



SAMPLE ASSESSMENT TASKS

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT
ATAR YEAR 12

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Sample assessment task

English as an Additional Language or Dialect – ATAR Year 12

Task 1 – Unit 3 – Australia as a cultural community

Assessment type: Response**(50 marks)**

Read, view and listen to a range of texts about what it means to be Australian.

- a) In response to two spoken texts, complete a listening comprehension task.
- b) In response to two written texts and one visual text on this topic, complete a reading and viewing task with short answer questions and a synthesis question.

Conditions

Time allowed for completion of the unit content: four weeks

Time allowed for the in-class assessment task: 55 minutes plus 10 minutes reading time.

Task weighting

7% of the school mark

What you need to do

- As a class, discuss what it means to be Australian.
- Investigate Australian culture, icons, language and history.
- Read, view and listen to a range of texts about Australia from different perspectives and identify main ideas, facts and opinions.
- Review levels of comprehension (literal, inferential and evaluative).
- Review reading, viewing and listening comprehension skills.
- Practise completing listening comprehension tasks.
- Write summary paragraphs on the texts you analyse.
- Write compare/contrast paragraphs on multiple texts.
- Practise thematic analysis of multiple texts.
- Practise completing a synthesis task.
- Complete the in-class listening and reading and viewing task.

Unit content

- comparing and contrasting texts from different cultures and times, and discuss their purposes and effects
- distinguishing between and evaluating facts and opinions presented in texts
- examine how narrative point(s) of view are used to convey ideas, attitudes and values, and how arguments are presented in non-fiction texts
- explain cultural beliefs and assumptions reflected in texts
- reflect on and analyse how language choices influence audience response
- frame research questions to direct inquiry and synthesise information from multiple sources, including literary and non-literary texts
- evaluate the effect of persuasive techniques, for example, rhetorical devices and emotive language

- explain the effects of literary and humorous techniques, including figurative language, rhythm and rhyme, and dramatic irony
- analyse how texts are influenced by other texts and contexts
- critique cultural attitudes
- analysing the composition and layout of multimodal texts and texts containing visual elements
- evaluating the validity and relevance of evidence and assumptions in texts
- using metalanguage to review and evaluate texts

Task 1a – Listening Task

Suggested working time: 35 minutes

(25 marks)

This section has **13** questions. In this section, you are required to listen to **two (2)** spoken texts and answer **all** the questions that follow in the spaces provided.

You will hear **two (2)** texts. Each text will be played twice. There will be a short pause between the first and second readings. After the second reading, there will be time to answer the questions. You may make notes at any time and answer the questions in the spaces provided. Your notes will **not** be marked.

Text 1: *A lecture on immigration*

Question 1 (2 marks)

According to the lecture, what are **two** reasons why governments might want to increase immigration into their countries?

1. _____

2. _____

Question 2 (2 marks)

What are the **two** main ways that governments select immigrants?

1. _____

2. _____

Question 3 (4 marks)

List **four** characteristics used by governments to decide who can enter into a country.

1. _____

2. _____

3. _____

4. _____

Space for notes

See next page

Question 4**(1 mark)**

The Australian Government must accept immigrants who are

- (a) spouses of permanent residents or their children if they are 18.
- (b) desperate to leave their countries and have children under 18.
- (c) spouses of permanent residents, or those who are political refugees.
- (d) young and have the right skill sets required by the government.

Answer:

Question 5**(1 mark)**

How do governments usually control the overall level of immigration into their countries?

Question 6**(2 marks)**

List the **two** main problems with governments' immigration systems according to the lecture.

1. _____
2. _____

See next page

Space for notes

Text 2: An interview with Laura Johnson**Question 7****(2 marks)**

According to Laura, what are **two** issues young people in extremely remote areas are concerned about?

1. _____

2. _____

Question 8**(2 marks)**

List **two** things that Laura says 'gave her a passion for social justice'.

1. _____

2. _____

Question 9**(2 marks)**

The campaign that Laura is running this year is called 'Perhaps'. Outline what she is asking people to do.

Question 10**(1 mark)**

According to Laura, many young people are

- (a) engaged with political parties.
- (b) disengaged from political issues.
- (c) joining issue-specific organisations.
- (d) joining traditional political organisations.

Answer:

Question 11**(1 mark)**

Give **one** reason why Laura thinks peer-led education is a good idea.

Space for notes

Question 12**(3 marks)**

How did studying a Bachelor of Arts/Law degree help Laura with her career?
Complete the following table.

| | |
|------------------|--|
| Bachelor of Arts | |
| Bachelor of Law | |

Question 13**(2 marks)**

List **two** suggestions Laura gives to undergraduates who wish to follow a similar career path to hers.

1. _____

2. _____

End of questions.

Space for notes

Listening comprehension transcript

Text 1 will begin in one minute. Use this time to read the questions for Text 1.

(1 minute silence)

Text 1: A lecture on immigration (first reading)

I am the voice you will hear. I am the narrator.

Good morning everyone and welcome to today's lecture. The topic for today is immigration. We tend to think of governments as wanting to reduce immigration into their countries, but around the world, there are many countries in which governments are hoping to increase immigration. There are two key reasons for this.

First of all, many countries do not have enough people with the right skills to do all the jobs which are available in that country. In other words, they are experiencing skills shortages and do not have enough people with the kinds of skills that industries require to create a successful economy. The second reason for governments wanting to increase immigration is that there are not enough young people compared to the number of old people in the country. This causes a problem because, on the whole, older people tend to be less healthy than younger people and so unable to work and contribute towards the economy.

So, how are immigrants selected to come to Australia? There are two main ways that governments usually select immigrants. The first is to give the responsibility to the employers in the country. In other words, employers will select the people who they want for their workplaces and then organise for those people to get work permits and residency visas. They might advertise in international media, or ask for recommendations from their current employees, or even use recruiting companies. Of course, some of the applicants for immigration might already be in the country on tourist visas or work visas.

