



SAMPLE ASSESSMENT TASKS

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

GENERAL 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 – General Year 12

Task 1 – Unit 3 – Attitudes, issues, identity

Assessment type	Response
Conditions	Period allowed for completion of the task: four weeks In-class portion to be completed in class in 100 minutes
Task weighting	10% of the school mark for this pair of units

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.

What you need to do

- As a class, investigate a range of culturally significant sites in Australia.
- Read, view and listen to texts about culturally significant sites in Australia and identify the main ideas.
- Explore reading, viewing and listening comprehension skills such as distinguishing between main ideas and supporting details and between fact and opinion, skimming for general meaning and scanning for specific information.
- Outline the purpose of different written, visual and aural texts.
- Define some common Standard Australian English (SAE) cultural references and implied meanings in texts.
- Practise writing a brief summary of the texts you have read, viewed and listened to.
- Complete the in-class listening and reading and viewing task.

Relevant knowledge, understandings and skills from the Syllabus unit content

Comprehension skills and strategies

- use contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts
- identify linguistic and structural features of a range of more complex text types, including literary and transactional texts
- distinguish between main ideas and supporting details and between fact and opinion
- define some common SAE cultural references and implied meanings in texts
- select and evaluate suitable information sources, skim for general meaning and scan for specific information, note-take, summarise, paraphrase, use graphic organisers to collect and collate information, synthesise information from two sources
- use a range of reference texts, including dictionaries, thesauruses, grammar texts and digital resources to assist language learning and comprehension
- use strategies to plan, reflect on and consolidate own learning

Language and textual analysis

- identify how different purposes and contexts influence language choices and meaning
- explain how language is used to influence or persuade an audience or to express appreciation of an object, a process or a performance
- describe the effect of register, style and tone on meaning
- explain the effects of descriptive language and imagery in texts

- describe how language reflects sociocultural constructions of age, gender, race and identity

Sample assessment task 1a – Unit 1

Reading task

Suggested working time: 60 minutes

This section has **seven (7)** questions. Answer **all** questions **in your own words**. Read the text and answer the questions that follow. Your answers should be in response to the information in the text.

Text 1: National Heritage Places – West Kimberley <https://www.dcceew.gov.au/parks-heritage/heritage/places/national/west-kimberley>

Ancient geology

The West Kimberley is one of Australia's most special places. It is a vast area of relatively undisturbed landscapes that has great biological richness and provides important geological evidence of Australia's evolutionary history. With cliffs and rivers that cut through sandstone highlands and ancient coral reefs to create spectacular waterfalls and gorges, the region's remoteness has created a home for plant and animal species found nowhere else on the Australian continent. Against the backdrop of this landscape is found a remarkable account of Aboriginal occupation over the course of more than 40,000 years and the story of European exploration and settlement, from William Dampier's landing at Karrakatta Bay to the development of pastoral and pearling industries that continue today.

A rich and dynamic Aboriginal culture

The west Kimberley has been occupied by Aboriginal people for at least 40,000 years and continues to be home to Aboriginal groups practising traditional law in the world's oldest continuous culture.

From the Dampier Peninsula east along the north Kimberley coast, Aboriginal people used the unique double log raft, and their remarkable knowledge of tidal movement, to travel to offshore islands and otherwise inaccessible coastal areas. In the Wanjinā–Wunggurr homeland, Wanjinā creator beings, manifested in rock art figures, stone arrangements and landscape features, are central to the laws and customs of the Wanjinā–Wunggurr people and guide every aspect of their lives. Painted images of creator beings, ancestors, plants and animals in rock shelters and caves represent a visual record of an ongoing Aboriginal painting tradition that is considered one of the longest and most complex 'rock art' sequences anywhere in the world. The rock paintings of the Wanjinā–Wunggurr and Balangarra homelands provide an insight into the culture of Aboriginal society over thousands of years.

The history of Aboriginal people in the Kimberley has been one of resistance, adaptation and survival in the face of change and challenges. In the 1890s, the Kimberley region attracted the attention of colonists keen to take over the land from the local Bunuba people to raise sheep and cattle.

