# Nihongo Tanken Centre – Stage 4 activities

## Introduction

The Nihongo Tanken Centre offers a range of activities to visiting Stage 4 students, closely aligned with the outcomes of the Modern Languages K–10 Syllabus (2022).

The information in this document relates to the Tanken Centre’s **face-to-face** excursion for Stage 4.

The Stage 4 face-to-face excursion activities include:

* **set activities** selected by the Tanken Centre officers based on the information you provide regarding where your students are up to in their learning
* **optional activities** which you choose, based on your students’ needs.

The activities are aligned with outcomes and content from the Modern Languages K–10 Syllabus (2022). As an immersion centre, all activities support students to apply their knowledge of Japanese language and develop intercultural capability.

Based on the information you provide prior to your visit, you will be emailed a program for the day one week prior to your visit. Please be aware that the program and the length of the activities may be subject to change on the day, to align with your students’ language levels.

During the day, your students will compete in teams. Below is a description of each activity, which includes syllabus outcomes and the language structures we may use. We have provided the sample language structures **as a guide only** – you do not need to teach these to your students before your visit.

**You may choose 4 optional activities for your students, including a maximum of 2 technology-based activities.** The Tanken Centre officers will select the remainder of the activities, based on the information you provide when booking.

Set activities are listed on pages 4–12 and optional activities are listed on pages 13–26. The activities you choose will run between recess and the quiz grand prix.

## Sample program

This is a sample of the program we will send you prior to the day.



## Set activities

When required, the Tanken Centre officers will adjust their language levels to ensure your students are able to participate fully in the day.

### Welcome to Japan, pleased to meet you ようこそ日本へ、どうぞよろしく

This is the first activity of the day. Students explore the manners used when entering a Japanese house, and are introduced to the Tanken Centre officers and the day’s program.

Time allocation: 10 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-UND-01  interprets and responds to information, opinions and ideas in texts to demonstrate understanding | * Students listen to and follow instructions given in Japanese when entering the Tanken Centre. * Students reflect on the differences between Australian and Japanese homes. |

#### Sample language structures

* 日本ののマナーです。
* くつをぬぎます。
* くつはきれいにそろえてください。
* たたみのへやでスリッパはだめです。
* スリッパをきれいにそろえてください。

### Interview インタビュー

This activity allows the Tanken Centre officers to build an understanding of your students’ language levels. Students come to the front of the class, in their teams, and answer 3–4 questions each. The questions are based on students’ prior knowledge, for example, name, birthday, hobbies, favourite subjects, weekend activities and past/future events. Students respond in Japanese.

Time allocation: 15 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-INT-01  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language | * Students listen to and respond to the questions asked by the officers. |

#### Sample language structures

* おは。
* なんさいですか。
* どこにんでいますか。
* は何人ですか。
* ペットがいますか。
* スポーツをしますか。
* きなべはなんですか。

### Explore the Japanese house! たんけん！日本のいえ

Students explore the Tanken Centre to identify culturally-specific items in a Japanese home. Students then play a match-up game in *hiragana* using prior knowledge. Next, more challenging vocabulary related to the Japanese house is introduced. Students repeat and memorise what each item is called, then play a match-up game using new knowledge.

Time allocation: 25 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-UND-01  interprets and responds to information, opinions and ideas in texts to demonstrate understanding | * Students learn vocabulary for culturally-specific features of Japanese homes, applying Japanese pronunciation and intonation. * Students recognise *hiragana* to form words. * Students reflect on the differences between Australian and Japanese homes, related etiquette and household items. |

#### Sample language structures

* これはですか。
* げんかんです。
* しょうじはうすいかみです。
* さわってはだめです。
* とこのまはディスプレイをするところです。
* はいってはだめです。
* こたつはヒーターのテーブルです。
* こたつにすわってはだめです。

### Themed photo shoot テーマできねんさつえい

Team photos are taken using Japanese props, with the best team photo winning a game point. Each team randomly selects a theme card and then chooses suitable props to support their theme. In front of the class, students say their themes and pose for the photo shoot. A class photo is also taken and all photos are shared with the accompanying teacher, for distribution back at school.

