**Sample Assessment Outline**

English as an Additional Language or Dialect

General Year 12

**Copyright**

© School Curriculum and Standards Authority, 2015

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](http://creativecommons.org/licenses/by-nc/3.0/au/)

**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 – General Year 12

Unit 3 and Unit 4

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment type (from syllabus)** | Assessment task weighting | **Start and submission date** | **Description of assessment task** |
| Investigation20% | 10% | Semester 1Week 6–8 | **Task 3:** Investigate attitudes, issues and identity by watching the film *Around the Block* and writing a film review. |
| 10% | Semester 2Week 6–9 | **Task 8:** Investigate the topic of study/work stress. Write a survey to distribute to ten family/friends/acquaintances to find out how this affects them and what they do to deal with it. Use the results from your survey to produce an information sheet/brochure, for students planning to enter the workforce, about how to identify and manage stress in their lives. |
| Response20% | 5% | Semester 1Week 1–2 | Task 1: Read, view and listen to a range of texts about culturally significant sites in Australia. Respond to short and extended answer questions about these texts. |
| 5% | Semester 1Week 3–5  | Task 2: Read the article ‘Aboriginal Identity: Who is ‘Aboriginal’?’ Complete a reading comprehension task in response. |
| 5% | Semester 2Week 1–2 | Task 6: Read and view a range of texts related to the topics of genetic modification, e-waste and sustainable practices. Respond to short and extended answer questions about these texts. |
| 5% | Semester 2Week 10–12 | Task 9: Explore the issues of discrimination, conflict and resolution, and occupational health and safety in the workplace through reading, viewing and listening to a range of texts. |
| Production (written)25% | 12.5% | Semester 1Week 12–15 | **Task 5:**  Read the novel *All in the Blue Unclouded Weather* and, in response, write an essay to compare and contrast Australian society in the 1940s with contemporary Australian society. Focus on themes such as education, community, family and lifestyle. |
| 12.5% | Semester 2Week 3–5 | Task 7: Choose one of the topics you have investigated (genetic modification, e-waste or sustainable practices) and write a letter to your local member of parliament outlining your concerns related to this issue and making suggestions about how to improve the situation. |
| Externallyset task15% | 15% | Semester 1Week 12 | **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. |
| Production (oral)20% | 10% | Semester 1Week 9–11 | Task 4: Compare and contrast a range of fables/tales/stories from different cultures in terms of their structure, audience and purpose. Analyse an important fable/story/tale from your culture and present your analysis to the class. |
| 10% | Semester 2Week 13–15 | Task 10: Choose a workplace issue that you have studied in class that interests you and prepare an informative presentation for your peers on what the issue is and how to manage it in an Australian context.  |
| Total | 100% |  |