Jandamarra, a Bunuba man, led his people to resist the British pastoral settlement, using their intimate knowledge of the land. More recently, the dispute at Noonkanbah Station in 1980 between Aboriginal people, mining companies and the Western Australian Government over oil drilling in a sacred area was a decisive event in the struggle by Traditional Owners for their right to determine what happens on their country. After a two-year stand-off, the Yungngora People and their

supporters sat in a dusty Kimberley creek bed, blocking the path of the drilling rigs. While drilling eventually proceeded, the determined fight of the local Aboriginal people inspired broad community support, put land rights on the national agenda and led to the foundation of the Kimberley Land Council.

The pearling industry

Long before the arrival of Europeans, Aboriginal people along the west Kimberley coast collected large, luminous pearl shells for use in rituals and ceremonies. It was the most widely distributed item in Aboriginal Australia, traded across two-thirds of the continent.

The first European report of pearl shell on the west coast of Australia was by William Dampier, who in 1699 noted its occurrence at Shark Bay, south of the Kimberley.

From 1850, European pearlers began to collect small shells in the area. When the world's largest pearl oyster shell was discovered in Roebuck Bay in 1861, it caused an international sensation. People flocked from many nations, hoping to make their fortune, and established the pearling industry. By 1870, the Kimberley coast was well recognised for the industry.

The west Kimberley continues to hold a special place in the minds of Australians for the region's colourful pearling history.

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Question 1**(1 mark)**

Why are there plant and animal species found in the West Kimberley that are found nowhere else in Australia?

Question 2**(2 marks)**

What resources did Aboriginal people use to travel overseas along the coast?

Question 3**(2 marks)**

Why are their rock art figures, stone arrangements and landscape features important to the Wanjina–Wunggurr people?

Question 4**(2 marks)**

Why are the rock paintings of the Wanjina–Wunggurr people so historically significant?

Question 5**(4 marks)**

Describe **one** of the struggles of Aboriginal people for their right to determine what happens on their country by completing the table below.

When did the struggle occur?	
What was the struggle over?	
Who were the people involved?	
How did the Aboriginal people resist?	

Sample assessment task 1a – Unit 1

Reading task marking key

Question 1

(1 mark)

Why are there plant and animal species found in the West Kimberley that are found nowhere else in Australia?

Description	Marks
Because of the region's remoteness	1
Total	/1

Question 2

(2 marks)

What resources did Aboriginal people use to travel overseas along the coast?

Description	Marks
The unique double log raft	1
and their remarkable knowledge of tidal movement	1
Total	/2

Question 3

(2 marks)

Why are their rock art figures, stone arrangements and landscape features important to the Wanjina–Wunggurr people?

Description	Marks
They manifest/represent/depict	1
creator beings	1
Total	/2

Question 4

(2 marks)

Why are the rock paintings of the Wanjina–Wunggurr people so historically significant?

Description	Marks
They represent a visual record of an ongoing Aboriginal painting tradition/provide an insight into the culture of Aboriginal society	1
that is considered one of the longest and most complex 'rock art' sequences anywhere in the world/that has continued over thousands of years	1
Total	/2

Question 5**(4 marks)**

Describe **one** of the struggles of Aboriginal people for their right to determine what happens on their country by completing the table below.

Description			
Answers from either example one OR example two:			
Example one	Mark	Example two	Mark
1890s	1	1980	1
Land ownership	1	Oil drilling in a sacred area	1
Bunuba people and Colonists/British	1	Yungngora people and mining companies and the Western Australian Government	1
Resisted colonisation using intimate knowledge of the land	1	(sat in a dusty Kimberley creek bed) blocking the path of the drilling rigs	1
Total			/4

Question 6**(4 marks)**

Summarise the history of the pearling industry by completing the table below.

Description		Marks
For 1 mark, students must answer both questions correctly		
Who?	What did they do?	
Aboriginal people	Collected pearl shells for use in rituals and ceremonies and for trade	1
William Dampier	Reported/noted occurrence of pearl shell	1
European pearlers	Discovered the world's largest oyster shell	1
European pearlers	Established (the) pearling industry	1
Total		/4

Question 7**(7 marks)**

Explain how the West Kimberley is one of Australia's most special places, despite having a history of change and struggle.