The second way of selecting immigrants is for governments to do it themselves. The government simply makes a list of the characteristics that they require in the workers they want to hire. Each characteristic has a number of points attached to it and the immigrant needs to reach the recommended number of points to be successful in getting accepted into the country. The list of characteristics usually includes ideal age, knowledge of the country's main language, level of education and work skills. Other categories of immigration include people who the government has to accept because of international laws on human rights. For example, the Australian government must accept the husband or wife of a permanent resident, as well as a permanent resident's children, if they are still less than 18 years old. It also has to accept people who are escaping persecution in their own countries because of repressive governments or people who are escaping wars – in other words, people who can prove they are political refugees.

In order to manage the amount of immigration into a country, governments usually set targets or numbers of people that they will accept. If the numbers start to increase above the target, then the entry criteria are made stricter. If the numbers start to fall below the desired level, then the entry criteria can be relaxed.

There are, however, some problems with many immigration systems. One problem is fairness. The processes for setting immigration targets are not transparent so it is difficult to find out why governments have set the numbers that they have – why they have chosen that particular number of people to enter the country. Secondly, there may be immigration delays, which can lead to illegal immigration. For example, visitors already in the country may overstay their visas. Furthermore, people in desperate situations will do anything to escape the terrible situations that they are in and gain access to a safe environment rather than having to wait for a long time. Unfortunately, there are also people who are willing to take advantage of this situation to make money.

In summary, immigration is a complex issue that depends on a number of factors, but most governments agree that immigration should be seen as a valuable tool.

(1 minute silence)

Text 1 – second reading. Repeat text reading.

Now answer the questions for Text 1.

(2 minutes silence)

Text 2 will begin in one minute. Use this time to read the questions for Text 2.

(1 minute silence)

Text 2: An interview with Laura Johnson (first reading)

I am the first voice you will hear. I am the interviewer.

I am the second voice you will hear. I am representing Laura Johnson.

Interviewer: A very good morning listeners. It is indeed a great pleasure to have in the studio today, Laura Johnson, Australia's 2014 youth representative to the United Nations. Welcome to the show Laura.

Laura: Thanks, it's great to be here.

Interviewer: Now, you recently went on a remote road trip across Australia to start meeting young people in your role as our youth representative. What issues and concerns were shared by those whom you met?

Laura: It was interesting to hear that the issues of young people in remote areas were quite different from those of young people in metropolitan areas. On the first road trip, I visited some extremely remote areas where there are really limited opportunities for education post-high school. Another issue that they talked about and was a real concern for them was the difficulty in finding a job. I've got five key target groups of young people that I want to make sure I engage with – and one of those groups is in remote areas, which is why I made a point to go into remote areas in every state and territory.

Interviewer: What are the other key groups?

Laura: Young people with a disability, culturally and linguistically diverse young people, recently arrived refugees and Indigenous Australians.

Interviewer: So tell me, where did you get your passion for social justice issues?

Laura: I think a lot of it comes from my migrant background – my parents came to Australia from Sri Lanka back in 1988. I was born here the year after and so I’m quite aware that there is a lot of inequality in terms of opportunities for education and employment, and even really basic things like housing. I guess I’ve always been aware of these things because it’s part of my identity. I also went to a high school which really instilled in me a strong sense of justice. We were taught the basic curriculum, but we were also taught to look globally and look at our community. That’s something that I’ve really taken with me through university and now in this role.

Interviewer: As part of your role, you’ll be giving a speech to the UN General Assembly. Is the speech materialising in your head yet?

Laura: It is beginning to materialise. The campaign I’ve been running this year is all around the idea of a great ‘perhaps’ – which is about asking people to share their biggest dreams and the changes they want to see in our world. So, I think my statement to the General Assembly will encompass this idea of dreaming big and trying to create a vision for the type of world that young Australians want to live in. I’m already starting to see some themes around the need for more equality, and the removal of discrimination on the basis of religion or race or sexual orientation.

Interviewer: Would you say that young Australians are disengaged or are they really eager to become involved in certain issues?

Laura: I think young Australians are completely engaged, but perhaps not in the way that we traditionally imagine people to be engaged with the political process. So, you’ll find that we don’t have a large number of young people joining the mainstream political parties, but we do have a large number joining quite issue specific organisations, such as The Australian Youth Climate Coalition.

Interviewer: So Laura, what have you found are the top five most important issues for Australian youth today?

Laura: Education, mental health, drugs and alcohol, the environment and bullying. One way we could start to address some of these issues is to have more peer-led education in schools. For example, instead of having experts come in and lecture the students, I would like to see more young people go to schools and talk to the students, you know, people that they can relate to. I think it would be really valuable that students listen to their stories and take this firsthand advice.

Interviewer: So, how did studying a Bachelor of Arts/Law help your career?

Laura: Well, the Arts/Law degree has been really great. On the Arts side of it, I learnt about international relations, so I was able to study the United Nations system and get a sense for how countries deal with each other and how the United Nations system works. So that’s certainly been helpful and I think will be particularly helpful when I head over to the United Nations in New

York in September. On the Law side, it really helped in terms of being able to think critically, being able to articulate what my message is – both in terms of verbal and written communication.

Interviewer: What’s your advice for young undergraduates wishing to follow in your footsteps?

Laura: I still feel like I’m quite young to be advising others, but I say to young people that they should really capitalise on the opportunity to get involved in a whole range of different organisations and government stuff and just see where they fit best. I found it really valuable to have some great professional mentors who are able to support me, and have some good professional contacts. Networking is always really important. And seeing what kind of support mentors can give in the long run has really helped me since I finished uni.

Interviewer Well, we wish you all the very best in your role and good luck in New York at the end of this year.

Laura: Thanks, it is a pleasure to have been on your show today.

(1 minute silence)

Text 2 – second reading. Repeat text reading.

Now answer the questions for Text 2. Supervisor, please turn off the sound equipment.

