



## SAMPLE ASSESSMENT TASKS

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ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT  
FOUNDATION YEAR 11

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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

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**Participate in a small group discussion. (20 marks)**

**What you need to do**

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

- review the vocabulary you learnt from Tasks 1 and 2
- discuss the changes that people experience when they move to a new country that are to do with food, language, housing, transport, school, lifestyle etc.
- make a mind map of all these changes

**Grammar (5 marks)**

- explore how to question appropriately and what topics to avoid when questioning someone
- discuss different types of questions such as open and closed questions and behavioural questions
- brainstorm a list of questions relating to your subtopics

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

- discuss the protocols of small group discussions and verbal interactions such as personal space and turn taking
- examine how to use appropriate stress and intonation for asking and answering questions
- discuss how to question for clarification and check for understanding
- review appropriate body language skills such as making eye contact, nodding and using hand gestures

## Marking key for sample assessment task 3 – Unit 1

	Marks
<b>Criterion 1: Content addressing the task</b>	
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
<b>Total</b>	<b>5</b>
<b>Criterion 2: Use of grammar</b>	
Interacts appropriately, 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 device, mostly accurately	4
Interacts appropriately in general, using simple, mainly isolated words and phrases with a few very basic conjunctions	3
Attempts to respond and interact, using a few learned isolated words and phrases, not always appropriately	2
Attempts to respond to questions using a few modelled words and phrases	1
<b>Total</b>	<b>5</b>
<b>Criterion 3: Use of vocabulary</b>	
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
<b>Total</b>	<b>5</b>
<b>Criterion 4: Fluency and clarity of pronunciation</b>	
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
<b>Total</b>	<b>5</b>
<b>Final total</b>	<b>20</b>
<b>Total out of 7.5% for this pair of units</b>	

## 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

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**Write a letter to a friend or relative.**

**(24 marks)**

**What you need to do****Generic conventions**

(4 marks)

- discuss when you may need to write an informal letter and to whom you would write one
- talk about how to set out an informal 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)

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

**Content**

(5 marks)

- 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
<b>Criterion 1: Content addressing the task</b>	
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
<b>Total</b>	<b>5</b>
<b>Criterion 2: Use of generic conventions</b>	
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
<b>Total</b>	<b>4</b>
<b>Criterion 3: Use of grammar</b>	
Controls simple grammatical structures with growing control of more complex features; a developing range of effective linking devices	5
Uses simple grammatical structures; including the use of some simple linking devices	4
Demonstrates variable control over simple grammatical structures; including the use of a few linking devices	3
Uses simple grammatical structures with numerous errors; little understanding of linking devices	2
Makes grammatical errors which may impede understanding of response	1
<b>Total</b>	<b>5</b>
<b>Criterion 4: Use of vocabulary</b>	
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
<b>Total</b>	<b>4</b>
<b>Criterion 5: Spelling</b>	
Spells a range of words with growing accuracy	3
Spells common words with general accuracy	2
Makes frequent spelling errors	1
<b>Total</b>	<b>3</b>
<b>Criterion 6: Use of punctuation</b>	
Uses common punctuation with growing accuracy	3
Uses some simple punctuation	2
Uses very simple punctuation, not always accurately	1
<b>Total</b>	<b>3</b>
<b>Final total</b>	<b>24</b>
<b>Total out of 5% for this pair of units</b>	

## 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 an interview with a peer and complete a retrieval chart to summarise the information you hear. (20 marks)**

##### What you need to do

**Content (4 marks)**

- discuss what a ‘cultural community’ is
- talk about what an interview is and why you might interview someone
- talk about the roles of the interviewer and interviewee in interviews
- discuss different types of questions you may ask in an interview
- write out your questions to ask in your interview

**Listening behaviours (3 marks)**

- discuss how to be polite when you’re listening to someone talking
- review how to politely ask someone to repeat him/herself

