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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 Continuers

Assessment Task: Come stay at my house – Vlog and Listening Task

Date Due: Monday 29th March 2021, 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 12 Japanese Continuers

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 Continuers | | **TASK No:** 1 | | | **Unit:** Homestay in Japan | |
| **DATE DUE:** Monday 29th March 2021 | | | | | | **TIME DUE:  Vlog:** Monday 29th March  **Listening Task:** In class first lesson week 10 |
| **MARK:**  /25 Speaking  /20 Listening | **WEIGHT:**  10% Speaking  20% Listening | | | **PRESENTATION:** Vlog encouraging Japanese exchange and test | | |
| **SYLLABUS OUTCOMES:**  **Speaking**  1.1 establishes and maintains 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  4.1 recognises and employs language appropriate to different social contexts  **Listening**  3.1 conveys the gist of texts and identifies specific information  3.2 summarises the main ideas  3.3 identifies the tone, purpose, context and audience  3.4 draws conclusions from or justifies an opinion  3.5 interprets, analyses and evaluates information  3.6 infers points of view, attitudes or emotions from language and context  4.2 identifies values, attitudes and beliefs of cultural significance  4.3 reflects upon significant aspects of languages and culture | | | | | | |
| **DESCRIPTION OF TASK:**  **Speaking (10%) 25 Marks**  Students are to create a vlog encouraging students from Japan to participate in a homestay in Australia with them. This information may be fictional, but should ultimately be a positive message that could be potentially used as an example to encourage Japanese students to stay in Australia.  Students will need to include the following information about their residence (remembering that this information may be fictional if desired):   * The people in the house, including yourself and a brief overview of them (personality, age, hobbies, likes, things they are good at, etc.) * A description of the house and the rooms in it * A description of your school, the classes you do and the homework you receive * The activities you do after school and can do with Japanese students   Students are also encouraged to be creative with the vlog and need not create a vlog about their own residence. The school can be used as a site to create a mock house.  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 expected running length is 3-5 minutes, although this time may be filled with transitions, images, extra footage so long as you ensure coverage of all points that need to be spoken about.  **Listening (20%) 20 Marks**  Students will complete a listening test that will focus on Japanese traditional and modern culture clashing together. Students will need to listen to multiple texts and answer questions in English about them. Students may be requested to listen to a **conversation, an announcement and an advertisement.** | | | | | | |
| **Speaking Marking Criteria: 25 Marks (10%)**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **A variety of language structures and vocabulary is used to inform the listener of reasons to stay at their residence in Australia**  /10 | 1 2 3 4 5 6 7 8 9 10 | | | | | | | | | **Student pronunciation and intonation is accurate**  /3 | Limited  0 | | Somewhat  1 | | Competent  2 | | Detailed  3 | | | **The overview of the people in the house is informative and personalised.**  /4 | Rarely  0 | Inconsistently  1 | | Sometimes  2 | | Mostly  3 | | Consistently  4 | | **Sophisticated vocabulary and grammatical structures used**  /4 | Never  0 | Inconsistently  1 | | Sometimes  2 | | Mostly  3 | | Consistently  4 | | **The lifestyle presented in the vlog is detailed, and presents a positive image of Australian life**  /2 | Intentionally derogative view of Australian life or unmentioned  0 | | | | Positive image of Australian life detailed. 2 | | | | | **Visual aspects of the vlog match the spoken text**  /2 | Visuals unused or do not match audio script  0 | | | | Visuals match audio text and enhance the viewing experience for the audience  2 | | | | | **Comment:**  /25 | | | | | | | | |   **Listening:** **/20 (20%)**  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.**