Description	Marks
Addresses the key terms of the task and provides support	
Clearly engages with the question, addressing key words Effectively supports ideas/points made using relevant evidence and/or examples	7
Engages with the question, addressing key words Supports ideas/points made using appropriate evidence and/or examples	6
Engages with the question, addressing key words Uses evidence and/or examples to support ideas/points	5
Addresses the question, responding to key words Uses adequate evidence and/or examples to support most ideas/points	4
Addresses the question in a general manner Uses some evidence and/or examples in an attempt to support ideas/points	3
Responds superficially to some key words in the question Uses limited evidence and/or examples	2
Attempts to respond to the question, but in a brief or inadequate way	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	/7
Task 1a total	/22

Sample assessment task 1b – Unit 1

Listening task

Suggested working time: 40 minutes

This section has **nine (9)** questions. In this section you are required to listen to **one (1)** spoken text and answer **all** the questions that follow in the spaces provided. Your answers should be in response to the information in the text.

Question 1	(2 marks)	Space for notes
List two characteristics of a site on the World Heritage List.		
1) _____		
2) _____		
Question 2	(1 mark)	
What is the purpose of the World Heritage List?		

Question 3	(1 mark)	
How many World Heritage sites are there in the world? Circle the correct answer.		
a. 160		
b. 881		
c. 981		
d. 991		
Question 4	(1 mark)	
What is a problem with World Heritage Sites for Australia?		

Question 5	(2 marks)	
List a positive and a negative of building a coal port at Abbot Point.		
Positive: _____		
Negative: _____		

Question 6

(3 marks)

Space for notes

Why might the Great Barrier Reef be affected by the creation of Abbot Point?

Question 7

(2 marks)

How might the Great Barrier Reef be affected?

Question 8

(2 marks)

What will the Great Barrier Reef Marine Park Authority be doing to protect the reef?

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Sample assessment task 1b – Unit 1

Listening task marking key

Question 1**(2 marks)**

List two characteristics of a site on the World Heritage List.

Description	Marks
Any two of:	
mysterious	2
beautiful	
meaningful	
historical	
naturally important	
culturally important	
Total	/2

Question 2**(1 mark)**

What is the purpose of the World Heritage List?

Description	Marks
To protect sites/places	1
Total	/1

Question 3**(1 mark)**

How many World Heritage sites are there in the world? Circle the correct answer.

Description	Marks
a. 160	1
b. 881	
c. 981	
d. 991	
Total	/1

Question 4**(1 mark)**

What is a problem with World Heritage Sites for Australia?

Description	Marks
Some of the best-known sites are close to some of the most valuable resources.	1
Total	/1

Question 5**(2 marks)**

List a positive and a negative of building a coal port at Abbot Point.

Description			
One positive and one negative			
Positive	Marks	Negative	Marks
Bring in a lot of business for locals OR New jobs OR More money for the state	1	The (Great Barrier) Reef might be affected	1
Total			/2

Question 6**(3 marks)**

Why might the Great Barrier Reef be affected by the creation of Abbot Point?

Description	Marks
The water is too shallow for big export boats to dock	1
To make room, three million cubic metres of dredge material will have to be dug up	1
and it will be dumped in the Great Barrier Reef Marine Park	1
Total	/3

Question 7**(2 marks)**

How might the Great Barrier Reef be affected?

Description	Marks
The dredge material might damage the health of things like coral and sea grasses.	1
There could also be an impact on tourism and fishing industries.	1
Total	/2

Question 8**(2 marks)**

What will the Great Barrier Reef Marine Park Authority be doing to protect the reef?

Description	Marks
There will be a lot of strict conditions that have to be followed, such as when the dumps can happen and where.	2
They will be checking to make sure their instructions are followed.	
Total	/2

Question 9**(7 marks)**

Summarise how the Great Barrier Reef Marine Park may be in danger in the future and explain why it should be protected.

