**

Outcomes to be assessed:

LJA5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LJA5-6U demonstrates understanding of how Japanese writing conventions are used to convey meaning

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 audience

LJA5-9U explains and reflects on the interrelationship between language, culture and identity

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Task: You are to create a website using **_Google Sites_** informing students aged 14 - 16 about studying <mark>**Japanese**</mark>.

The site will have: (check out this sample 👇)

https://sites.google.com/d/1_HiUpBWCaFLbcvy_OHaB99OHmznnDF1X/p/19nlojkCh08GBhazTdxo83PBqy838uNzW/edit

<mark>**Page 1. An engaging homepage** (refer to the attached sample for ideas)</mark>

<mark>**Page 2. About the author - Page** (recommended to include the info below)</mark>
- Your name
- Your age
- Your background (nationality, language)
- Your family (number of people, names, some description)
- Your favourite sport and food

Page 3. Hiragana, katakana, kanji
- Explore the history behind Japanese scripts
- Similarities and differences
- Links to games/videos to help people learn (at least 2)

Page 4- 5. Choose <mark>at least 2 topics</mark> from the list below

*Daily routine
- 15-20 vocabularies related to daily routines (I.e., verbs, nouns, adjectives, days of the week, adverb, conjunction)
- Introducing at least 2 sentence structures/grammatical features
- Explain how to use them in English. (e.g. how to use たべます in a sentence)
- One paragraph describing your daily routine OR a strip manga depicting your routine

- One cultural fact of daily routines among Japanese people. (e.g.Most Japanese tend to brush their teeth before breakfast)
- Links to games/videos to help people learn (at least 2)
    - Kahoot
    - Quizlet
    - Custom word search
    - Google form
    - YouTube instructional videos or your own instructional videos

*Food and drinks: creating a virtual restaurant menu

- A menu including at least 10 Japanese foods and 5 Japanese drinks. The menu needs to be aesthetically pleasing with images.
- Provide a list of dining expressions and etiquette jargon in Japanese restaurants (at least 5).
    - Explain in English how to use them and when to use them.
    - Example "おかいけおねがいします。"
- Create an example dialogue using the vocabularies and grammatical/sentence structures.
- At least ONE cultural fact about Japanese food and drink culture.
- Links to games/videos to help people learn (at least 2)

*Adjectives:

- Include 10-15 adjectives in Japanese.
- Introduce at least 2 of sentence structure/grammatical features below in English (feel free to include mind map /infographic)
- Joining adjectives
- Negative forms of Japanese adjectives
- I and Na adjectives
- Provide example sentences using the grammatical/sentence structures you introduced.
- Links to games/videos to help people learn (at least 2)

*Subjects:

- Introduce 8-10 vocabularies relevant to this topic.
- Introduce at least 3 sentence structures from the list below. Explain how to use them in Japanese and include at least one example sentence each:
    - (○○曜日）の(○時間目)、(subject) があります。
    - Year group (hachi nensei)
    - I learn …
    - I'm good at/bad at …
    - I think … is …
    - My favourite/least favourite subject is
- Design your own timetable in Japanese.
- Introduce one unique Japanese school feature that you would like to add to Australian schools in English (e.g.all students take turns to clean up their classrooms).
- Introduce the school system in Japan with relevance to the school years/ levels.
  (You may consider creating a table that lists out all the school years from primary school through to university in Japanese).

IMPORTANT NOTE:

At the completion of your google site, you ==must comment(copy and paste) the URL of your active website== on Google Classroom Stream under the corresponding post. <u>Please ensure your link works!</u>

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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/

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 allocated 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
LJA5-3C	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 **or** unclear **or** 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	
LJA5-9U:	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
LJA5-6U	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
LJA5-4C	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 **varied** sentence construction with some errors. Has not used tools such as Google Translate, has demonstrated some understanding of structures learnt in class.	Use of **varied** sentence construction with very few errors. Has not used tools such as Google Translate, has demonstrated understanding of structures learnt in class.	Use of **varied** 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.