Marking key for assessment task 1a – Unit 3 – Listening

Text 1: A lecture on immigration

Question 1 (2 marks)

According to the lecture, what are **two** reasons why governments might want to increase immigration into their countries?

| Description (any two of the following) | Marks |
|--|-----------|
| skills shortages/right qualifications to do jobs/right skills to do jobs | 1 |
| ageing population/too many older people who can't work/not enough young people who can contribute to the economy | 1 |
| Total | /2 |

Question 2 (2 marks)

What are the **two** main ways that governments select immigrants?

| Description (any two of the following) | Marks |
|--|-----------|
| employers choosing | 1 |
| governments <ul style="list-style-type: none"> • choosing OR • (must comply with) international laws on human rights | 1 |
| Total | /2 |

Question 3 (4 marks)

List **four** characteristics used by governments to decide who can enter into a country.

| Description | Marks |
|--|-----------|
| age | 1 |
| knowledge of/speaking/understanding the country's language | 1 |
| education | 1 |
| work skills | 1 |
| Total | /4 |

Question 4 (1 mark)

The Australian Government must accept immigrants who are

- (a) spouses of permanent residents or their children if they are 18.
- (b) desperate to leave their countries and have children under 18.
- (c) spouses of permanent residents, or those who are political refugees.
- (d) young and have the right skill sets required by the government.

| Description | Marks |
|--|-----------|
| (c) spouses of permanent residents or who are political refugees | 1 |
| Total | /1 |

Question 5 (1 mark)

How do governments usually control the overall level of immigration into their countries?

| Description | Marks |
|--|-----------|
| setting targets/numerical levels/quotas/numbers that can be accepted | 1 |
| Total | /1 |

Question 6**(2 marks)**

List the **two** main problems with governments' immigration systems, according to the lecture.

| Description | Marks |
|----------------------------------|-----------|
| fairness/process not transparent | 1 |
| (immigration) delays | 1 |
| Total | /2 |

Text 2: An interview with Laura Johnson**Question 7****(2 marks)**

According to Laura, what are two issues young people in the extremely remote areas are concerned about?

| Description | Marks |
|---|-----------|
| limited opportunities for post high school education/tertiary education | 1 |
| lack of employment opportunities/unemployment/difficulty finding a job | 1 |
| Total | /2 |

Question 8**(2 marks)**

List **two** things that Laura says 'gave her a passion for social justice'.

| Description | Marks |
|--|-----------|
| came from a migrant background/Sri Lankan parents or childhood experience/part of her identity (led her) to realise limited opportunities for migrants | 1 |
| high school taught strong sense of justice/taught to look globally and/or (look at) community | 1 |
| Total | /2 |

Question 9**(2 marks)**

The campaign that Laura is running this year is called 'Perhaps'. Outline what she is asking people to do.

| Description | Marks |
|---|-----------|
| share their biggest dreams/ideas | 1 |
| share the changes they want for the world | 1 |
| Total | /2 |

Question 10**(1 mark)**

According to Laura, many young people are

- (a) engaged with political parties.
- (b) disengaged from political issues.
- (c) joining issue-specific organisations.
- (d) joining traditional political organisations.

| Description | Mark |
|---|-----------|
| (c) joining issue specific organisations. | 1 |
| Total | /1 |

Question 11**(1 mark)**

Give **one** reason why Laura thinks peer-led education is a good idea.

| Description (including any paraphrase of the following) | Marks |
|---|-----------|
| they could relate to younger people/they can take the firsthand advice of these younger people/they will listen to them | 1 |
| Total | /1 |

Question 12**(3 marks)**

How did studying a Bachelor of Arts/Law degree help Laura with her career?

Complete the following table.

| Description | Marks |
|---|-----------|
| Bachelor of Arts knowledge of international relations/study the UN system/understand how countries deal with one another | 1 |
| Bachelor of Law think critically able to articulate message (orally and in writing) | 1 1 |
| Total | /3 |

Question 13**(2 marks)**

List **two** suggestions Laura gives to undergraduates who wish to follow a similar career path to hers.

| Description (any two of the following) | Marks |
|--|-----------|
| get involved with different organisations government stuff get professional mentors make good contacts networking | 1–2 |
| Total | /2 |

Task 1b – Reading and Viewing Task

Suggested working time: 55 minutes plus 10 minutes reading time

(25 marks)

This section has **six (6)** questions. Answer **all** questions **in your own words**.

Read the **three (2)** texts and answer the questions that follow, relating your answers to the texts.

Text 1: National pride brings happiness – but what you're proud of matters

Research shows that feeling good about your country also makes you feel good about your own life — and many people take that as good news. Matthew Wright, a political scientist at American University, Washington D.C. and Tim Reeskens, a sociologist from Catholic University in Belgium, suspected that the positive findings about nationalism weren't telling the whole story. 'It's fine to say pride in your country makes you happy,' says Wright. 'But what kind of pride are we talking about? This in fact makes a lot of difference.'

The intriguing and politically suggestive differences they found appear in a commentary in *Psychological Science*, a journal published by the Association for Psychological Science.

Reeskens and Wright divided national pride into two types. 'Ethnic' nationalism sees ancestry — typically expressed in racial or religious terms — as the key social boundary defining the national 'we'. 'Civic' nationalism is more inclusive than 'ethnic nationalism', requiring only respect for a country's institutions and laws for people to belong. Unlike ethnic nationalism, civic nationalism is open to minorities and immigrants, at least in principle.

The authors analysed the responses to four key questions by 40 677 individuals from 31 countries, drawn from the 2008 cross-national European Values Study. One question assessed 'subjective wellbeing,' indicated by general satisfaction with life. Another measured national pride. The other two neatly indicated ethnic and civic national boundaries, asking respondents to rate the importance of ancestry and of respect for laws and institutions. The researchers took into account factors, such as gender, work status, urban or rural residence, and the country's per capita growth domestic product (GDP).

Like other researchers, they found that more national pride correlated with greater personal wellbeing, but the civic nationalists were on the whole happier, and even the proudest ethnic nationalists' wellbeing barely surpassed that of people with the lowest level of civic pride. The analysis challenges popular feel-good theories about nationalism. 'There's been a renaissance of arguments from political theorists and philosophers that a strong sense of national identity has payoffs in terms of social cohesion, which bolsters support for welfare and other redistributive policies,' says Wright. 'We've finally gotten around to testing these theories.' The conclusion: 'You have to look at how people define their pride.'

Question 1**(1 mark)**

The author defines **two (2)** different types of national pride. From the list below, select **one (1)** characteristic that relates to each type and write the corresponding letter in the box under the correct heading.