Time allocation: 15 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-UND-01  interprets and responds to information, opinions and ideas in texts to demonstrate understanding | * Students listen to and follow instructions given in Japanese for a group and class photo shoot, identifying and using Japanese-related props. * Students recognise *hiragana* to form words. |

#### Sample language structures

* グループのしゃしんと、クラスのしゃしんをとります。
* ここにプロップスがあります。
* これをつけて、しゃしんをとります。
* プロップスをつけるは、30です。
* チーズ、といってください。
* がいちばんのチームをえらびます。
* XXチームにポイントが入ります。
* いちばんうしろは、ちます。
* ２ばんめは、ひざをつきます。
* いちばんまえは、すわってください。

### Japanese-style recess きゅうけい

Students sit at Japanese-style tables to eat and drink, while etiquettes relating to eating and visiting the toilet are explained. Students are required to listen, identify information in Japanese and follow the instructions in Japanese.

Time allocation: 15 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-UND-01  interprets and responds to information, opinions and ideas in texts to demonstrate understanding | * Students listen to and follow instructions. * Students learn about etiquettes associated with eating and with visiting the toilet in a Japanese house, and reflect on the differences between Australian and Japanese snacks. |

#### Sample language structures

* XXさんがおやつをもってきます。
* みなさんで、おやつをください、といいます。
* トイレでトイレのスリッパをはいてください。
* べるまえにといいますか。
* べたあとにといいますか。

### Japanese-style lunch おべんとう

Students enjoy an *obentoo* lunch box in the centre’s Japanese garden. Etiquette for eating and the rules of the Japanese garden are explained in Japanese. Students are required to listen, identify information in Japanese and follow the Japanese instructions.

Time allocation: 25 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-UND-01  interprets and responds to information, opinions and ideas in texts to demonstrate understanding | * Students listen to and follow instructions. * Students learn about the etiquette when eating in a Japanese home and visiting a Japanese garden. Students reflect on the differences between Australian and Japanese snacks, and demonstrate correct etiquette. |

#### Sample language structures

* まんなかののエリアはディスプレイのエリアです。
* はいっては、だめです。
* げんかんで、XXさんに、おべんとうをください、といいます。
* わないと、もらえません。
* いちばんきなこえで、おべんとうをください！といったチームがいちばんにもらえます。

### Quiz grand prix クイズグランプリ

In this final team activity, students sum up their day’s learning by answering questions related to the topics explored throughout the visit.

One contestant from each team competes against a contestant from each of the other 3 teams. All other team members are the audience and are not allowed to help the contestants. The relevant team gains a point each time a contestant gives the correct answer. All students take turns.

Time allocation: 25 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-INT-01  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language | * Students answer questions by combining their knowledge of previously- and newly-learnt vocabulary and grammatical structures. * Students demonstrate correct pronunciation and intonation to answer a range of questions. |
| ML4-UND-01  interprets and responds to information, opinions and ideas in texts to demonstrate understanding | * Students listen to a sentence and select *katakana* words only and write them in Japanese on the board. |

#### Sample language structures

* 日本ののをみて、かをいってください。
* オーダーをよくきいて、ボードにひらがなでかいてください。
* しつもんをしますから、こたえてください。
* しつもんがわかったら、ブザーをおしてください。
* チームのなまえをよばれたら、こたえてください。

### Presentation of certificates – goodbye and see you again しゅうりょうしょう – さようなら、またあいましょう

This activity concludes your visit. The Tanken Centre officers thank students for participating and reveal the final scores.

The name card cases are collected, and students may choose to keep their individual name cards as a souvenir.

The certificates with the students’ pictures (taken earlier in the day) are given to the teacher to distribute to their students after the visit.

Etiquette for leaving the Japanese house is explained. All instructions are given in Japanese. Students are required to listen, identify information in Japanese and follow the instructions.

Time allocation: 5 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-UND-01  interprets and responds to information, opinions and ideas in texts to demonstrate understanding | * Students listen to and follow instructions given in Japanese when exiting the Tanken Centre. * Students reflect on the differences between Australian and Japanese homes. |

#### Sample language structures

* これで、きょうのゲーム、アクティビティーはぜんぶわりです。
* 、チーム、XXてん、、、チーム、XXてん、かったのは、XXチームです。
* あとでにもらってください。
* いまから、スリッパをはいて、げんかんにきます。げんかんで、スリッパをくつばこにいれてください。

## Optional activities

You may choose **4** optional activities, including **no more than 2** technology-based activities. Please choose activities based on your students’ interests and level of Japanese, so you can consolidate their current knowledge.

