



SAMPLE ASSESSMENT TASKS

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

GENERAL YEAR 11

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 11

Task 1 – Unit 1 – Cross-cultural perspectives

Assessment type	Response
Conditions	Period allowed for completion of the task: four weeks In-class portion to be completed in class in 60 minutes
Task weighting	12.5% of the school mark for this pair of units

Read, view and listen to a range of texts about significant people, places and events in Australia. Respond to short and extended answer questions about these texts.

What you need to do

- As a class, investigate a range of significant people, places and events in Australia.
- Read, view and listen to texts about people, places and events in Australia and identify the main ideas.
- Explore reading, viewing and listening comprehension skills such as drawing on background knowledge or contextual cues to guess the meaning of unknown words and using a range of strategies, such as completing retrieval charts and taking notes, to extract accurate information from texts.
- Outline the purpose of different written, visual and aural texts.
- Explore how to identify simple cultural references, idiomatic language and colloquialisms in texts.
- Practise writing a summary sentence of the texts you read, view and listen to.
- Complete the in-class listening and reading and viewing task.

Relevant knowledge, understandings and skills from the Syllabus unit content

Communication skills and strategies

- demonstrate understanding of some common idiomatic and colloquial expressions

Comprehension skills and strategies

- draw on background knowledge or contextual cues to guess the meaning of unknown words
- use a range of strategies, such as completing retrieval charts and taking notes, to extract accurate information from texts
- identify and respond to the main ideas in a range of familiar texts
- identify sociolinguistic and sociocultural references in a growing range of situations
- identify simple cultural references, idiomatic language and colloquialisms
- recount plot details and describe settings and characters in texts
- identify emotive language in a growing range of situations
- translate from home language or dialect to SAE
- employ ICT and investigative strategies to locate relevant information from sources

Language and textual analysis

- outline the purposes of a growing range of text types
- identify dialogue, and first-person and third-person narration used in texts
- understand how language use, including forms of address and conventions of politeness changes in different contexts across cultures
- identify common variations of language and structure across different media

Sample assessment task 1a – Unit 1

Reading task

Suggested working time: 30 minutes

This section has **seven** 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: Ash Barty

Ipswich-born Ash Barty is one of Australia's greatest ever tennis players, having achieved a world number one ranking, three Grand Slam singles titles and a year-end championship title by the age of 25.

Ash amassed an international following through her laid-back approach to the sport and persevering attitude, even in the most intense of matches. Spectators often threw out the nickname 'Barty Party' when supporting her in tournaments, especially during the Australian leg of the WTA Tour.

A descendant of the Ngarigo people of Southern NSW and north-eastern Victoria, Ash began playing tennis at four-years-old at the West Brisbane Tennis Centre, where she was mentored by Jim Joyce who would become her junior career coach.

Ash turned to the professional WTA Tour in 2010, when she was 14-years-old. She showed early signs of greatness, producing a career-high junior ranking of number 2 in the world. After one year on the professional circuit, Ash had been crowned champion of the Girls' Singles at Wimbledon in 2011. She was also a three-time Grand Slam runner up in the doubles event alongside Casey Dellacqua.

As an 18-year-old in 2014 Ash stepped away from tennis to explore life outside of sport, not knowing if she'd [be] coming back to tennis again. She was signed by the Brisbane Heat as one of their first ever players in the inaugural Women's Big Bash League season, as well as Queensland Fire for the Women's National Cricket League.

A return to tennis came in 2016, a year in which she won both the singles and doubles events at the Malaysian Open - only her second tournament after returning to the sport. Those results saw her enter the top 100 and she continued to climb up the rankings in the months and years ahead.

2019 was a massive year for Ash. She was crowned Grand Slam champion at Roland Garros in Paris. She rose to world number two after becoming the first Australian to win the French Open since Margaret Court in 1973. She achieved the world number one ranking after winning a title at her next tournament, becoming only the second Australian woman to do so in the history of the WTA singles.

Although the world number one ranking fluctuates often in the WTA world, Ash held the position for a monstrous 81 weeks, ending both the 2019 and 2020 seasons on top. She also ended 2019 as champion of the WTA Finals.