- (a) Belonging to the national religion
- (b) Being a descendant of the early settlers
- (c) Accepting all or most members of the society
- (d) Respecting the legal system of the country

Civic

Ethnic

Question 2**(1 mark)**

According to the text, national pride has benefits for a country, especially when citizens have a strong sense of civic pride. Identify **one (1)** benefit.

See next page

Text 2: Renewing Australia's National Symbols

Writing in *The Weekend Australian* newspaper of 28–29 January 2012, (just after the Australia Day holiday) the opinion writer Troy Bramston offers some challenging ideas about Australia's national symbols.

There is nothing better on Australia Day than to relax with friends and family, visit the beach, play backyard cricket or enjoy a barbecue in the park. There are festivals, concerts and quirky events to see. Put on your flag, T-shirt, slap on a flag tattoo, reach for a lamington, and enjoy the day.

But is Australia Day, January 26, anything more than a carnival of nothingness – a fun public holiday wrapped in patriotic sentimentality? Apart from awarding a medal, the occasional serious lecture or a citizenship ceremony, are we doing enough to make us to stop and think about who we are as a nation and where we are headed?

The organisers of Australia Day do a fantastic job. They have transformed a bland and vague 'anniversary day' into a major annual event. I do not begrudge a holiday with a bit of jingoism¹ thrown in, but surely there is more we can do to make the national day more of a civic occasion – to set national goals, to make our country stronger, and to build community spirit.

I think the problem lies, in part, with our national symbols. They are relics of a bygone era. They do little to animate a sense of nationhood or invest meaning in who we are and what we aspire to be.

Before readers rush to brand me as unpatriotic, hear me out. For years, I worked for the Australia Day Council and I proposed the annual Australia Day Address. On Thursday, I took my kids to a concert, enjoyed drinks with family, and watched the fireworks. I enjoy the day as much as anyone else.

Although there is almost nothing to remind us, January 26 recalls the founding of a penal colony in Sydney and the beginning of white settlement. It is a founding day for Sydney only; the other states have different founding days. It does not mark the beginning of a nation, which happened in 1901; or the emergence of nationhood, a concept probably born on the shores of Gallipoli in 1915.

For many Aboriginal Australians, it is invasion day. While Aboriginal Australians are now part of the celebrations, it is a day that can never fully unite all Australians.

I suggest that we make May 9 the new national day. It recalls the date that the Australian parliament first met in 1901, representing the new nation that had been created.

It is time for a competition to design a new Australian flag. We should keep the Southern Cross and the Commonwealth star, and the red, white and blue – they recognise our geography and our British heritage. But the Union Jack, representing Britain, should go. It no longer reflects our independent spirit on the world stage.

In 1974, the Whitlam government proclaimed *Advance Australia Fair* as the national anthem, recognising it was time to move on from *God Save the Queen*. Composed in 1878, it hardly reaches the heights of lyrical excellence. 'Our home is girt by sea'? Certainly some of our greatest songwriters and composers could do better. Why not commission them to do so?

It is not unpatriotic to question our symbols or our national day. Indeed, it is the duty and responsibility of all citizens to challenge such things. The inauguration of an Australian republic

¹ jingoism – fervent and excessive patriotism

would be the most suitable time to unveil a new flag and a new anthem. While a republic remains a distant prospect, we should reshape our national day.

Question 3**(2 marks)**

Identify **two (2)** examples that suggest the author is a patriotic Australian.

1. _____

2. _____

Question 4**(2 marks)**

Identify **two (2)** national symbols:

(a) one the author believes is not inclusive of all Australians

(b) one the author believes contains elements that are outdated

See next page

Text 3: Becoming citizens, past and present

In 1949, during the inaugural year of the Nationality and Citizenship Act 1948, Australian citizenship was granted to 2 493 people from 35 different nationalities. This information is summarised in Table 1 below.

Table 1: Top five nationalities among those granted Australian citizenship in 1949.

| Previous citizenship | Total | Percent |
|----------------------|-------|---------|
| Italy | 708 | 28.4 |
| Poland | 597 | 23.9 |
| Greece | 276 | 11.1 |
| Germany | 225 | 9.0 |
| Yugoslavia | 80 | 3.2 |

In 2009–2010, 119 791 people from over 185 countries became Australian citizens. This information is summarised in Table 2 below.

Table 2: Top 10 nationalities among those granted Australian citizenship in 2009–2010.

| Previous citizenship | Total | Percent |
|-----------------------------|--------|---------|
| UK | 22 832 | 19.1 |
| India | 17 781 | 14.8 |
| China, People's Republic of | 11 103 | 14.8 |
| South Africa, Republic of | 5 207 | 4.3 |
| Philippines | 4 503 | 3.8 |
| New Zealand | 4 164 | 3.5 |
| Sri Lanka | 3 411 | 2.8 |
| Bangladesh | 2 939 | 2.5 |
| Korea, Republic of | 2 409 | 2.0 |
| Malaysia | 2 211 | 1.9 |

Question 5

(3 marks)

Outline **three (3)** ways in which the pattern of those granted Australian citizenship changed between 1949 and 2009–2010.

| 1949 | | 2009–2010 |
|----------|---|-----------|
| 1. _____ | → | _____ |
| _____ | | _____ |
| 2. _____ | → | _____ |
| _____ | | _____ |
| 3. _____ | → | _____ |
| _____ | | _____ |

See next page

Response:

Marking key for assessment task 1b – Unit 3 – Reading and Viewing

Text 1: National pride brings happiness – but what you're proud of matters

Question 1 (2 marks)

The author defines two different kinds of national pride. From the list below, select **one (1)** characteristic that relates to each kind and write the corresponding letter in the box under the correct heading.

| Description | Marks |
|---|-----------|
| Only one of each type required: Civic – C/D Ethnic – A/B Note: where students include more than one answer in a box, even if both are correct, they score 0, since they have not followed the instruction given. | 1–2 |
| Total | /2 |

Question 2 (1 mark)

According to the text, national pride has benefits for a country, especially when citizens have a strong sense of civic pride. Identify **one (1)** benefit.