### Daily routine relay にっかリレー

Students create sentences using their knowledge of verb tenses and time. Students repeat the sentences based on the picture cards, then are challenged to change the sentences according to the prompts. For example, students are shown a card with a time word (such as yesterday, tomorrow) and an affirmative (〇) or negative sign (✖) and change the sentence accordingly:

* Original sentence: At 8am, I have a breakfast.
* New sentence (with ‘yesterday’ card and ✖ sign): I didn’t have a breakfast at 8am yesterday.

Then, they play a relay game in which each student says a correct sentence on the spot. It is a race against time and the team which completes the relay with a shorter time wins.

Time allocation: 25 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-CRT-01  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Students create sentences using prompts. * Students demonstrate correct pronunciation and intonation. |

#### Sample language structures

* あさごはんをたべます。
* がっこうにいきます。
* かいものにいきます。
* をよみます。
* べんきょうします。
* おんがくをききます。
* テレビをみます。
* ねます。
* きのう、スポーツをしました。
* きのう、9にスポーツをしました。
* きのう、9にスポーツをしませんでした。

### *Kanji* maths relay かんじすうがくリレー

Working in 2 teams, students compete in a *kanji* maths relay, which combines their maths skills with their levels of coordination! Firstly, students review their knowledge of *kanji* numbers with flashcards, then practise equations using the *kanji* maths sheets. Secondly, students play a relay game. The game instructions are given in Japanese, with help from volunteer students.

Each team takes turn to come to the front of the class. Each student must walk across the room with 3 dice balanced on the palm of one hand and a baton in their other hand, using the baton to hit the bell on the other side of the room, before walking back to their team. If any dice fall, the student must pick them up, re-stack them on their palm and continue walking. Then, each student answers the *kanji* maths question on the board in Japanese. It’s a race against time, needing both maths skills and coordination. The fastest team wins a game point.

Time allocation: 25 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-UND-01  interprets and responds to information, opinions and ideas in texts to demonstrate understanding | * Students read and complete maths questions written in *kanji*. |

#### Sample language structures

* わかったら、をあげてください。
* てをたいらにして、さいころをのせます。
* さいころをおとしたら、ひろってください。
* はしってはいけません。
* スタートラインにもどったら、ボードをみます。
* いまから、となりのへやにいきます。

### Calendar game カレンダーゲーム

In this **technology-based** activity, students review dates and days in Japanese and compete in an information-gathering game by listening to and identifying information through the conversation.

Firstly, students check and memorise their knowledge of vocabulary (dates, days) by looking at the calendar on Interactive Whiteboard listening and repeating these words after Tanken Centre officers. Secondly, students see the dates on the screen and say these dates in Japanese one by one. Then students create a sentence with the date on the board by focusing on whether it should be present or past tense based on the given date. Finally, students listen to the conversation between the Tanken Centre officers and choose the correct information on the Interactive Whiteboard to complete the information gap.

The fastest team which completes all the information gaps correctly wins a game point.

Time allocation: 25 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-CRT-01  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Students create sentences using prompts. * Students demonstrate correct pronunciation and intonation. * Students reflect on the difference in Japanese word order related to days and dates. |

#### Sample language structures

* じゅんばんに、かいってください。
* スタート、といったら、ただしいアクティビティー、、をえらんで、ボードのボックスにいれてください。
* おわったら、ベルをおしてください。
* コンサートにいきましょう。
* いつですか。
* ７月２日、です。

### Mystery star ミステリースター

In this **technology-based** activity, students explore the ways of asking various questions to collect information about a mystery star. Students review how to ask questions about age, nationality and occupation. Only yes/no answers are given by the staff, therefore students have to think strategically to get the maximum information about the mystery star. For example, a question such as ‘How old is the mystery star?’ is not allowed. Instead ‘Is the mystery star younger than 30 years old?’ is acceptable. Students continue to ask questions using their new knowledge. Teams are awarded a point for guessing correctly.

Time allocation: 25 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-INT-01  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language | * Students ask questions in Japanese in order to gather information about the mystery star. |

#### Sample language structures

* これは、ですか。
* ミステリースターはか、あててください。
* なんさいですか。
* なにじんですか。
* スポーツせんしゅですか。
* ほかのしつもんでもいいです。
* にヘルプしてもらってもいいです。
* しつもんは、チームで2つずつです。
* チームに1ポイントです。

### Spot the *hiragana*! ひらがなをさがせ!

Students identify features of Japanese houses and then identify the *hiragana* for these words by circling the correct symbols on the *hiragana* sheet. The team with the most correct *hiragana* letters wins a game point.