Her playing style was characterised by powerful groundstrokes, a consistent backhand and an effective slice. Her universal game meant she was able to constantly make it to the late stages of tournaments in both singles and doubles events, uncommon for professional tennis players who prefer to specialise in one event.

She reached the finals of all four women's doubles Grand Slam tournaments at least once and won the event at the US Open in 2018 alongside American Coco Vandeweghe.

Ash was a member of the Australian Fed Cup team since her debut at sixteen-years-old. She also represented Australia twice in the Hopman Cup in 2013 and 2019, just before the event was retired.

She's also a National Indigenous Tennis Ambassador for Tennis Australia, working with the youth in Indigenous communities around the country and encouraging them to engage in sports.

Ash achieved her lifelong dream in tennis of lifting the Wimbledon trophy after being crowned champion in 2021. Top seeded, Ash defeated fellow Aussie Ajla Tomljanovic and three-time Grand Slam champion Angelique Kerber en route to the final, where she bested Czechia's Karolina Pliskova 6-3, 6(4)-7, 6-3.

Ash won her first Australian Open Grand Slam title in 2022, doing so without dropping a set as she clinched her third singles Grand Slam title. Her appearance at Melbourne Park that year was her last, as she retired from professional tennis two months later.

'Extract from <https://www.olympics.com.au/olympians/ash-barty/>'

Glossary

- **Grand Slam:** one of four tournaments — the Australian Open, French Open, US Open or Wimbledon
- **Ngarigo people:** the Ngarigo people are Aboriginal Australian people of southeast New South Wales, whose traditional lands also extend around the present border with Victoria.

See next page

Question 1**(2 marks)**

Why was Ash Barty a popular tennis player?

Question 2**(2 marks)**

What were two signs of Ash's greatness when she was a junior tennis player?

- i. _____

- ii. _____

Question 3**(1 mark)**

How was Ash shown to be a talented all-round sportsperson at 18 years old?

Question 4**(1 mark)**

What was Ash the second Australian woman to do in the history of the WTA singles?

Question 5**(1 mark)**

Why did Ash's opponents struggle to foresee her moves on the tennis court?

Question 6**(2 marks)**

What was Ash's peak achievement of 2021 and why was it so special for her?

- i. _____

- ii. _____

Question 7**(2 marks)**

The year 2022 could be described as 'bittersweet' for Ash Barty fans. Explain why this is so.

Sample assessment task 1a – Unit 1

Reading task - Marking key

Question 1

(2 marks)

Why was Ash Barty a popular tennis player?

Description	Marks
Because of her laid-back approach to the sport	1
and persevering attitude	1
Subtotal	/2

Question 2

(2 marks)

What were two signs of Ash's greatness when she was a junior tennis player?

Description	Marks
Any two of:	
Ash achieved a junior ranking of number 2 in the world.	
After one year on the professional circuit, Ash was crowned champion of the Girls' Singles at the Wimbledon tennis tournament in England.	
Ash was a three-time Grand Slam runner up in the doubles event alongside Casey Dellacqua.	
Subtotal	/2

Question 3

(1 mark)

How was Ash shown to be a talented all-round sportsperson at 18 years old?

Description	Marks
She was signed (by the Brisbane Heat) as a (starting) player for the first Women's Big Bash League season, as well as (Queensland Fire) for the Women's National Cricket League/she played cricket at a national level	1
Subtotal	/1

Question 4

(1 mark)

What was Ash the second Australian woman to do in the history of the WTA singles?

Description	Marks
She achieved the world number one ranking	1
Subtotal	/1

Question 5**(1 mark)**

Why did Ash's opponents struggle to foresee her moves on the tennis court?

Description	Marks
Her performance was unpredictable	1
Subtotal	/1

Question 6**(2 marks)**

What was Ash's peak achievement of 2021 and why was it so special for her?

Description	Marks
Ash won the Wimbledon championship.	1
It was her lifelong dream.	1
Subtotal	/2

Question 7**(2 marks)**

The year 2022 could be described as 'bittersweet' for Ash Barty fans. Explain why this is so.

