**Sample Assessment Tasks**

English as an Additional Language or Dialect

Foundation Year 12

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Sample assessment task

English as an Additional Language or Dialect – Foundation Year 12

Task 3 – Unit 3

**Assessment type:** Production (formal oral)

**Conditions**

Time for the task: 5 minutes, plus preparation time

**Task weighting**

7% of the school mark for this pair of units

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**Give a presentation about a job/career that you would like to do in the future.**

**What you need to do**

**Content** (5 marks) and **vocabulary** (5 marks) (10 marks)

* Choose a job/career that interests you.
* Establish a clear purpose for your speech.
* Explore a small range of graphic organisers/retrieval charts to use when researching.
* Explore research skills such as paraphrasing, summarising and note-taking.
* Practise these skills in class activities.
* Find sources for your research with the support of your teacher.
* Conduct your research using the skills you have been taught in class.

**Grammar** (5 marks)

* Review how to logically structure your speech, including how to create an effective introduction.
* Examine the type of language to use in a speech, such as using cohesive markers and transition signals, a range of sentence types, appropriate register and subject specific vocabulary (your teacher will explain these to you).
* Choose the evidence/content from your research that you want to use in your speech and write a draft.
* With help from your peers and/or teacher, edit your speech.

**Fluency and clarity of pronunciation** (5 marks)

* Review verbal language skills such as clear pronunciation, appropriate intonation and effective use of stress, tone, pace and volume.
* Review non-verbal language skills such as effective use of eye contact, gestures, body positioning and facial expressions.

**Audience communication** (5 marks)

* Review anxiety-reducing strategies and use of support materials such as palm cards, visual aids and presentation software.
* Practise your speech with a peer/friend/relative, and record it for your own personal reflection if you have access to suitable technology.
* Present your speech to the class and submit your research notes and the draft copy of your speech to your teacher.

Marking key for sample assessment Task 3 – Unit 3

|  |  |
| --- | --- |
| **Description** | **Marks**  |
| **Content addressing the task** |
| Engages purposefully with the key terms of the task. | 5 |
| Addresses the key terms of the task. | 4 |
| Addresses most key terms of the task but includes irrelevant information. | 3 |
| Addresses some of the task.  | 2 |
| Makes an attempt to address the task. | 1 |
| **Subtotal** | **/5** |
| **Use of vocabulary** |
| Uses sufficient vocabulary to express ideas on a variety of familiar topics. | 5 |
| Uses basic vocabulary for expressing needs. | 4 |
| Uses short isolated phrases. | 3 |
| Attempts to use simple isolated words and phrases. | 2 |
| Experiments with routine social words. | 1 |
| **Subtotal** | **/5** |
| **Use of grammar** |
| Uses simple, compound and some complex sentences with conjunctions and simple cohesive devices at sentence and paragraph level to link ideas accurately. | 5 |
| Uses simple, compound and some complex sentences with occasional errors of tense and word order; uses conjunctions and simple cohesive devices at sentence and paragraph level, with some errors. | 4 |
| Uses mostly simple and compound sentences, with simple conjunctions and cohesive devices; makes errors of tense, agreement and word order; occasionally reads copied sections of text. | 3 |
| When expresses own ideas, uses simple and compound sentences with frequent errors of tense, agreement and word order and uses a small range of conjunctions; sometimes reads copied information. | 2 |
| When expresses own ideas, uses simple and compound sentences with frequent errors of tense, agreement and word order; often reads copied information. | 1 |
| **Subtotal** | **/5** |
| **Fluency and clarity of pronunciation** |
| Uses understandable pronunciation and intonation of common words. | 5 |
| Uses understandable pronunciation of most familiar words. | 4 |
| Uses understandable pronunciation of a few learned words and phrases. | 3 |
| Attempts to pronounce a few, very familiar words. | 2 |
| Experiments with pronouncing a few words/sounds understandably. | 1 |
| **Subtotal** | **/5** |
| **Audience communication** |
| Effectively uses a wide range of non-verbal skills, including posture, eye contact and gesture, to create audience rapport; uses notes effectively. | 5 |
| Uses a range of non-verbal skills, including posture, eye contact and gesture, to create audience rapport; refers to notes occasionally. | 4 |
| Uses some non-verbal skills, including posture, eye contact and gesture, to create audience rapport; shows some dependence on notes. | 3 |
| Uses few non-verbal skills, including posture, eye contact and gesture, to create audience rapport; shows dependence on notes. | 2 |
| Glances occasionally at audience; shows heavy dependence on notes; gestures are mostly ineffective. | 1 |
| **Subtotal** | **/5** |
| **Final total** | **/25** |