Time allocation: 10 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-UND-01  interprets and responds to information, opinions and ideas in texts to demonstrate understanding | * Students identify vocabulary associated with Japanese homes and circle the correct *hiragana*. |

#### Sample language structures

* じゅんばんに、ひらがなにまるをつけるゲームです。
* さいしょの人、た、にまるをつけます。
* つぎの人、た、にまるをつけます。
* たくさん、じゅんばんに、ただしいひらがなにまるをつけたチームがかちです。

### Tanken restaurant 1 たんけんレストラン1

Students listen to 2 restaurant ‘customers’ having a conversation in Japanese about what they will order.

Students listen to and identify the information from the conversation then find the *hiragana* letters to match to the appropriate food cards. Students build the *hiragana* words based on the conversation by choosing the correct letters from the *hiragana* piles on the table and form the orders on the board in front of them.

The fastest team to correctly build the words with matching food pictures wins a game point.

Time allocation: 15 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-UND-01  interprets and responds to information, opinions and ideas in texts to demonstrate understanding | * Students understand typical conversations at a restaurant. * Students reflect on the differences/similarities between Australia and Japan in relation to ordering food and the correct etiquette. * Students recognise *hiragana* to form words. |

#### Sample language structures

* まず、シェフをきめます。
* オーダーのとひらがなでオーダーをって、シェフにわたして下さい。
* ここは、たんけんレストランですから、カードをなげてはだめです。
* では、はじめます。
* すみません、おすしとうどんをおねがいします。

### Tanken restaurant 2 たんけんレストラン2

Students learn how to communicate with the waiter and have a conversation with their friend at the restaurant.

Firstly, students watch the restaurant skit by the Tanken Centre officers and the teacher. Then they take the roles of customer at the restaurant. Secondly, they practise the conversation by reading the sample script. After that, students need to create their own free conversation and practise in groups of 2. (If one student does not have a partner, a teacher takes a part.) After they practise, they perform their skit for the Tanken Centre officers. Lastly, 3 pairs or groups perform in front of the whole class.

Time allocation: 35 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-INT-01  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language | * Students interact in spoken Japanese to order food and have a conversation with a partner in a restaurant situation. * Students use correct pronunciation and intonation. |

#### Sample language structures

* いらっしゃいませ、こちらへどうぞ。
* わたしは、おすしにします。は？
* おすしは、ちょっと。わたしはおにぎりにします。
* はい、ごちゅうもんは？
* おすしをおねがいします。
* はい、かしこまりました。
* パラマタにすんでいます。
* ペットがいますか。
* はい、いぬがいます。
* すきなたべものはですか。
* てんぷらです。

### Hiragana match-up game ひらがなマッチアップ

Students learn/review and memorise vocabulary with picture cards and compete in a match-up game against other teams.

Firstly, students check and memorise their knowledge of vocabulary (greetings, classroom items, foods, cultural items) by repeating these words after the Tanken Centre officers. Secondly, students play a match-up game. Students read the words in Japanese on 32 word cards and match them to the appropriate picture cards. The fastest team to complete all the vocabulary categories correctly wins a game point.

Time allocation: 20 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-UND-01  interprets and responds to information, opinions and ideas in texts to demonstrate understanding | * Students read the vocabulary cards written in *hiragana* and match the learnt vocabulary to the correct picture cards. * Students learn expressions which form part of Japanese daily life. * Students recognise Japanese words used in English. |

#### Sample language structures

* ひらがなカードとえをマッチアップしてください。
* おわったら、ベルをおしてください。

### Vocabulary card race ボキャブラリーカードレース

Students learn and memorise the activity’s vocabulary with picture cards and then test their skills by saying the vocabulary quickly and accurately.

Firstly, students check and memorise their knowledge of vocabulary (greetings, classroom items, foods, cultural items) by repeating after Tanken Centre officers. Secondly, students play a card race game. Students line up as a team against the other team and when the picture card is shown, they have to say what it is in Japanese accurately and quickly. One student races another student. Each player gains a coin for each correct answer said first, and the next students continue in the same way. The game is played at a fast pace so that students’ memory of the vocabulary is further enhanced with repetition, while they have fun.

