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**COWRA HIGH SCHOOL**

**ASSESSMENT TASK COVER SHEET**

This sheet **must** be attached to the front of your Assessment Task and submitted to your class teacher on or before the due date.

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: English Studies - Preliminary

Assessment Task: Report

Date Due: Term 1, Monday Week 10

Date Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

🞏 Extension granted \_\_\_\_\_ days

🞏 Other circumstances ~ documents attached

I certify:

1. This assignment is entirely my own work and all borrowed material has been acknowledged
2. The material contained in this assignment has not previously been submitted for assessment in any formal course of study
3. I retain in my possession a copy of this assignment
4. I understand that late assignments will be penalised unless an extension has been granted by Deputy Principal - Curriculum

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**COWRA HIGH SCHOOL**

**Assessment Task (Student’s Copy)**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: English Studies - Preliminary

Teacher: Sullivan

Assessment Task received by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please detach this if the Assessment Task has been handed in**

**to the office and give to student to keep for their own records.**

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| **COWRA HIGH SCHOOL** | | | | | | |
| **Year 11 Assessment Task** | | | | | | |
| **NAME:** | | | **CLASS:** | | | **TEACHER:** Sullivan |
| **COURSE:** English Studies | | **TASK No:** 1 | | | **Unit:** Report | |
| **DATE DUE:** Monday Week 11, Term 1 | | | | | | **TIME DUE:** In Class |
| **MARK:** 20 | **WEIGHT:** 30% | | | **PRESENTATION:** Report | | |
| **SYLLABUS OUTCOMES: A Student:**  **ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes  **ES11-4** composes a range of texts with increasing accuracy and clarity in different forms  **ES11-5** develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts | | | | | | |
| **DESCRIPTION OF TASK:**  Part 1: Interview – Task Description (10 marks)  Your task is to find an advertisement for a job that you think you are suited for and would like to pursue in the future. You are then to imagine, that based upon your Resume, you have been invited to interview for the position. The following questions will be asked of you. You are to write detailed responses to the following;   1. What skills do you think you bring to the job? 2. What do you think is your biggest weakness? 3. How would you deal with conflict in the workplace? 4. Do you work well as an individual and as a member of a team? Explain. 5. Why should we hire you over someone else?   **Part 2: Scenario** – Task Description (10 marks)  Complete a written report, detailing how you would deal with a problem in the workplace. In your response, you should consider rights and responsibilities, communication, and safe work practices.  Problem- Brian, 19, works at a packing factory. One day, Brian is asked by his supervisor to pick up a large box and carry it to an awaiting truck for transport. He gets to the box and realises that it is labelled heavy. Brian returns to tell his supervisor that he is unable to carry it as it is too heavy and the supervisor tells him to stop being lazy and carry the box otherwise he would be fired. When Brian goes back to his regular job, instead of taking the box to the truck, the supervisor starts swearing and threatening Brian. To avoid losing his job, Brian picks up the box and walks through the carpark to the awaiting truck, without any high-vis clothing on. Brian turns incorrectly putting the box into the truck, hurting his back, and is unable to return to work for two weeks.  Questions to assist your response:   * How were Brian’s rights compromised in this scenario? * What were Brian’s employers responsibilities? * How could Brian have continued to use effective communication in this scenario? * What should Brian’s employer have done to help Brian work more efficiently in this scenario? | | | | | | |
| **MARKING CRITERIA:**  **Part One:**   |  |  | | --- | --- | | **Marking Guidelines** | **Mark** | | * Effective engagement with all aspects of each question * Demonstrates an effective understanding of appropriate language to use in an interview * Well-developed spelling, punctuation and grammar | 9-10 | | * Sound engagement with all aspects of each question * Demonstrates a sound understanding of appropriate language to use in an interview * Consistently spelling, punctuation and grammar | 7-8 | | * Adequate engagement with all aspects of each question * Demonstrates an adequate understanding of appropriate language to use in an interview * Adequate spelling, punctuation and grammar | 5-6 | | * Developing understanding of how to respond to questions in an interview * Developing use of language * Consistent errors in spelling, punctuation and grammar | 3-4 | | * Section not completed * Elementary use of language | 1-2 |   **Part Two:**   |  |  | | --- | --- | | **Marking Guidelines** | **Mark** | | * Demonstrates an effective understanding of rights and responsibilities, communication, and safe work practices * Effective use of language appropriate to a workplace report * Well-developed spelling, punctuation and grammar | 9-10 | | * Demonstrates a sound understanding of rights and responsibilities, communication, and safe work practices * Sound use of language appropriate to a workplace report * Consistently correct spelling, punctuation and grammar | 7-8 | | * Demonstrates an adequate understanding of rights and responsibilities, communication, and safe work practices * Adequate use of language appropriate to a workplace report * Adequate spelling, punctuation and grammar | 5-6 | | * Developing understanding of rights and responsibilities, communication, and safe work practices * Developing use of language * Consistent errors in spelling, punctuation and grammar | 3-4 | | * Section not completed * Elementary use of language | 1-2 | | | | | | | |



**COWRA HIGH SCHOOL**

**Assessment Task Submission Policy**

Submission of assessment tasks by students must follow faculty guidelines. There are basically four types of assessment tasks:

1. **In Class Assessment Tasks** ~ these tasks are supervised by the class teacher and collected by the class teacher at the conclusion of the assessment task. It is the responsible of the student who miss in class assessment tasks to contact the Head Teacher of that faculty.
2. **Formal Examinations** ~ at the conclusion of any formal examination the assessment task papers are to be collected and returned to the relevant faculty teacher.
3. **Major Projects / Pieces of Work** ~ these items, due to their size, are usually kept in the appropriate faculty location. Major works and projects should be kept in safe locations that minimises the risk of damage. Any assessment task would be submitted directly to the teacher. A receipt for the task will be issued to students.
4. **Take Home Assessment Tasks** ~ these are tasks that students are required to complete by a due date. Students should follow faculty submission guidelines regarding submission of these tasks.

**Guidelines for the Submission of Assessment Tasks**

1. When an assessment task is issued, the information provided to students will include:

* a clear statement of what the task involves and what the expectations of the student are
* an explanation of the marking criteria / outcomes to be assessed
* the due date of submission
* an assessment task submission cover sheet ~ see attached

1. Teachers should record the names of all students issued with the assessment task on a roll/class list and have the student acknowledge receipt of the assessment task by getting them to sign next to their name.
2. Students **must** take their assessment task to the class teacher. They must be signed in on the class roll and keep their receipt
3. All students **must keep a copy** of their assessment task.

**Illness and Misadventure Appeals**

If a student fails to submit an assessment task by the due date and has a legitimate reason than normal illness and misadventure procedures will apply.

**REQUEST FOR ASSESSMENT EXTENSION PROCEDURE**

Assessment extensions will only be granted in exceptional circumstances. All requests need to be made in writing using the extension request form. In seeking an extension discuss your request with your teacher/Head Teacher at least three (3) days before the due date with work already completed.

**Forms for Illness/Misadventure and Extension can be accessed on the**

**Cowra High School Website.**