Sample assessment task

English as an Additional Language or Dialect – Foundation Year 12

Task 2 — Unit 3

**Assessment type:** Production (formal written)

**Conditions**

Time for the task: 70 minutes

**Task weighting**

7% of the school mark for this pair of units

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**You will be given a selection of advertisements for jobs. Choose one and write a job application letter to apply for it.**

**What you need to do**

**Use of generic conventions** (4 marks)

* Discuss the purpose, structure and intended audience of formal letters.
* Compare and contrast the language that is used in formal and informal letters.
* Examine the specific purpose of a job application letter.
* Have a look at some sample letters and examine the language used in them.

**Grammar** (5 marks), **vocabulary** (4 marks), **spelling** (3 marks), **punctuation** (3 marks) (15 marks)

* Examine how modals such as ‘will’, ‘would’, ‘can’, ‘should’, ‘might’ are used in sentences.
* Practise using conjunctions and simple linking devices at sentence and paragraph level, including basic in-text references and pronouns.
* Practise writing simple, compound and some complex sentences.
* Learn common words and phrases that are used in job application letters.

**Content** (5 marks)

* Discuss the important information that you need to include in your letter. Use the words and ideas that you learnt in Task 1 to help you.
* Write a job application letter with a peer for practice.
* Practise editing your letter with help from your teacher.
* Write your letter in class time.

Marking key for sample assessment Task 2 – Unit 3

|  |  |
| --- | --- |
| **Description** | **Marks**  |
| **Use of generic conventions** |
| Uses appropriate generic conventions accurately. | 4 |
| Uses appropriate generic conventions with some inconsistencies. | 3 |
| Uses some features of the appropriate generic conventions. | 2 |
| Attempts to use generic conventions. | 1 |
| **Subtotal** | **/4** |
| **Use of grammar** |
| Writes simple, compound and some complex sentences with conjunctions and simple cohesive devices at sentence and paragraph level to link ideas accurately. | 5 |
| Writes simple, compound and some complex sentences with occasional errors of tense and word order; uses conjunctions and simple cohesive devices at sentence and paragraph level, with some errors. | 4 |
| Writes mostly simple and compound sentences, with simple conjunctions and cohesive devices; makes errors of tense, agreement and word order. | 3 |
| Writes simple and compound sentences with frequent errors of tense, agreement and word order and uses a small range of conjunctions; sometimes reproduces memorised phrases out of context. | 2 |
| When expresses own ideas, uses simple and compound sentences with frequent errors of tense, agreement and word order; often reproduces memorised phrases out of context. | 1 |
| **Subtotal** | **/5** |
| **Use of vocabulary** |
| Accurately uses familiar and some unfamiliar vocabulary. | 4 |
| Accurately uses common high frequency vocabulary.  | 3 |
| Uses simple vocabulary with a few errors. | 2 |
| Uses a limited range of simple vocabulary with many errors. | 1 |
| **Subtotal** | **/4** |
| **Spelling** |
| Spells a range of words with growing accuracy. | 3 |
| Spells common words with general accuracy. | 2 |
| Makes frequent spelling errors. | 1 |
| **Subtotal** | **/3** |
| **Use of punctuation** |
| Uses punctuation with growing accuracy. | 3 |
| Uses some punctuation. | 2 |
| Uses simple punctuation, not always accurately. | 1 |
| **Subtotal** | **/3** |
| **Content addressing the task** |
| Engages purposefully with the key terms of the task. | 5 |
| Addresses the key terms of the task. | 4 |
| Addresses most key terms of the task but includes irrelevant information. | 3 |
| Addresses some of the task.  | 2 |
| An attempt is made to address the task. | 1 |
| **Subtotal** | **/5** |
|  **Final total**  | **/24** |

Sample assessment tasks

English as an Additional Language or Dialect – Foundation Year 12

Task 11 — Unit 4

**Assessment type:** Response (formal aural)

**Conditions**

Period allowed for completion of the task: one week

**Task weighting**

5% of the school mark for this pair of units

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**Listen to a talk given by someone from a health-related community group. Take notes as you listen
to the presentation.**

**What you need to do**

**Content** (5 marks)

* Explore the vocabulary related to health care.
* Discuss the purpose and value of community health organisations.