| Description | Marks |
|--|-----------|
| Any of the following or paraphrase: <ul style="list-style-type: none"> community bonding/positive relations in society/harmony/social cohesion support for social justice/equality/sharing of national wealth/policies to help the poor or disadvantaged bolsters support for welfare and redistributive policies open community to minority groups and migrants | 1 |
| Total | /1 |

Text 2: Renewing Australia's National Symbols

Question 3 (2 marks)

Identify **two (2)** examples that suggest the author is a patriotic Australian

| Description (any two of the following or paraphrase) | Marks |
|--|-----------|
| <ul style="list-style-type: none"> he celebrates/enjoys Australia Day he served on the Australia Day Council he introduced the Australia Day address he knows a great deal about the country's history he has given a lot of thought to making things better he is willing to take the risk of challenging the situation so as to improve it his tone shows he cares he encourages you to put on your flag, slap on a flag tattoo, reach for a lamington | 1–2 |
| Total | /2 |

Question 4**(2 marks)**Identify **two (2)** national symbols:

(a) one the author believes is not inclusive of all Australians

| Description | Marks |
|---|-----------|
| 26 January as Australia Day/the date of Australia Day | 1 |
| Total | /1 |

(b) contains elements that are outdated

| Description (any one of the following or paraphrase) | Marks |
|---|-----------|
| the (Australian) flag/the Union Jack the (national) anthem | 1 |
| Total | /1 |

Text 3: Becoming citizens, past and present**Question 5****(3 marks)**Outline **three (3)** ways in which the pattern of those granted Australian citizenship changed between 1949 and 2009–2010.

| Description (any three of the following or paraphrase) | Marks |
|---|-----------|
| 1949 → 2009–2010 small numbers overall → larger numbers overall highest rate 28.4% → drops to 19.1% 35 different nationalities → increases to more than 185 mainly white people → people of different skin colours from all over the world all from European countries/ none from Asian countries → mainly from Asian countries/ no Europeans no native English speakers → largest group is native English speakers each individual group is small → each individual group is larger none from SA/NZ/UK → some from SA/NZ/UK top five nationalities granted citizenship form the majority → top five nations do not form the majority Note: students must complete both sides of a line in order to score a mark, i.e. the change must be indicated. | 1–3 |
| Total | /3 |

Question 5**(15 marks)**

The **three (3)** texts explore different aspects of citizenship and what it means to be a citizen. These include attitudes to national symbols, ethnic background and national pride.

Drawing on all **three (3)** texts, and on your own knowledge and experience, discuss the most important values and attitudes of a good citizen.

Main facts or opinions:

- Religious and/or ethnic history (Text 1)
- Celebrating the creation of a new nation (Text 2)
- Welcoming diversity (Text 1, Text 2, Text 3)
- The meaning of the national anthem/day and flag (celebrating/challenging) (Text 2)
- Understanding the interplay between language and culture (Text 2)
- Celebrating/considering/challenging the meaning of national symbols (Text 2)
- Participation in planning for the future (Text 2, Text 3)
- Welcoming/embracing multiculturalism (Text 2, Text 3)
- Welcoming/embracing inclusivity (Text 1, Text 2, Text 3)
- Demonstrating community spirit (Text 1, Text 2).

| Description | Marks |
|--|-----------|
| Discussion of ideas | |
| Articulates the main ideas clearly in own words and analyses and evaluates the topic. | 5 |
| Outlines main ideas and opinion in own words and provides some analysis on the topic. | 4 |
| Lists main ideas in own words, may not consistently use own words, and comments on the topic. | 3 |
| Identifies some main ideas. Gives superficial comment on the topic, copying words from texts. | 2 |
| Shows limited understanding of some of the main ideas. | 1 |
| Displays no or very little understanding of ideas in any text. | 0 |
| Subtotal | /5 |
| Synthesising | |
| Produces a coherent, well-integrated synthesis, using thematic organisation. Refers to relevant supporting information in own words and using brief apt quotes from the texts. | 5 |
| Produces a coherent, thematically organised synthesis that integrates supporting information and/or quotes from the texts. | 4 |
| Produces an organised synthesis that includes some supporting information and/or quotes from the texts. | 3 |
| Connects one or two basic ideas and provides limited support from texts. | 2 |
| Produces a response but interprets some information incorrectly or merely summarises texts. | 1 |
| Produces no evidence of synthesis or inappropriate response to the task. | 0 |
| Subtotal | /5 |
| Statement of own view and support | |
| States a relevant view and supports this with clearly developed specific examples. | 3 |
| States a relevant view with generalised examples. | 2 |
| States a view which is not always relevant and lacks support. | 1 |
| Provides no view/states an incomprehensible view. | 0 |
| Subtotal | /3 |

| Reference to texts | |
|--|------------|
| Makes effective reference to all texts. | 2 |
| Makes some reference to all texts or effective reference to two texts. | 1 |
| Makes minimal or no reference to texts. | 0 |
| Subtotal | /2 |
| Total | /15 |
| Note: weakness in punctuation, grammar and spelling should not adversely affect the mark. Candidates who provide lists/dot points of main ideas will be penalised under 'synthesising' criteria. | |

Sample assessment task

English as an Additional Language or Dialect – ATAR Year 12

Task 2 – Unit 3 – Australia as a cultural community

Assessment type: Written production**(25 marks)**

Read a selection of excerpts from the anthologies *Growing up Aboriginal in Australia*, *Growing up Asian in Australia* and *Growing up African in Australia* and explore issues related to Australia as a cultural community. In class, write an essay in response to a previously unseen question, referencing the texts studied.

Conditions

Time allowed for completion of the unit content: five weeks

Time allowed for the in-class assessment task: 60 minutes.