Description	Marks
Addresses the key terms of the task and provides support	
Clearly engages with the question, addressing key words Effectively supports ideas/points made, using relevant evidence and/or examples	7
Engages with the question, addressing key words Supports ideas/points made, using appropriate evidence and/or examples	6
Engages with the question, addressing key words Uses evidence and/or examples to support ideas/points	5
Addresses the question, responding to key words Uses adequate evidence and/or examples to support most ideas/points	4
Addresses the question in a general manner Uses some evidence and/or examples in an attempt to support ideas/points	3
Responds superficially to some key words in the question Uses limited evidence and/or examples.	2
Attempts to respond to the question, but in a brief or inadequate way.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	/7
Task 1b total	/21
Assessment total	/43

Listening comprehension transcript

<https://www.abc.net.au/btn/classroom/world-heritage/10528756>

NATASHA THIELE, REPORTER: These places are on a very special list; a list that recognises them for their mystery, beauty, meaning and history. It's called the World Heritage List.

It was set up by UNESCO, a part of the United Nations. In the 1970s, a group of countries got together and decided they wanted to protect certain sites and places around the world. They came up with the World Heritage Convention. A special group has the job of deciding which sites are culturally and naturally important enough to be on the list and countries that are signed up promise not to do anything that will damage them. At the moment, there are 981 sites in 160 countries on the World Heritage List. 19 of them are in Australia. The problem is some of our best-known sites are close to some of our most valuable resources.

Here at Abbot Point in north Queensland, there are big plans to create one of the world's biggest coal ports. It's expected to bring in a lot of business for locals, new jobs and more money for the state. The trouble is it's right near the Great Barrier Reef, and since the reef is on the World Heritage list, a lot of people are worried it might be affected.

Here's why: At the moment, the water is too shallow for big export boats to dock. So to make room, three-million cubic metres of dredge material, including sand, silt and clay from the bottom of the port, will have to be dug up and dumped over the course of a few years. But where? Well, it's going to be put in the Great Barrier Reef Marine Park.

Although it's going to be well-away from the nearest reef, some people reckon that, if some of it drifts it, might damage the health of things like coral and sea grasses. It could also have an impact on tourism and fishing industries.

TERRY, FISHERMAN: We just thought if they dump this spoil on land it would have a better economic benefit to the town, but now they've given the approval to dump at sea well, it's, it's unknown what's going to happen.

But others say the dumping won't have an impact on the reef. The Great Barrier Reef Marine Park Authority who gave final approval says there'll be a lot of strict conditions that have to be followed like when the dumps can happen and where. And they say they'll be checking to make sure their instructions are followed.

RUSSELL REICHEL, GREAT BARRIER REEF MARINE PARK AUTHORITY: Dredging activity is legitimate and there is provisions in our zoning plan for it.

The dredging might not start for another year or so and once it does, all eyes will be on the Great Barrier Reef to make sure the reputation of this World Heritage area isn't muddied.

Sample assessment task

English as an Additional Language or Dialect – General Year 12

Task 5 – Unit 3 – Attitudes, issues, identity

Assessment type	Production (written)
Conditions	Period allowed for completion of the task: five weeks In-class portion to be completed in class in 90 minutes
Task weighting	12.5% of the school mark for this pair of units

Read the novel *Blueback* and explore themes such as the impact of change or people on the environment, sustainable living and the importance of the land. Write an essay in response.

What you need to do

- Read the novel *Blueback*.
- Complete a range of comprehension activities individually, in groups and as a class.
- Explore the effects of descriptive language and imagery in the text.
- Explore the purpose and effect of language choices in the text.
- Examine the themes in the novel.
- 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.
- 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.

