



SAMPLE ASSESSMENT TASKS

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT
FOUNDATION YEAR 11
SAMPLE 2

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Sample assessment task

English as an Additional Language or Dialect – Foundation Year 11

Task 3 – Unit 1 – Moving between cultures

Assessment type

Production (informal oral)

Conditions

Period allowed for completion of the task: 3 weeks

Time for the task: 5 minutes

Task weighting

7.5% of the school mark for this pair of units

Part A: Participate in a role play to demonstrate that the norms of ‘politeness’ and ‘respect’ in verbal and non-verbal behaviours differs across cultures. (10 marks)

Part B: Participate in a two-way barrier game activity using short autobiographical texts about Australians from a variety of cultural backgrounds. (20 marks)

What you need to do**Content and vocabulary**

- review the vocabulary you learnt from Tasks 1 and 2
- discuss the purpose and language features of autobiographical writing
- review the importance of time measurement and the linear structure of narrative texts in Standard Australian English (SAE)
- discuss the common vocabulary used to describe and measure time in an SAE narrative

Grammar

- discuss how to question for clarification and check for understanding in SAE
- review the importance of code-switching according to different social contexts
- review the use of ‘s’ in subject-verb agreement and plural nouns
- review clause and sentence structures

SAE communication skills, fluency and clarity of pronunciation

- discuss the protocols of discussions such as personal space and turn taking
- consider how ‘politeness’ and ‘respect’ in verbal and non-verbal behaviours differ across cultures
- examine how to use appropriate stress and intonation for asking and answering questions
- discuss appropriate body language skills to use in a SAE context such as making eye contact, nodding and using hand gestures
- examine the use of silences and pauses in SAE and how to use these to communicate effectively
- consider the role of the listener in interactions when using SAE and discuss different listening styles

Marking key for sample assessment task 3A – Unit 1

	Marks
Criterion 1: 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
Attempts to address the task	1
Total	5
Criterion 4: Awareness of SAE communication skills	
Always identifies appropriate body language in a Standard Australian English (SAE) context, including eye contact, turn taking and pauses. Uses understandable pronunciation and intonation of common words	5
Usually identifies appropriate body language in a SAE context, including eye contact, turn taking and pauses. Mostly uses understandable pronunciation and intonation of common words	4
Sometimes identifies appropriate body language in a SAE context, including eye contact, turn taking and pauses. Sometimes uses the understandable pronunciation and intonation of common words	3
Attempts to identify appropriate body language in a SAE context, including eye contact, turn taking and pauses, Occasionally uses understandable pronunciation and intonation of common words	2
Experiments with body language in a SAE context, including eye contact, turn taking and pauses, as well as the pronunciation and intonation of common words	1
Total	5
Final total	10

Marking key for sample assessment task 3B – Unit 1

	Marks
Criterion 1: 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
Attempts to address the task	1
Total	5
Criterion 2: Use of grammar	
Interacts appropriately in Standard Australian English (SAE), using simple sentences with conjunctions and basic cohesive devices to link ideas accurately; the response might still rely on gestures to support communication	5
Interacts appropriately, using some grammatical structures and simple cohesive devices of SAE, mostly accurately	4
Interacts appropriately in general, using simple, mainly isolated words and phrases with a few very basic conjunctions in SAE	3
Attempts to respond and interact in SAE, using a few learned isolated words and phrases, not always appropriately	2
Attempts to respond to questions using a few modelled words and phrases in SAE	1
Total	5
Criterion 3: Use of vocabulary	
Uses sufficient vocabulary to express ideas including common words used to describe and measure time in a SAE narrative	5
Uses basic vocabulary to express ideas including some common words used to describe and measure time in a SAE narrative	4
Uses short isolated phrases and attempts to use words to describe time in a SAE narrative	3
Attempts to use simple isolated words and phrases in SAE	2
Experiments with routine social words in SAE	1
Total	5
Criterion 4: SAE communication skills, fluency and clarity of pronunciation	
Uses appropriate body language in a SAE context, including eye contact, turn taking and pauses, as well as the understandable pronunciation and intonation of common words	5
Mostly uses appropriate body language in a SAE context, including eye contact, turn taking and pauses, as well as the understandable pronunciation and intonation of common words	4
Sometimes uses appropriate body language in a SAE context, including eye contact, turn taking and pauses, as well as the understandable pronunciation and intonation of common words	3
Attempts to use appropriate body language in a SAE context, including eye contact, turn taking and pauses, as well as the understandable pronunciation and intonation of common words	2
Experiments with body language in a SAE context, including eye contact, turn taking and pauses, as well as the pronunciation and intonation of common words	1
Total	5
Final total	20