Task weighting

10% of the school mark

What you need to do

- Read a selection of excerpts from the anthologies *Growing up Aboriginal in Australia*, *Growing up Asian in Australia* and *Growing up African in Australia*.
- Complete a range of comprehension activities individually, in groups and as a class.
- Examine the cultural attitudes, beliefs and assumptions reflected in the narratives.
- Explore how the narrative points of view are used to convey ideas, attitudes and values.
- Explore and discuss issues in the texts related to Australia as a cultural community.
- Develop opinions in relation to the issues discussed.
- Find specific examples from the texts to support your opinions.
- Investigate the conventions of essay writing.
- Review how to develop and support main ideas with ideas and examples from texts.
- Discuss the importance of cohesion, coherence, the logical division of ideas and the use of linking devices in essays.
- Review the use of register, passive voice and nominalisation in academic essays.
- Revise how to use quotations and other referencing techniques in your essay.
- Discuss how to plan ideas when preparing to write an essay and practise using different graphic organisers.
- Write your essay in class, in response to a question that you have previously not seen.

Unit content

- distinguishing between and evaluating facts and opinions presented in texts
- examining how narrative point(s) of view are used to convey ideas, attitudes and values, and how arguments are presented in non-fiction texts
- explaining cultural beliefs and assumptions reflected in texts
- analysing how texts are influenced by other texts and contexts
- critiquing cultural attitudes

- evaluating the validity and relevance of evidence and assumptions in texts
- using language to express a personal evaluation of an object, a process or a performance
- evaluating the effect of persuasive techniques, for example, rhetorical devices and emotive language
- using metalanguage to review and evaluate texts
- using different sentence structures and text types suited to purpose, audience and subject
- using modality (including modality in a hypothetical past), nominalisation, a range of discourse markers and complex clauses
- using sources, including reference texts, graphs, data and environmental texts, to present a sustained and logical argument and using appropriate paraphrasing, quotation, in-text citation and end-of-text referencing
- using strategies for planning, synthesising, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses

Marking key for assessment task 2 – Unit 3

| Description | Marks |
|---|-----------|
| Addresses the key terms of the task and provides support | |
| Engages comprehensively and purposefully with the question, addressing key words. Effectively supports ideas/points made, using extensive evidence and/or examples from both texts. | 9 |
| Engages comprehensively with the question, addressing key words. Effectively supports ideas/points made, using evidence and/or examples from both texts. | 8 |
| Engages clearly with the question, addressing key words. Supports ideas/points made, using evidence and/or examples from both texts. | 7 |
| Engages with the question, addressing key words. Adequate use of evidence and/or examples from both texts to support ideas/points. | 6 |
| Engages with most of the question, addressing key words. Adequate use of evidence and/or examples from both texts to support ideas/points | 5 |
| Addresses the question in a general manner, attending to some key words. Some use of evidence and/or examples from both texts in an attempt to support ideas/points. | 4 |
| Attends superficially to some key words. Limited use of evidence and/or examples from one or both texts. | 3 |
| Attends to a key word. Limited use of evidence and/or examples from one text. | 2 |
| Engages in a limited or inappropriate way with no textual support. | 1 |
| Makes no attempt at engaging with the question. | 0 |
| Subtotal | /9 |
| Control of essay conventions | |
| Controls the essay conventions at whole text, paragraph and sentence levels, using a wide range of cohesive devices. | 6 |
| Uses essay conventions competently, employing a range of cohesive devices. | 5 |
| Uses essay conventions formulaically, employing appropriate cohesive devices. | 4 |
| Uses essay conventions inconsistently. Cohesive devices employed may be limited in range. | 3 |
| Makes limited use of essay conventions, using formulaic cohesive devices. | 2 |
| Attempts to write in paragraphs, though structure may be inconsistent. | 1 |
| Makes no attempt at structuring a response according to essay genre. | 0 |
| Subtotal | /6 |
| Grammar and punctuation | |
| Controls a wide range of simple and complex grammatical structures with few or no errors. Uses punctuation precisely and flexibly. | 5 |
| Uses a range of simple and complex grammatical structures with few errors. Uses a range of punctuation accurately to enhance communication. | 4 |
| Conveys ideas through a range of simple and some complex grammatical structures, with few errors. Uses some varied punctuation, with some errors in complex structures. | 3 |
| Conveys ideas using simple and some complex grammatical structures, with some errors. Uses basic punctuation, though not always accurately in complex structures. | 2 |
| Uses mainly simple grammatical structures with some accuracy. Uses little or inaccurate punctuation. | 1 |
| Uses mainly simple grammatical structures with limited accuracy. Uses no or inaccurate punctuation. | 0 |
| Subtotal | /5 |

| Description | Marks |
|--|------------|
| Use of vocabulary | |
| Selects and uses a wide range of general and specific vocabulary effectively for audience and purpose. | 3 |
| Uses a range of vocabulary with some awareness of audience and purpose. | 2 |
| Uses limited range of vocabulary with limited awareness of audience and purpose. | 1 |
| Demonstrates little knowledge of English vocabulary. | 0 |
| Subtotal | /3 |
| Spelling | |
| Makes few spelling errors in complex vocabulary. | 2 |
| Makes spelling errors in high-frequency and common words. | 1 |
| Makes frequent spelling errors. | 0 |
| Subtotal | /2 |
| Total | /25 |

Sample assessment task

English as an Additional Language or Dialect – ATAR Year 12

Task 3A – Unit 3 – Australia as a cultural community

Assessment type: Investigation

(25 marks)

Part A

Investigate an issue/topic related to Australia as a cultural community and present a research proposal in an oral format.

Choose a topic/issue that you are interested in and formulate a specific idea or question to investigate.

Your research proposal should present your idea or question and make a case for why your idea or question is significant and what value it will bring.

Conditions

Time allowed for completion of the unit content: three weeks

Task weighting

5% of the school mark

Step 1. Choose an issue or topic related to Australia as a cultural community and prepare your research proposal.

What you need to do:

- Brainstorm a range of issues and topics that you have discussed in class in relation to Australia as a cultural community.
- Choose a topic/issue that you are interested in and formulate a specific idea or question to investigate.
- A research proposal should present your idea or question and expected outcomes with clarity and definition – the ‘what’. It should also make a case for why your question is significant and what value it will bring – the ‘why’. What it should not do is answer the question – that's what your research in Part B will do.
- Determine the structure of your research proposal – an outline of what you intend to research. For example:
 - **Project title:** your title should clearly indicate what your proposed research is about.
 - **Aims and objectives:** what are you trying to achieve with your research? What is the purpose? Make sure that this is a focused statement.
 - **Background:** provide context around your research topic through an overview of the current situation.
 - **Methodology/work plan:** provide a brief overview of how you will conduct your research.
 - **Resources:** list the resources you plan to use.
 - **Bibliography:** provide a list of references that you have made throughout your research proposal.