Relevant knowledge, understandings and skills from the Syllabus unit content

Language and textual analysis

- identify how different purposes and contexts influence language choices and meaning
- explain how language is used to influence or persuade an audience or to express appreciation of an object, a process or a performance
- describe the effect of register, style and tone on meaning
- explain the effects of descriptive language and imagery in texts
- describe how language reflects sociocultural constructions of age, gender, race and identity

Creating texts

- use appropriate structure and content to communicate ideas and opinions for different purposes and audiences
- use paragraphing to organise and communicate main and supporting ideas
- use digital, multimodal and print-based technologies

- use common language features, including subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms and conjunctions connecting ideas within and across sentences
- use description, characterisation, and direct and indirect speech
- use cohesive devices at sentence, paragraph and whole text level
- use research skills and strategies, including note-taking, note-making, summaries, and graphic organisers to collect and collate relevant information, paraphrasing and synthesising, quoting and referencing appropriately
- use 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 sample assessment task 5 – Unit 3

Description	Marks
Addresses the key terms of the task and provides support	
Engages comprehensively with the question, addressing key words Effectively supports ideas/points made, using relevant and appropriate evidence and/or examples	8
Engages comprehensively with the question, addressing key words Effectively supports ideas/points made, using evidence and/or examples	7
Engages clearly with the question, addressing key words Supports ideas/points made, using evidence and/or examples	6
Engages with most of the question, addressing key words Uses adequate evidence and/or examples to support ideas/points	5
Addresses the question in a general manner, attending to some key words Uses some evidence and/or examples in an attempt to support ideas/points	4
Attends superficially to some key words in the question Uses limited evidence and/or examples	3
Attends to a key word in the question Uses limited evidence and/or examples	2
Responds to the question in a limited or inappropriate way	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	/8
Text structure using generic conventions	
Effectively structures whole text using appropriate generic conventions of formal letters and a range of cohesive devices	5
Competently structures text using generic conventions of formal letters and employing cohesive devices effectively	4
Adequately structures text using generic conventions of formal letters and employing appropriate cohesive devices	3
Structures text inconsistently using generic conventions of formal letters; cohesive devices employed may be limited	2
Attempts some text structure but uses limited or mostly inappropriate generic conventions	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	/5
Grammar	
Controls a wide range of grammatical structures, with few errors	5
Uses a range of grammatical structures with few errors	4
Uses grammatical structures with errors in more complex forms	3
Uses grammatical structures with errors, but reader comprehension is mostly not impeded	2
Uses mainly simple grammatical structures with some errors; reader comprehension is impeded at times	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	/5

Description	Marks
Vocabulary	
Uses a range of vocabulary, including topic-specific vocabulary, appropriate for the task	3
Uses vocabulary, including some topic-specific vocabulary, appropriate for the task	2
Uses vocabulary appropriate for the task	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	/3
Spelling	
Spells most high-frequency and subject-specific words correctly	2
Spells most high-frequency words correctly	1
Makes many spelling errors.	0
Subtotal	/2
Total	/23

Sample assessment task

English as an Additional Language or Dialect – General Year 11

Task 8 – Unit 4 – Society and community engagement

Assessment type	Investigation
Conditions	Period allowed for completion of the task: four weeks
Task weighting	10% of the school mark for this pair of units

Investigate the topic of community engagement. Write a survey to distribute to ten family members, friends or acquaintances to find out how they engage with their community. Use the results from your survey to produce a brochure for students advertising and promoting community engagement.

What you need to do

- With your class, define and discuss the topic of community engagement.
- In groups and as a class, read, view, listen to and discuss texts related to different types of community engagement.
- Investigate the features, structure and language of surveys and how to collate the results.
- For practice, develop and administer a survey in class.
- Develop a set of questions for your survey and check these with your teacher. Finalise your survey.
- Administer your survey to ten family members, friends or acquaintances.
- Collate your survey results.
- Explore some sample brochures and investigate their features, structure and language.
- Discuss the purpose, language and audience of the brochure you will be developing.
- Prepare and edit a draft brochure, using strategies for planning and refining work, including editing and incorporating feedback for correct simple tenses, common punctuation, spelling, and a variety of simple and compound sentences.
- Prepare your brochure for submission.