Sample assessment task

English as an Additional Language or Dialect – Foundation Year 11

Task 4 – Unit 1 – Moving between cultures

Assessment type

Production (informal written)

Conditions

Period allowed for completion of the task: 3 weeks

Time for the task: 70 minutes, in class

Task weighting

5% of the school mark for this pair of units

Write a letter to a past teacher and tell them about memorable experiences and/or significant events that have happened in your life over the past year. (24 marks)

What you need to do**Generic conventions**

- discuss when you may need to write a personal letter and to whom you would write one
- talk about how to set out a personal letter
- have a look at some sample letters and examine the language used in them

Grammar, vocabulary, spelling and punctuation

- practise using common linking words in SAE, such as for, and, but, or, yet and so
- practise writing simple and some compound sentences in SAE
- practise using common punctuation in SAE without mistakes
- learn common words and phrases in SAE that are used when people write letters to their friends

Content

- discuss the important information that you need to include in your letter. Use the words and ideas that you learnt in Tasks 1, 2 and 3 to help you
- write a draft letter for practice
- practise editing your letter with help from your teacher

Marking key for sample assessment task 4 – Unit 1

	Marks
Criterion 1: 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
Attempts to address the task	1
Total	5
Criterion 2: 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
Total	4
Criterion 3: Use of grammar	
Controls simple grammatical structures in SAE with growing control of more complex features; a developing range of effective linking devices	5
Uses simple grammatical structures in SAE; including the use of some simple linking devices	4
Demonstrates variable control over simple grammatical structures in SAE; including the use of a few linking devices	3
Uses simple grammatical structures in SAE with numerous errors; little understanding of linking devices	2
Makes grammatical errors which may impede understanding of response	1
Total	5
Criterion 4: Use of vocabulary	
Accurately uses familiar and some unfamiliar vocabulary in SAE	4
Accurately uses common high-frequency vocabulary in SAE	3
Uses simple vocabulary in SAE with a few errors	2
Uses a limited range of simple vocabulary in SAE with many errors	1
Total	4
Criterion 5: Spelling	
Spells a range of words in SAE with growing accuracy	3
Spells common words in SAE with general accuracy	2
Makes frequent spelling errors in SAE	1
Total	3
Criterion 6: Use of punctuation	
Uses common punctuation in SAE with growing accuracy	3
Uses some simple punctuation in SAE	2
Uses very simple punctuation in SAE, not always accurately	1
Total	3
Final total	24

Sample assessment task

English as an Additional Language or Dialect – Foundation Year 11

Task 5 – Unit 1 – Moving between cultures

Assessment type

Response (formal aural)

Conditions

Period allowed for completion of the task: 4 weeks

Task weighting

5% of the school mark for this pair of units

Conduct and record (audio/visual or audio only) a short interview in SAE with a teacher in your school about their experiences teaching and/or living in the community where they live. Complete a retrieval chart to summarise the information you hear. (18 marks)

What you need to do**Content**

- brainstorm a range of key life experiences
- discuss which life experiences are appropriate or inappropriate to ask someone about across different cultures
- talk about what an interview is and why you might interview someone
- talk about the roles of the interviewer and interviewee in interviews conducted in SAE
- discuss different types of questions you may ask in an interview
- write out your questions to ask in your interview

Listening behaviours

- discuss how to show politeness in SAE when you're listening to someone talking
- review how to politely ask someone to repeat him/herself in SAE
- discuss listening protocols and how the role of the listener is different across different cultures
- review listening behaviours in SAE, including nodding, making eye contact and showing understanding

Comprehension skills

- discuss how people use their voice when talking in English and what it means when your voice goes 'up' and 'down' at the end of sentences
- talk about how words can be 'stressed' in English and what this means
- practise identifying key words when you are listening to someone talk
- talk about how words can be 'stressed' in English and what this means

Note-taking skills

- discuss the purpose and importance of note-taking in an SAE context
- talk about what summarising means and how to do this
- practise taking notes when listening to someone talking
- discuss the information that you need to listen for in your interview