**Unit content**

- distinguishing between and evaluating facts and opinions presented in texts
- explaining cultural beliefs and assumptions reflected in texts
- framing research questions to direct inquiry and synthesise information from multiple sources, including literary and non-literary texts
- analysing how texts are influenced by other texts and contexts
- critiquing cultural attitudes
- evaluating the validity and relevance of evidence and assumptions in texts
- evaluating the effect of persuasive techniques, for example, rhetorical devices and emotive language
- analysing how language forms and conventions used in different modes and media influence audiences
- using language to express a personal evaluation of an object, a process or a performance
- using metalanguage to review and evaluate texts
- using strategies to assess the relevance, reliability and validity of sources
- using strategies for planning, synthesising, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses

Step 2. Present your research proposal in an oral format.

What you need to do

- Discuss verbal language skills, such as pronunciation, tone, stress, volume and pace. Practise a range of error and repair strategies.
- Review non-verbal skills, including body language, eye contact, style, manner, confidence etc.
- Prepare and present your research proposal to your peers.

Unit content

- participating in a range of oral interactions, such as rehearsed and impromptu classroom dialogues, debates, discussions, role plays, speeches and interviews
- using pause, stress, rhythm, pitch and intonation to emphasise meaning
- using non-verbal cues to create rapport in a range of situations
- use some SAE cultural references, idioms and colloquialisms

- selecting and sustaining register and tone to suit different purposes, contexts and audiences
- using a range of genres and digital, multimodal and print-based technologies
- using language that influences the audience, or that privileges certain ideas or perspectives over others
- using different sentence structures and text types suited to purpose, audience and subject
- using modality (including modality in a hypothetical past), nominalisation, a range of discourse markers and complex clauses

Marking key for assessment task 3A – Unit 3

| Description | Marks |
|---|-----------|
| Addressing the key requirements of the task | |
| Presents a comprehensive, well-considered and logical research proposal with a thorough overview of the current context. | 8 |
| Presents a detailed and considered research proposal with a thorough overview of the current context. | 7 |
| Presents an organised and considered research proposal with a detailed overview of the current context. | 6 |
| Presents a considered research proposal with an overview of the current context. | 5 |
| Presents a research proposal that has evidence of some consideration and that has an overview of the current context. | 4 |
| Presents a research proposal with some relevance to the task and that outlines some of the current context. | 3 |
| Presents a research proposal with some relevance to the task. | 2 |
| Presents a research proposal with limited content and/or relevance. | 1 |
| Makes little or no attempt to present a research proposal. | 0 |
| Subtotal | /8 |
| Organisation and structure of research proposal | |
| Presents a research proposal that is well structured and ideas are clear and well organised. | 4 |
| Presents a research proposal that is structured and ideas are clear and organised. | 3 |
| Presents a research proposal that is structured and some ideas are organised. | 2 |
| Presents a research proposal that has limited structure. | 1 |
| Makes no attempt to structure or organise the research proposal. | 0 |
| Subtotal | /4 |
| Linguistic resources (accuracy, appropriateness and range of grammar and lexis) | |
| Uses complex sentences, complex verb forms, conjunctions and a wide range of cohesive devices correctly for effective communication. Uses a range of vocabulary for comparison, contrast, persuasion and argument. | 5 |
| Uses complex sentences, verb tenses, conjunctions and cohesive devices correctly for effective communication. Uses vocabulary for comparison, contrast, persuasion and argument. | 4 |
| Uses complex sentences, verb tenses, conjunctions and cohesive devices mostly correctly. Uses some vocabulary for comparison, contrast, persuasion and argument. | 3 |
| Attempts to use complex sentences, verb tenses, conjunctions and some simple cohesive devices although some inappropriate forms are evident and communication is not always effective. Use of general vocabulary is mostly correct. | 2 |
| Uses simple sentences, verb tenses, conjunctions and some simple cohesive devices correctly. Uses basic and familiar vocabulary correctly. Communication is often impeded by errors. | 1 |
| Makes little or no attempt to use linguistic resources for communication and comprehension is impeded by frequent errors. | 0 |
| Subtotal | /5 |

| Fluency and clarity (pronunciation, intonation, stress) | |
|---|------------|
| Speaks clearly and fluently, using stress and intonation at word and sentence level to highlight significant points and supporting detail. The L/D1 accent may be evident, but does not impede communication in any way. | 5 |
| Speaks generally clearly and fluently, using appropriate stress and intonation. Slight pronunciation interference from L/D1. The L/D1 accent may be evident, but does not impede communication. | 4 |
| Speaks generally clearly and fluently. Use of stress and intonation is inappropriate at times. Pronunciation interference from L/D1 may occasionally impede communication. | 3 |
| Speaks with some fluency, attempting to use stress and intonation appropriately. Pronunciation interference from L/D1 impedes clear communication. | 2 |
| Speaks with developing control of the sound system and stress and intonation patterns of English. Some words or phrases are unclear. | 1 |
| Often speaks unclearly due to pronunciation difficulties. | 0 |
| Subtotal | /5 |
| Communication strategies | |
| Consistently uses communication strategies effectively, including the sustained use of an appropriate register and repair strategies for clarification. Uses notes/visual aids as a prompt, but does not read from them. | 3 |
| Uses communication strategies, including the use of an appropriate register with few lapses and some ability to use repair strategies for clarification. Uses notes/visual aids as a prompt, but does not read from them. | 2 |
| Demonstrates some ability to seek and give clarification. Some lapses in register occur. There is a tendency to read from notes/visual aids. | 1 |
| Shows limited awareness of appropriate register and simple repair and clarification strategies. Frequently reads from notes/visual aids. | 0 |
| Subtotal | /3 |
| Final total | /25 |

Sample assessment task

English as an Additional Language or Dialect – ATAR Year 12

Task 3B – Unit 4 – Language and Empowerment

Assessment type: Investigation**(30 marks)****Part B**

Present the results of your research of a Unit 3 topic/issue in a written report, using appropriate conventions.