Relevant knowledge, understandings and skills from the Syllabus unit content

Communication skills and strategies

- initiate, sustain and conclude interactions, demonstrate skills in turn-taking, changing topics and accepting and rejecting ideas, in a range of familiar and unfamiliar contexts
- use intelligible pronunciation, stress, rhythm and intonation at word, phrase and sentence level
- understand and use non-verbal cues in a range of formal and informal contexts
- understand common cultural references, conceptual metaphors and connotations
- experiment with register and tone to create rapport
- organise and present spoken information appropriate to audience and purpose, self-correcting when appropriate

Comprehension skills and strategies

- listen, read and view for specific purposes and content
- describe and classify the form, medium and subject matter of texts
- explain ideas, issues and arguments presented in non-fiction texts
- interpret cultural references and implied meanings in texts
- select information sources and synthesising information from these sources
- use a range of reference texts, including dictionaries to assist interpretation and explanation of ideas

Creating texts

- use a range of text types and digital, multimodal and print-based technologies
- use language appropriate to the context, including imaginative persuasive and rhetorical forms and features
- use stylistic and grammatical choices for effect and clarity, including complex lexical elements, modality and subject-specific language forms and features
- use culturally specific phrases, idioms, collocations and references
- use a range of research sources and methods, including interviews, surveys or questionnaires
- use research skills and strategies, including note-taking and note-making, summarising and using graphic organisers to collect, collate and evaluate information, paraphrase, synthesise and quote with in-text citation and end-of-text referencing
- use 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 sample assessment task 8 – Unit 4

Description	Marks
Addresses the purpose of the task in the brochure	
Comprehensively addresses the purpose of the task and effectively develops supporting ideas/points	8
Effectively addresses the purpose of the task and develops supporting ideas/points with detail	7
Clearly addresses the purpose of the task and develops supporting ideas/points with detail	6
Clearly addresses the purpose of the task and develops supporting ideas/points with some detail	5
Addresses the purpose of the task and develops some supporting ideas/points	4
Addresses the purpose of the task in a superficial manner and attempts to support ideas/points	3
Attempts to address the purpose of the task and develop supporting ideas/points	2
Engages with the task in a limited way	1
Makes no attempt to address the research aims and objectives	0
Subtotal	/8
Uses evidence from survey	
Effectively uses comprehensive and relevant evidence from survey	5
Uses relevant and detailed evidence from survey	4
Uses relevant evidence from survey	3
Uses some evidence from survey, but this may be incomplete or irrelevant at times	2
Uses limited evidence from survey	1
Makes no attempt to use information from survey	0
Subtotal	/5
Controls the required generic conventions of a brochure	
Controls generic conventions to produce a logical, coherent and well-presented brochure	5
Applies generic conventions to produce a brochure that is mostly logical, coherent and/or well-presented	4
Uses generic conventions to produce a brochure that is mostly well-presented	3
Attempts to use generic conventions to produce a report with some structure	2
Makes limited use of generic conventions and structure	1
Shows no evidence of the generic conventions of a brochure	0
Subtotal	/5

Description	Marks
Grammar	
Controls a range of grammatical structures with few errors	5
Conveys most ideas through grammatical structures with some errors	4
Conveys ideas through grammatical structures with errors	3
Conveys some ideas through grammatical structures with errors	2
Attempts to convey ideas, though grammatical structures have frequent errors	1
Makes errors in use of grammatical structures that significantly impede reader comprehension	0
Subtotal	/5
Spelling	
Spells most high-frequency and subject-specific words correctly	2
Spells most high-frequency words correctly	1
Makes many spelling errors	0
Subtotal	/2
Total	/20

Sample assessment task

English as an Additional Language or Dialect – General Year 11

Task 9 – Unit 3 – Society and community engagement

Assessment type	Production (oral)
Conditions	Period allowed for completion of the task: three weeks Presentation to be delivered in class in five minutes
Task weighting	10% of the school mark for this pair of units

Deliver a five-minute persuasive presentation for your peers promoting community engagement.

What you need to do

- Revise the topic of community engagement and share what you already know with your class.
- Review the purpose, structure and language of a persuasive presentation.
- Define the purpose of your presentation
- Plan and organise your ideas for your presentation.
- Conduct any necessary research.
- Revise and practise pronunciation, stress and rhythm patterns of words and phrases; of intonation and stress patterns across sentences; of unfamiliar English sounds. Practise how to self-correct.
- Practise presenting to small groups and the whole class.
- Prepare your presentation.
- Deliver your presentation to your class.

