# Japanese – Stage 5 – assessment planning scaffold

## Assessment task

You have just returned from one week in Japan. Create 3 posts for an online travel blog to share with Japanese speakers.

Include:

* one post about a full day of sightseeing in a city setting
* one post about a full day of sightseeing in a rural setting
* one post about the accommodation you stayed in.

Encourage the audience to consider these as options for a future trip in Japan, by giving recommendations with reasons.

In your blog, you should:

* include a range of activities, transport options to each destination, prices and places to eat that you enjoyed, relevant to each experience, and where they are located
* include the accommodation you stayed in and the location, price, inclusions, how to get there and your opinion about it, with reasons
* 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 or historical perspective, for example, etiquette or significance to Japanese people when choosing the places, activities and accommodation to include
* use blog formatting such as the title of your blog, date of each post, a catchy title for each post, emojis and at least 3 engaging and relevant images with captions.

## Outcomes and outcome content to be assessed

Outcome **and** outcome **content points to be assessed:**

**ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language**

* **Create informative texts to describe experiences and share information about their own and others’ personal worlds**
* **Plan, construct and edit texts**
* **Use a wide range of sound–symbol correspondences to create written texts**
* **Adjust and adapt vocabulary from a wide range of themes to create texts**
* **Control and manipulate a range of structures and features of the grammatical system to create texts**
* **Use a range of structures and features of the target language writing system to create written texts**
* **Adjust and adapt language that is appropriate to cultural practices, values and perspectives to create texts**

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

## Planning

When you are planning your online travel blog, consider a range of activities, transport, accommodations and food choices that are culturally significant in Japan. Use a range of sentence structures and vocabulary to avoid repetition and to show your skill in manipulating the language you have learnt related to this topic.

The scaffold below is a guide to inclusions you might consider. You can complete this scaffold in relation to places and experiences of interest to you and write vocabulary and structures you may use in Japanese to encourage a range of content and language.

Remember, this blog is directed to Japanese speakers, based on your personal opinions or experiences (in this case, it may be imagined experiences based on research).

Consider the following when choosing what to include in your blog:

* places and activities which you find interesting and that have cultural or historical significance in Japan
* do your research about these places and activities
* plan, draft and then create your blog
* hook your readers with a catchy title and great opening
* at least 3 images for visual interest with captions or supporting text
* use tags and emojis and add the date of the post.

## Sample scaffold

This scaffold is in English to support you to identify and research information to include in your blog, in Japanese. It is a stimulus to kickstart your planning. You may choose other examples to write about, and tailor the features and structures. Just remember, you need to post about a city setting, a rural setting and accommodation.

### Location 1 – city

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Location | Images | Activities | Places to eat | Description and recommendation | Cultural reflection |
| TokyoWrite the name of the place, and a catchy title for your post. | Choose at least 3 images to include, with a caption or supporting text for each. | Indoor activities, for example watching a sumo show, taking a *shodo* calligraphy class, visiting a games arcade, shopping, going to Tokyo Skytree.Include where it is, what you enjoyed most and why. | Sushi restaurant where you catch your own fish. Describe the foods and drinks on offer, prices, unique or cultural things about the place where you ate.Did you enjoy it? Why or why not? | Type of city it is, for example, modern, traditional, busy, quiet. Include your overall recommendation about this location and give your reasons why you recommend or don’t recommend it for travellers. | Cultural significance of activities, places or foods at the location, for example, a *torii* gate shows the entrance to a shrine. |
|  |  |  |  |  |  |

### Location 2 – rural

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Location | Images | Activities | Places to eat | Description and recommendation | Cultural reflection |
| NaraWrite the name of the place, and a catchy title for your post. | Choose at least 3 images to include, with a caption or supporting text for each. | Outdoor activities, for example walking around the deer park.Include where it is, what you enjoyed most and why. | *Teppanyaki* restaurant where you watch food cooked in front of you. Describe the foods and drinks on offer, prices, unique or cultural things about the place where you ate.Did you enjoy it? Why or why not? | Type of town or area it is, for example, modern, traditional, busy, quiet.Include your overall recommendation about this location and give your reasons why you recommend or don’t recommend it for travellers. | Cultural significance of activities, places or foods at the location, for example, Nara deer park has a famous temple, Tōdaiji. This is the world’s largest wooden building. |
|  |  |  |  |  |  |

### Accommodation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Location | Images | Activities | Places to eat | Description and recommendation | Cultural reflection |
| AccommodationWrite the name of the place you stayed, and a catchy title for your post. | Choose at least 3 images to include, with a caption or supporting text for each. | Traditional *ryōkan* and experience activities such as, sleep on a *futon* and bathe in an *onsen*.Include accommodation inclusions, what you enjoyed most and why. | Breakfast included in restaurant in accommodation with Japanese foods. Describe the foods and drinks on offer, prices, unique or cultural things about the place where you ate.Did you enjoy it? Why or why not? | Describe what the accommodation is like, any interesting features such as *onsen*, *futon* and *tatami* mats, if there are any interesting places near the accommodation and how to get there.Include your overall recommendation about this accommodation and give your reasons why you recommend or don’t recommend it for your travellers. | Cultural significance of a *futon*, *tatami* and *onsen*, for example sleeping on the floor and taking shoes off in rooms. |
|  |  |  |  |  |  |

## References

This resource contains NSW Curriculum and syllabus content. The NSW Curriculum is developed by the NSW Education Standards Authority. This content is prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

Please refer to the NESA Copyright Disclaimer for more information [https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducationstandards.nsw.edu.au%2Fwps%2Fportal%2Fnesa%2Fmini-footer%2Fcopyright&data=05%7C01%7CCaitlin.Pace1%40det.nsw.edu.au%7C9c2c1a9f59c94d2df30708dafa7edb23%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638097720042599463%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=BzQh0UsffVZE3eO22b2Xba3p0VMOBZSHfS21FGHXtZM%3D&reserved=0).

NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au/> and the NSW Curriculum website [https://curriculum.nsw.edu.au/home](https://curriculum.nsw.edu.au/).

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

**© State of New South Wales (Department of Education), 2023**

The copyright material published in this resource is subject to the *Copyright Act 1968* (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International (CC BY 4.0) licence](https://creativecommons.org/licenses/by/4.0/).



This licence allows you to share and adapt the material for any purpose, even commercially.

Attribution should be given to © State of New South Wales (Department of Education), 2023.

Material in this resource not available under a Creative Commons licence:

* the NSW Department of Education logo, other logos and trademark-protected material
* material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the *Copyright Act 1968* (Cth). The department accepts no responsibility for content on third-party websites.