



Gorokan High School

Stage 4 – Assessment Task

Subject:

LOTE

Task Number:

1

Task Title/Type:	My Family Speech – 30%	Year: 7
Date Due / Date of Task:	Term 2, Week 10	
Class Teacher:	Name:	Mr Bennett/Ms McRae
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Task Description:

Students will work in pairs to compose a script for a conversation in Japanese about their family. They will then film or perform the dialogue.

Students will be assessed on: the accuracy of the vocabulary, structure and spelling of their script; their pronunciation in the film or performance; the fluency of their dialogue; and their correct use of cultural mannerisms, eg. bowing.

The scripts will be completed in class and dialogues will be submitted or performed in **week 10**.

Stage 4 outcomes to be assessed:

LJA4-1C manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LJA4-4C experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences

LJA4-5U demonstrates how Japanese pronunciation and intonation are used to convey meaning



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MARKING CRITERIA: You will be assessed on:

Script

(LJA4-4C) experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences

Criteria	Marks
Composes a dialogue between two people meeting each other for the first time that has: <ul style="list-style-type: none"> • Appropriate use of words and phrases • Correct sentence structure • No errors in spelling 	A 10-9
<ul style="list-style-type: none"> • Mostly appropriate words and phrases • Correct sentence structure with 1 or 2 minor errors • Mostly correct spelling 	B 8-7
<ul style="list-style-type: none"> • Some appropriate words and phrases • Satisfactory control of sentence structure with a number of errors • Adequate spelling throughout with 3-5 errors 	C 6-5
<ul style="list-style-type: none"> • Limited use of appropriate words and phrases • Limited use of correct sentence structure • Many spelling errors 	D 4-3
<ul style="list-style-type: none"> • Elementary use of words and phrases • Elementary sentence structure • Elementary spelling 	E 2-0

Pronunciation and intonation

(LJA4-5U) demonstrates how Japanese pronunciation and intonation are used to convey meaning

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a very high level of competence in speaking with correct pronunciation and intonation 	A 10-9
<ul style="list-style-type: none"> • Demonstrates a high level of competence in speaking with correct pronunciation and intonation 	B 8-7
<ul style="list-style-type: none"> • Demonstrates adequate level of competence in speaking with correct pronunciation and intonation 	C 6-5
<ul style="list-style-type: none"> • Demonstrates a limited level of competence in speaking with correct pronunciation and intonation 	D 4-3
<ul style="list-style-type: none"> • Demonstrates an elementary level of competence in speaking with correct pronunciation and intonation 	E 2-0

Fluency

(LJA4-1C) manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

Criteria	Marks
<ul style="list-style-type: none"> • Performs dialogue with a very high level of fluency 	A 10-9
<ul style="list-style-type: none"> • Performs dialogue with a high level of fluency, i.e. Only some pauses or hesitation 	B 8-7
<ul style="list-style-type: none"> • Performs their dialogue with an adequate level of fluency, i.e. A few, short pauses 	C 6-5
<ul style="list-style-type: none"> • Performs the dialogue with a limited level of fluency, i.e. Many short or long pauses, requiring prompts to continue 	D 4-3
<ul style="list-style-type: none"> • Performs the dialogue with a very limited level of fluency, i.e. Many long pauses requiring prompting to continue 	E 2-0