Response to interview

- talk about what a 'graphic organiser' is and look at some examples
- practise using a graphic organiser
- design a graphic organiser to use to record information from your interview

Marking key for sample assessment task 5 – Unit 1

	Marks
Criterion 1: Content addressing the task	
Identifies the most important information in the interview	4
Identifies some of the important ideas in the interview	3
Identifies general ideas in the interview	2
Understands a few simple points in the interview	1
Total	4
Criterion 2: Listening behaviours	
Uses appropriate SAE listening behaviours	3
Attempts to use appropriate SAE listening behaviours	2
Acknowledges the speaker and the notion of turn-taking	1
Total	3
Criterion 3: Comprehension skills	
Identifies common non-verbal cues and verbal cues to interpret meaning in the interview	3
Identifies some common non-verbal cues and verbal cues to interpret meaning in the interview	2
Identifies, with support, a few common non-verbal cues and verbal cues to interpret meaning in the interview	1
Total	3
Criterion 4: Note-taking skills	
Takes relevant and detailed notes from interview using SAE	3
Takes relevant notes from interview in SAE	2
Records basic information from interview in SAE	1
Total	3
Criterion 5: Response to interview	
Effectively identifies and summarises the important information from the interview using the retrieval chart	5
Identifies and summarises some of the important information from the interview using the retrieval chart	4
Identifies some of the important information from the interview and attempts to summarise it using the retrieval chart	3
Identifies some of the relevant information from the interview to complete retrieval chart	2
Attempts to complete the retrieval chart with information from the interview	1
Total	5
Final total	18

Sample assessment task

English as an Additional Language or Dialect – Foundation Year 11

Task 7 – Unit 1 – Moving between cultures

Assessment type

Response (formal written/visual)

Conditions

Period allowed for completion of the task: 3 weeks

Task weighting

7.5% of the school mark for this pair of units

Complete a number of short modules related to financial skills published on ASIC's *Money Smart* website. Complete comprehension activities in response. (13 marks)

What you need to do**Content**

- explore the vocabulary related to financial services
- discuss the importance of developing financial literacy
- discuss what important information can be accessed from websites and how this can be accessed

Comprehension skills

- discuss the difference between 'literal' and 'inferential' comprehension
- practise interpreting literal meaning and inferential meaning when reading and viewing
- review how to identify information that is relevant and important to your needs, including scanning for key words and phrases
- review how to read common tables and charts

Learning strategies

- review how to navigate a website
- talk about what you need to do when you hear words that you don't understand, such as thinking about the meaning of the sentence around a word and thinking about the meaning of words that are similar
- review the parts of a dictionary and how to use different types of dictionaries (picture dictionaries, monolingual dictionaries, bilingual dictionaries)
- practise using dictionaries to look up new words
- develop a vocabulary chart to use when learning new words
- review how to use retrieval charts to record information when reading or viewing texts

Marking key for sample assessment task 7 – Unit 1

	Marks
Criterion 1: Content addressing the task	
Consistently identifies the key relevant information in a range of reading/viewing texts	4
Identifies the key relevant information in reading/viewing texts	3
Identifies some relevant information in reading/viewing texts	2
Attempts to identify the relevant information in reading/viewing texts	1
Total	4
Criterion 2: Comprehension skills	
Identifies and explains literal and inferential meaning in reading/viewing texts	5
Identifies and explains literal meaning and some inferential meaning in reading/viewing texts	4
Identifies literal and inferential meaning in reading/viewing texts	3
Identifies literal meaning in reading/viewing texts	2
Attempts to identify literal meaning in reading/viewing texts	1
Total	5
Criterion 3: Learning strategies	
Independently navigates a website in SAE to find relevant information; independently uses a variety of resources (such as dictionaries or visual aids) to decode unfamiliar words or phrases	4
Navigates a website in SAE, with some support, to find relevant information; uses a variety of resources (such as dictionaries or visual aids) to decode unfamiliar words or phrases	3
Navigates a website in SAE, with support, to find relevant information; uses resources, with assistance, (such as dictionaries or visual aids) to decode unfamiliar words or phrases	2
Attempts to navigate a website in SAE to find information; attempts to use resources, with assistance, (such as dictionaries or visual aids) to decode unfamiliar words or phrases	1
Total	4
Final total	13