**Comprehension skills** (4 marks)

* Practise identifying key words when you are listening to someone talk.
* Review how people use stress, intonation, volume and speed for different effects when talking in English.
* Review the importance of body language.
* Review the difference between ‘literal’ and ‘inferential’ comprehension and practise listening for literal meaning and inferential meaning.

**Note taking skills** (5 marks)

* Review what summarising is and how to do this.
* Practise taking notes when listening.
* Discuss the information that you need to listen for in the talk you will hear.

**Response to texts**  (3 marks)

* Review the purpose of a ‘graphic organiser’ and how to use one to record information.

Marking key for sample assessment Task 11 – Unit 4

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| --- | --- |
| **Description** | **Marks**  |
| **Content addressing the task** |
| Identifies and describes the main ideas, supporting details and inferential understandings from the talk. | 5 |
| Identifies and describes most main ideas and supporting details and some inferential understandings from the talk. | 4 |
| Identifies and describes key main ideas and some supporting details and inferential understandings from the talk. | 3 |
| Identifies and describes key main ideas from the talk; recognises some supporting details.  | 2 |
| Identifies key main ideas from the talk. | 1 |
| **Subtotal** | **/5** |
| **Comprehension skills** |
| Identifies non-verbal cues and common stress and intonation patterns to interpret meaning; understands speech presented at a normal pace and volume. | 4 |
| Identifies most non-verbal cues and common stress and intonation patterns to interpret meaning; understands some phrases spoken at a normal pace and volume. | 3 |
| Identifies some non-verbal cues and common stress and intonation patterns to interpret meaning; understands key words spoken at a normal pace and volume. | 2 |
| Identifies a few non-verbal cues and speech patterns; understands isolated words spoken at a normal pace and volume. | 1 |
| **Subtotal** | **/4** |
| **Note taking skills** |
| Takes relevant notes; the response might use a retrieval chart or other aid.  | 5 |
| Takes notes using an appropriate retrieval chart or other aid. | 4 |
| Records some information on a retrieval chart or other aid. | 3 |
| Records basic information on a simple retrieval chart or other aid. | 2 |
| Records, with support, some basic information on a simple retrieval chart or other aid. | 1 |
| **Subtotal** | **/5** |
| **Response to texts** |
| Responds to and retells all main ideas in talk. | 3 |
| Responds to and retells some key points in talk. | 2 |
| Responds to and retells isolated ideas in talk. | 1 |
| **Subtotal** | **/3** |
|  **Final total**  | **/17** |

Sample assessment task

English as an Additional Language or Dialect – Foundation Year 12

Task 4 — Unit 3

**Assessment type:** Response (informal written/visual)

**Conditions**

Period allowed for completion of the task: two weeks

**Task weighting**

5% of the school mark for this pair of units

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**Discuss what Occupational Health and Safety (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.**

**What you need to do**

**Content** (3 marks)

* Discuss what OHS is.
* Explore the vocabulary related to OHS.
* Identify the purposes of signs, warnings and cautions.
* View a number of common warning symbols and signs and discuss their meanings.

**Comprehension skills** (5 marks)

* Discuss the difference between ‘literal’ and ‘inferential’ comprehension.
* Discuss the purpose of symbolism.
* Practise identifying common symbols in visual texts and interpreting their meanings.
* Discuss how to use contextual clues to guess the meanings of unknown symbols.

**Response to texts** (3 marks)

* Review the purpose of ‘graphic organisers’ and how to use one to record information.

Marking key for sample assessment Task 4 – Unit 3

|  |  |
| --- | --- |
| **Description** | **Marks**  |
| **Content addressing the task** |  |
| Identifies a range of OHS symbols and their purposes. | 3 |
| Identifies some OHS symbols and their purposes. | 2 |
| Identifies few OHS symbols and their purposes. | 1 |
| **Subtotal** | **/3** |
| **Comprehension skills** |  |
| Draws upon contextual clues to explain the meanings of a range of complex OHS symbols. | 5 |
| Draws upon contextual clues to explain the meanings of a range of OHS symbols. | 4 |
| Draws upon contextual clues to explain the meanings of common OHS symbols. | 3 |
| Draws upon some contextual clues to explain the general meanings of common OHS symbols. | 2 |
| Draws upon few, overt contextual clues to explain the general meanings of common and simple OHS symbols. | 1 |
| **Subtotal** | **/5** |
| **Response to texts** |  |
| Responds to and summarises all main ideas in texts. | 3 |
| Responds to and summarises some main ideas in texts. | 2 |
| Responds to a few main ideas in texts. | 1 |
| **Subtotal** | **/3** |
| **Final total**  | **/11** |