



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Japanese Stage 5
<b>Topic</b>	Introduction of my family members.
<b>Class Teacher</b>	Mrs A Hurford
<b>Head Teacher</b>	Mr I Paine
<b>Year</b>	Year 9
<b>Date Given</b>	Week 7
<b>Date Due</b>	Week 9
<b>Weighting</b>	15%

### Assessment Outline

This is an oral presentation task on your family or imaginary family. You will need to introduce at least 4 members of your family and talk about their name, age, hobbies or interests and give a brief description of them. You will be given some time to work in class and there will be steps that you need to take in order to succeed.

Step 1: Write your text 1.

Step 2: Your partner writes peer reviews of your text 1.

Step 3: Teacher reviews your text 1 and adds feedforward/feedback. You then complete self-analysis considering the peer and teacher feedback.

Step 4: You apply feedback to improve the text and produce the final product. You may choose to design a poster or make a power point presentation.

Step 5: You present your product in class.

\*\*Students may have an opportunity to get assistance from a member of Japanese local community to complete the task.

### Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

### Plagiarism:

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

**Failure to follow the above procedures may result in a zero award.**

**The policies and procedures that are outlined on the ROSA booklet will be followed regarding the non-completion of assessment tasks.**

### Outcomes Assessed

A student

- LJA5-4C Experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
- LJA5-5U Demonstrates how Japanese pronunciation and intonation are used to convey meaning
- LJA5-6U Demonstrates understanding of how Japanese writing conventions are used to convey meaning
- LJA5-7U Analyses the function of complex Japanese grammatical structures to extend meaning

## Marking Criteria

<b>Outcomes</b>	<b>E</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
<b>LJA5-4C</b>	Applies a very little range of vocabulary and linguistic structures with errors that impede comprehension. No evidence of any vocabulary or sentences.	Applied a limited range of vocabulary and linguistic structures with errors that may impede comprehension.	Applies a range of vocabulary with errors but does not impede comprehension.	Applies a wide range of vocabulary and linguistic structures, but with some errors.	Applies an extensive range of vocabulary and linguistic structures.
<b>LJA5-5U</b>	Applies no pronunciation or intonation patterns.	Applies limited Japanese pronunciation or intonation patterns.	Applies some Japanese pronunciation or intonation patterns.	Applies mostly Japanese pronunciation or intonation patterns.	Applies Japanese pronunciation or intonation patterns.
<b>LJA5-6U</b>	Includes no hiragana script	Includes some hiragana script with mistakes	Includes whole sentences in hiragana script with mistakes	Includes whole sentences in hiragana, katakana and kanji letters with minor mistakes	Includes whole sentences in hiragana, katakana and kanji letters without mistakes
<b>LJA5-7U</b>	Applies no understanding of subject, noun and verb placement.	Applies limited understanding of subject, noun and verb placement.	Applies understanding of subject, noun and verb placement.	Applies through understanding of subject, noun and verb placement.	Applies outstanding understanding of subject, noun and verb placement.