SAMPLE ASSESSMENT OUTLINE

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT
FOUNDATION YEAR 12
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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.
## Sample assessment outline

**English as an Additional Language or Dialect – Foundation Year 12**

**Unit 3 and Unit 4**

<table>
<thead>
<tr>
<th>Assessment type (from syllabus)</th>
<th>Assessment task weighting</th>
<th>Start and submission date</th>
<th>Description of assessment task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response (oral/written) to aural texts</strong></td>
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</tbody>
</table>
| 15% | Informal 2% | Semester 1 Week 11–12 | Context Two: Occupational Health and Safety (OHS)  
**Task 6:** Investigate the skills required to record facts surrounding an OHS incident. Listen to/watch scenarios and make notes about the incidents. |
| 5% | Formal | Semester 1 Week 10 | Context Three: Workplace discrimination  
**Task 5:** Listen to a talk from a representative of WorkSafe WA and take notes. Use these notes to write a summary of the main points from the talk. |
| 5% | Formal | Semester 2 Week 5 | Context Five: Health and lifestyle choices  
**Task 11:** Listen to a talk given by someone from a health-related community group e.g. Alcoholics Anonymous, Beyond Blue, Aboriginal Health Council of WA, Black Dog Institute, Red Cross, Drug and Alcohol Youth Service. Take notes as you listen to the presentation. |
| **Production (oral)** |
| 20% | Informal 3% | Semester 2 Week 1–2 | Context Four: Personal choices  
**Task 9:** Choose a person in your family/community group whom you consider to be a role model. Interview that person about his/her life choices and take notes. |
| 7% | Formal | Semester 1 Week 6–7 | Context Three: Workplace discrimination  
**Task 8:** Role-play a workplace scenario where a worker is discriminated against. Act out an appropriate conflict resolution strategy. |
| 2% | Informal | Semester 2 Week 10 | Context One: Educational and employment opportunities  
**Task 3:** Give a presentation about a job/career that you would like to pursue in the future. |
| 8% | Formal | Semester 2 Week 3–4 | Context Six: Work and study choices  
**Task 14:** Participate in a small group discussion about work and study choices. Discuss how aspects of your lives, such as your culture/community/family background/gender/age/interests/life choices, influence what you want to do in the future. |
| **Informal** |
| 2% | Formal | Semester 2 Week 10 | Context Four: Personal choices  
**Task 10:** Using the notes from your interview (Task 9), give a presentation to your peers about your family/community role model. |
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| **Response (oral/written) to written/visual texts*** | | | **Context Two: Occupational Health and Safety (OHS)**  
**Task 4:** Discuss what OHS is and how it relates to the workplace. View and interpret a number of safety and warning signs that are commonly used and identify a number of hazards in workplace situations through viewing and reading activities. |
| Informal | 5% | Semester 1  
Week 8–9 |  |
| Formal | 7% | Semester 1  
Week 1–2 |  |
| Informal | 5% | Semester 2  
Week 11–12 |  |
| Formal | 8% | Semester 2  
Week 9 |  |
| **Production (written)** | | | **Context Six: Work and study choices**  
**Task 13:** Read the stories in the text *Working Lives* and answer comprehension questions in response. |
| Informal | 5% | Semester 1  
Week 13–14 |  |
| Formal | 7% | Semester 1  
Week 3–5 |  |
| Informal | 5% | Semester 2  
Week 6–8 |  |
| Formal | 8% | Semester 2  
Week 13–15 |  |
| **Externally set task** | | | **Externally set task**  
A written task or item or set of items of one hour duration developed by the School Curriculum and Standards Authority and administered by the school. |
| Formal | 15% | Semester 1  
Week 13 |  |
| **Total** | **100%** | | |

* All assessment types must be included in the assessment outline at least twice (with the exception of the externally set task which only occurs once). This applies to the assessment types only and not to the formal/informal nature of the task.