The team with the most coins wins a game point.

Time allocation: 20 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-UND-01  interprets and responds to information, opinions and ideas in texts to demonstrate understanding | * Students listen to and follow instructions to play a game identifying Japanese language and cultural items. * Students recognise some Japanese words which are used in English. |

#### Sample language structures

* カードをみて、ただしいことばをさきにいった人のチームにコインがはいります。
* いちばんたくさんコインがあるチームがかちです。

## Japanese toys 日本のおもちゃ

In this activity, 3 traditional Japanese toys are introduced to students and they experience playing with them. Students watch the demonstration for each toy and listen to the instructions on how to play in Japanese. While they play with the toys, students interact with the Tanken Centre officers to learn tips on how to play well. Students experience Japanese culture and have the opportunity to share their stories with the Tanken Centre officers while they are playing.

Time allocation: 20 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-UND-01  interprets and responds to information, opinions and ideas in texts to demonstrate understanding | * Students listen to and follow instructions to play with Japanese toys. * Students learn about traditional toys and the rules of how to play them, and reflect on the differences between Australian and Japanese toys. |

#### Sample language structures

* おもちゃ、１、けんだま、です。
* ひざをまげて、いたまをここにいれます。
* いまから、グループを3つにわけます。
* グループ１は、だるまおとし、こま、けんだま、グループ2は、こま、けんだま、だるまおとし、グループ３は、けんだま、だるまおとし、こま、のじゅんです。

## Waiter game ウェイターゲーム

In this activity, popular Japanese dishes are introduced with photo cards. Students repeat the names of the dishes after the Tanken Centre officers and learn how to write these words in *hiragana*. Students interact with Tanken Centre officers to take food orders, asking what they would like to order and writing orders on mini boards in Japanese. The team with the most correct words wins a game point.

Time allocation: 20 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-INT-01  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language | * Students interact in spoken Japanese to take food orders. |
| ML4-CRT-01  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Students write the orders accurately in Japanese. |

#### Sample language structures

* ここはたんけんレストランです。
* レストランのメニューをみましょう。
* これはなんですか。
* おにぎりです。
* もういちどれんしゅうしましょう。
* オーダーをきいて、ボードにひらがなでかいてください。
* ふえがなったら、ペンをおいてボードをみせてください。
* いちばんただしいこたえがおおいチームにポイントがはいります。
* すみません、おにぎりとうどんをください。
* はい、みなさん、オーダーをひらがなでかいてください。

## Twister ツイスター

In this **technology-based** activity, students prepare for and then play a game of Twister in Japanese. Firstly, students look at the Interactive Whiteboard and repeat and memorise the colours. Once students are familiar with the colours, they then learn how to say some parts of the body and the words for right and left through interaction with the Tanken Centre officers. Finally, they play Twister using their new knowledge, students take turns calling instructions in Japanese and responding to see who can survive for the longest. Teams are awarded points for the number of students standing at the end of the game.

Time allocation: 25 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-UND-01  interprets and responds to information, opinions and ideas in texts to demonstrate understanding | * Students give, listen to and follow instructions to play with Twister in Japanese. |

#### Sample language structures

* これはなにいろですか。
* これはなんですか。
* ひざ、です。
* おしり、です。
* みぎ、ひだり。
* みぎあし、ひだりあし。
* ひざ、おしりがゆかにさわったら、アウトです。
* アウトになったら、すわってください。

## What do you do? なにをしますか。

In this **technology-based** activity, students learn/review the basic verbs and build sentences in Japanese. The verbs are introduced with using the Interactive Whiteboard – images first and then words. Once students are familiar with the verbs and any new vocabulary, they play the gesture game – one student looks at the picture card and does the gesture and a team mate guesses what gesture this student is doing, using verb phrases, in Japanese. Students take turns. The team with the correct guess in Japanese first wins a game point.

Time allocation: 20 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-CRT-01  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Students drill verbs and grammatical structures to make sentences about the gestures they see. |

#### Sample language structures

* まず、どうしのチェックをしましょう。
* みます。
* たべます。
* のみます。
* テレビをみます。
* ピザをたべます。
* オレンジジュースをのみます。
* いまから、ジェスチャーゲームをします。
* はい、すもうをします、でした。

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