Relevant knowledge, understandings and skills from the Syllabus unit content

Communication skills and strategies

- initiate, sustain and conclude interactions, demonstrate skills in turn-taking, changing topics and accepting and rejecting ideas, in a range of familiar and unfamiliar contexts
- use intelligible pronunciation, stress, rhythm and intonation at word, phrase and sentence level
- understand and use non-verbal cues in a range of formal and informal contexts
- understand common cultural references, conceptual metaphors and connotations
- experiment with register and tone to create rapport
- organise and present spoken information appropriate to audience and purpose, self-correcting when appropriate

Marking key for sample assessment task 9 – Unit 3

Description	Marks
Addressing the task	
Engages comprehensively with the task, exploring key ideas Supports ideas/points made, using relevant and appropriate evidence and/or examples	7
Engages clearly with the task, exploring key ideas Supports ideas/points made, using relevant evidence and/or examples	6
Engages with the task, exploring key ideas Supports ideas/points made, using evidence and/or examples	5
Addresses the task in a general manner, attending to some key ideas Uses adequate evidence and/or examples to support ideas/points	4
Addresses the task in a general manner Uses limited evidence and/or examples to support ideas/points	3
Attends superficially to some key ideas in the task Attempts to use evidence and/or examples	2
Responds to the task in a limited or inappropriate way	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	/7
Fluency and clarity of pronunciation	
Speaks clearly at an appropriate pace Uses stress, intonation and/or volume to highlight key points An L/D1 accent may be evident but does not impede communication	5
Speaks generally clearly at an appropriate pace Shows some effective use of stress, intonation and/or volume to highlight key points Pronunciation interference from L/D1 may be evident but mostly does not impede communication	4
Often uses appropriate pace Shows general control of the sound system of English Some words and phrases may be unclear to the listener	3
Controls pace occasionally Shows little control of the sound system of English Is unclear in sections due to pronunciation difficulties	2
Only some words and/or phrases are intelligible	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	/5

Description	Marks
Use of grammar	
Controls a wide range of grammatical structures, including complex structures, with few errors	5
Uses a range of grammatical structures with errors in more complex forms	4
Uses grammatical structures with some errors; listener comprehension is mostly not impeded	3
Uses mainly simple grammatical structures with some errors; listener comprehension is impeded at times	2
Uses mainly simple grammatical structures with errors; listener comprehension is impeded in sections	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	/5
Use of vocabulary	
Uses a range of vocabulary, including topic-specific vocabulary, appropriate for the task; register is consistent	5
Uses vocabulary, including topic-specific vocabulary, appropriate for the task; register is mostly consistent	4
Uses vocabulary appropriate for the task; use of register shows lapses	3
Sometimes uses vocabulary appropriate for the task; register is inconsistent	2
Uses a limited range of vocabulary appropriate for the task; register is frequently inappropriate	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	/5
Non-verbal communication skills	
Uses a range of non-verbal skills, including posture, eye contact and gesture, to create audience rapport; does not read notes	3
Uses some non-verbal skills, including posture, eye contact and gesture, to create audience rapport; does not read notes	2
Attempts to use non-verbal skills, such as eye contact; shows dependence on notes	1
Does not meet any of the above specified performance levels for this criterion	0
Subtotal	/3
Total	/25

Acknowledgements

Sample assessment task 1a – Unit 1 – Reading Task

Adapted from: Department of Climate Change, Energy, the Environment and Water. (n.d.). *National Heritage Places - West Kimberley*. Retrieved December, 2024, from <https://www.dcceew.gov.au/parks-heritage/heritage/places/national/west-kimberley>

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Sample assessment task 1b – Unit 1 – Listening Task

Thiele, N. (Presenter). (2014, March 11). *World Heritage* [Transcript]. Retrieved December, 2024, from <https://www.abc.net.au/btn/classroom/world-heritage/10528756>