**Comprehension skills (5 marks)**

- practise identifying key words when you are listening to someone talk
- 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
- talk about common body language such as eye contact and hand and head movements

**Note-taking skills (5 marks)**

- 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 texts (3 marks)**

- 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
<b>Criterion 1: Content addressing the task</b>	
Identifies essential information from a range of aural texts	4
Identifies some of the main ideas in a range of aural texts	3
Identifies simple information in aural texts if it is carefully explained	2
Understands a few simple points in very familiar aural texts	1
<b>Total</b>	<b>4</b>
<b>Criterion 2: Listening behaviours</b>	
Uses appropriate listening behaviours	3
Begins to use appropriate listening behaviours	2
Appropriately acknowledges the speaker and the notion of turn-taking	1
<b>Total</b>	<b>3</b>
<b>Criterion 3: Comprehension skills</b>	
Identifies non-verbal cues and common stress and intonation patterns to guess meaning in a range of aural situations	5
Identifies basic, non-verbal cues and intonation patterns to guess the meaning of words in familiar aural contexts	4
Identifies some basic, non-verbal cues and common intonation patterns to understand clear aural texts	3
Identifies some basic, non-verbal cues and simple intonation patterns in clear, well-articulated aural texts	2
Identifies, with support, a few simple non-verbal cues and intonation patterns in short, familiar aural texts	1
<b>Total</b>	<b>5</b>
<b>Criterion 4: Note-taking skills</b>	
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
<b>Total</b>	<b>5</b>
<b>Criterion 5: Response to texts</b>	
Responds to and retells aural texts about familiar topics	3
Responds to simple aural texts about familiar topics	2
Responds, with support, to simple aural texts	1
<b>Total</b>	<b>3</b>
<b>Final total</b>	<b>20</b>
<b>Total out of 5% for this pair of units</b>	



## 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

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**Respond to a range of texts related to accessing services in Australia – health care, transport and financial services by completing written comprehension activities. (20 marks)**

**What you need to do****Content**

(5 marks)

- explore the vocabulary related to health care, transport and financial services
- practise listening to spoken sentences and phrases on these topics
- discuss why and how we use texts such as brochures, timetables, websites and forms

**Comprehension skills**

(5 marks)

- discuss the difference between ‘literal’ and ‘inferential’ comprehension
- practise listening for literal meaning and inferential meaning

**Learning strategies**

(5 marks)

- 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

**Note-taking skills**

(5 marks)

- continue to practise taking notes when listening to someone talking

## Marking key for sample assessment task 7 – Unit 1

	Marks
<b>Criterion 1: Content addressing the task</b>	
Identifies essential information in a range of reading/viewing texts	5
Identifies some of the main ideas in a range of reading/viewing texts	4
Understands simple information in reading/viewing texts if it is carefully explained	3
Understands a few simple points in reading/viewing texts	2
Relies on pictures, graphics and sub-titles in order to understand a few simple points in reading/viewing texts	1
<b>Total</b>	<b>5</b>
<b>Criterion 2: Comprehension skills</b>	
Infers the meaning of unfamiliar words from context	5
Infers the meaning of some unfamiliar words from context	4
Infers the meaning of unfamiliar words, not always correctly	3
Infers only the literal meanings of words	2
Infers the literal meanings of very simple words	1
<b>Total</b>	<b>5</b>
<b>Criterion 3: Note-taking skills</b>	
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 very basic information on a simple retrieval chart or other aid	1
<b>Total</b>	<b>5</b>
<b>Criterion 4: Learning strategies</b>	
Uses a variety of sources to locate information	5
Uses simple English/English dictionary to locate and decode information, not always accurately	4
Uses a bilingual dictionary and other visual aids to understand texts	3
Uses a picture dictionary and other visual aids to understand texts	2
Attempts to use graphics and visual aids, not always accurately	1
<b>Total</b>	<b>5</b>
<b>Final total</b>	<b>20</b>
<b>Total out of 7.5% for this pair of units</b>	