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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: Year 11 Japanese Beginners

Assessment Task: Daily Routine – Vlog and Listening

Date Due: Monday 29th March 2021, Term 1 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: Year 11 Japanese Beginners

Teacher: Bates

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:** 11 | | | **TEACHER:** Mr Bates |
| **COURSE:** Japanese Beginners | | **TASK No:** 1 | | | **Unit:** Daily Routine | |
| **DATE DUE:** Monday 29th March 2021 | | | | | | **TIME DUE:  Vlog: Monday** 29th submitted  **Reading Task:** In class first lesson week 10 |
| **MARK:**  /20 Listening  /25 Speaking | **WEIGHT:**  20% Listening  10% Speaking | | | **PRESENTATION:** Creating a vlog of their daily routine and life | | |
| **SYLLABUS OUTCOMES:**  **Vlog:**  1.1 establishes and maintain communication in Japanese  1.2 manipulates linguistic structures to express ideas effectively in Japanese  1.3 sequences ideas and information  1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately  **Listening Task:**  2.1 understands and interprets information in texts using a range of strategies  2.2 conveys the gist of and identifies specific information in texts  2.3 summarises the main points of a text  2.4 draws conclusions from or justifies an opinion about a text  2.5 identifies the purpose, context and audience of a text  2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts | | | | | | |
| **DESCRIPTION OF TASK:**  **Listening (20%) 20 Marks**  Students will listen to two texts around the topic of the individual and their daily routine. Students will need to be prepared to be able to read a variety of text types. These include; **a conversation, a self-introduction and a speech.**  **This part of the assessment is an in-class test. Students will not have access to a dictionary for this part of the assessment task.**  **Speaking (10%) 25 Marks**  Students are to vlog telling an audience about their daily life in Japan. This vlog does not have to be an actual account of their life but should aim to inform their audience the following things:   * Who the person is (your name, your age, your town, your hobbies, etc.) * What time you wake up every day * What you eat for breakfast, lunch and dinner (or if you don’t, why you don’t) * Where you go and what you do on certain days of the week (Monday to Sunday) * What time you go to bed normally.   Students can create a real or fictional daily/ weekly routine. Students are also encouraged to be creative with the vlog and need not create a vlog about their daily routine in their own residence. The school can be used as a site to create a mock daily routine.  Students are encouraged to create a script that can be proof-read before completing their vlog.  The vlog can be complete in a number of ways:   * As an acted mini-film. * As a presentation with an accompanying recording. * Or any other method that has recorded your voice with visual aids.   Students should also assume the watcher is **unable to understand English and strictly speak in Japanese.**  The vlog should be no longer than 3 minutes. | | | | | | |
| **MARKING CRITERIA:**  **Speaking: (10%)**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Daily Routine activities mentioned**  /10 | 1 2 3 4 5 6 7 8 9 10 | | | | | | | | | **Pronunciation and Intonation of Japanese language used correctly.**  /3 | Rarely  0 | | Sometimes  1 | | Mostly  2 | | Always  3 | | | **Description of self is detailed and includes age, family, personality and town**  /4 | Unmentioned  0 | Briefly Mentioned  1 | | Mentioned  2 | | Detailed  3 | | Thoroughly covered  4 | | **Sentence structure is correct and uses sophisticated structures**  /4 | Never  0 | Inconsistently  1 | | Sometimes  2 | | Mostly  3 | | Consistently  4 | | **Visual aspect of the vlog supports the audio**  **/2** | Does not match  0 | | | | Matches consistently 2 | | | | | **Body language and gestures culturally appropriate in a Japanese context**  **/2** | Inappropriate or non-existent demonstration of body language  0 | | | | Appropriately used body-language in vlog  2 | | | | | **Comment:**  /25 | | | | | | | | |   **Reading:** Each question is marked independently based on the criteria of the question. An individualised marking criteria with sample responses will be supplied to all candidates upon return of assessment task. | | | | | | |



**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.**