Following on from Part A, you will conduct research to address your idea or question, using strategies for investigating and synthesising information. You will then prepare a written report, following a specific structure and conventions.

Conditions

Time allowed for completion of the unit content: 14 weeks

Assessment task due: Week 14

Task weighting

10% of the school mark

What you need to do

- Find and select a range of sources for your research.
- Assess the relevance, reliability and validity of your sources.
- Distinguish between and evaluate the facts and opinions presented in the texts that you read and view as part of your research.
- Integrate ideas and information from a range of texts.
- Synthesise information from multiple sources.
- Use strategies for planning and researching.
- Prepare a draft report, using the structure that you have been given.
- Seek feedback on your draft, then edit and refine your report.
- Prepare your final report, checking for accuracy and consistency.

Unit content

- comparing and contrasting texts, their purposes and effects, and the values, attitudes and biases reflected in these texts across different forms and media
- integrating ideas and information from a range of literary and reference texts using direct and indirect quotation
- analysing how audiences are positioned in texts and how texts present different perspectives on personal, social and historical issues
- analysing how culturally based representations of concepts, such as knowledge or authority are conveyed
- using a range of text types and digital, multimodal and print-based technologies
- using a range of research sources and methods, including interviews, surveys or questionnaires

- using language appropriate to the context, including imaginative, persuasive and rhetorical forms and features
- using stylistic and grammatical choices for effect and clarity, including complex lexical elements, modality in the past conditional, and subject-specific language forms and features
- using culturally specific phrases, idioms, collocations and references
- using a range of research sources and methods, including interviews, surveys or questionnaires
- using appropriate paraphrasing, quotation, in-text citation and end-of-text referencing
- using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses

Marking key for assessment task 3B – Unit 4

| Description | Marks |
|--|-----------|
| Addresses the research aims and objectives | |
| Comprehensively and purposefully, addresses research aims and objectives. Thoroughly develops supporting ideas/points. | 8 |
| Purposefully addresses research aims and objectives. Effectively develops supporting ideas/points. | 7 |
| Effectively addresses research aims and objectives. Clearly develops supporting ideas/points. | 6 |
| Addresses research aims and objectives and develops supporting ideas/points. | 5 |
| Addresses most research aims and objectives and develops most supporting ideas/points. | 4 |
| Addresses some research aims and objectives and develops some supporting ideas/points. | 3 |
| Attempts to address research aims and objectives and develop supporting ideas/points. | 2 |
| Engages with the task in a limited way. | 1 |
| Makes little or no attempt to address the research aims and objectives. | 0 |
| Subtotal | /8 |
| Evidence of research and referencing | |
| Shows substantial evidence of relevant research. Referencing is appropriate and according to conventions. | 5 |
| Shows clear evidence of relevant research. Referencing is mostly appropriate according to conventions. | 4 |
| Shows evidence of research that is mostly relevant. Referencing is mostly appropriate according to conventions. | 3 |
| Shows evidence of some research, but this may be misdirected or inappropriate at times. Some referencing is used, but not always according to conventions. | 2 |
| Shows limited use of research and referencing conventions. | 1 |
| Shows no evidence of research or referencing. | 0 |
| Subtotal | /5 |
| Controls the required generic conventions of report writing | |
| Purposefully controls generic conventions to produce a cohesive, logical and well-presented report. | 5 |
| Controls generic conventions to produce a logical and well-presented report. | 4 |
| Uses most generic conventions to produce a logical and well-presented report. | 3 |
| Uses some generic conventions to produce a report with some structure. | 2 |
| Makes limited use of generic conventions and structure. | 1 |
| Little or no evidence of the generic conventions of report writing. | 0 |
| Subtotal | /5 |
| Grammar | |
| Controls a wide range of grammatical structures with very few or no errors. | 5 |
| Controls a range of grammatical structures with few errors. | 4 |
| Conveys most ideas through grammatical structures with few errors. | 3 |
| Conveys ideas adequately through grammatical structures with some errors. | 2 |
| Conveys some ideas through grammatical structures with frequent errors. | 1 |
| Errors in use of grammatical structures significantly impedes reader comprehension. | 0 |
| Subtotal | /5 |

| Description | Marks |
|---|------------|
| Use of vocabulary | |
| Selects and uses a wide range of general and specific vocabulary effectively for audience and purpose. | 4 |
| Selects and uses a range of general and specific vocabulary, mostly appropriate for audience and purpose. | 3 |
| Uses a range of vocabulary with some awareness of audience and purpose. | 2 |
| Uses limited range of vocabulary with limited awareness of audience and purpose. | 1 |
| Errors in use of vocabulary significantly impede reader comprehension. | 0 |
| Subtotal | /4 |
| Spelling | |
| Makes few or no spelling errors. | 3 |
| Makes some spelling errors. | 2 |
| Makes spelling errors in high-frequency and common words. | 1 |
| Makes frequent spelling errors. | 0 |
| Subtotal | /3 |
| Total | /30 |

Acknowledgements

Task 1b – Unit 3 – Reading and viewing task

Text 1: National pride brings happiness – but what you're proud of matters

Menon, D. (2011, December 8). *National pride brings happiness – but what you're proud of matters* [Press release]. Washington, DC: Association for Psychological Science. Retrieved January, 2012, from <https://www.psychologicalscience.org/uncategorized/national-pride-brings-happinessbut-what-youre-proud-of-matters.html>

Text 2: Renewing Australia's national symbols

Extract from: Bramston, T. (2012, January 28). Let's use our national day to set national goals and make our country stronger. *The Weekend Australian*. Retrieved January, 2012, from www.theaustralian.com.au/

Text 3: Becoming citizens, past and present

Adapted from: Department of Immigration and Citizenship. (n.d.). *Citizenship: Facts and statistics*. Retrieved January, 2012, from www.citizenship.gov.au/learn/facts-and-stats/