Description	Marks
Ash won her first Australian Open title in 2022 on home soil.	1
Her appearance at Melbourne Park, Australia, that year was her last, as she would go on to retire from professional tennis two months later.	1
Subtotal	/2
Total	/11

Sample assessment task 1b – Unit 1

Listening task

Suggested working time: 30 minutes

This section has **six** questions. In this section you are required to listen to **one** 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.

Glossary

- **motivated:** inspired to do something
- **Grand Slam:** one of four tournaments — the Australian Open, French Open, US Open or Wimbledon
- **cornered:** forced into a situation which is hard to escape or win from
- **slice shot:** a type of shot where the player puts backspin on the ball
- **skimmed:** to move quickly or lightly over something or through the air
- **dominant:** having control
- **apparent:** clearly visible or understood

Question 1**(5 marks)**

Space for notes

What are the five words that motivated Ash during her tennis career?

1. _____
2. _____
3. _____
4. _____
5. _____

Question 2**(2 marks)**

List two ways that the words helped Ash in a game.

Question 3**(2 marks)**

Why was the slice shot so special to Ash?

Question 4**(1 mark)**

Space for notes

How big is Hayden's tennis racquet?

Question 5**(2 marks)**

Why has Ash never smashed a tennis racquet?

Question 6**(2 marks)**

What do Steph and Ash say is important and why?

What:

Why:

See next page

Sample assessment task 1b – Unit 1

Marking key – Listening task

Question 1

(5 marks)

What are the five words that motivated Ash during her tennis career?

Description	Marks
calm	1
clear	1
present	1
sharp	1
fun	1
Subtotal	/5
Total	/5

Question 2

(2 marks)

List two ways that the words helped Ash in a game.

Description	Marks
Any two of:	
They motivated her (to greatness on the tennis court).	
They reset her (when she felt under pressure during matches).	
They could ease her mind (especially if she was feeling 'cornered' in a tough game).	
Subtotal	/2
Total	/2

Question 3

(2 marks)

Why was the slice shot so special to Ash?

Description	Marks
She knew not many other girls	1
could hit it	1
Subtotal	/2
Total	/2

Question 4

(1 mark)

How big is Hayden's tennis racquet?

Description	Marks
As big as a phone	1
Total	/1

Question 5**(2 marks)**

Why has Ash never smashed a tennis racquet?

Description	Marks
Her dad told her	1
if you break a racquet like that you won't get another one	1
Subtotal	/2
Total	/2

Question 6**(2 marks)**

What do Steph and Ash believe is important and why?

Description	Marks
What: the need to get outside/to be outside and healthy	1
Why: because we are spending too much time on our phones/our world is screen-dominated	1
Subtotal	/2
Total	/2

Listening comprehension transcript

<https://www.kidsnews.com.au/sport/australian-tennis-champion-ash-barty-reveals-the-five-words-that-drove-her-to-greatness/news-story/2574367e8bfbe76abfbab161a24685dd>



Australian tennis champion Ash Barty reveals the five words that drove her to greatness

Ash Barty has revealed the five simple words that motivated* her to greatness on the tennis court. Barty, a former world No. 1 and triple Grand Slam* tennis champion, and eight-time world surfing champion Steph Gilmore were talking to a group of schoolchildren at the Pottsville Beach Tennis Club on the NSW north coast before taking them for a surf and a game of tennis.

In a question-and-answer session with the group, Barty revealed she would use five key words — calm, clear, present, sharp and fun – to reset herself when she felt under pressure during matches. She said thinking about these words could ease her mind especially if she was feeling “cornered*” in a tough game. She also confessed that the slice shot* was still her favourite. One youngster shouted, “Oh wow!” as three or four of her special sliced backhands skimmed* the net with the smooth flight path of a low-flying plane coming into land. “I loved hitting the slice,” Barty told the group. “I loved learning it when I was really young knowing not many other girls could hit it so I worked and worked and worked on it. “I still have so much fun hitting it now. I like throwing it into kids who have not seen it. I will throw some in to see how they react off the court,” she said. “It’s nice to be out with kids and you sometimes forget how much fun that group environment is.” Fun enough to consider a comeback to professional tennis? “No ... no ... no ... I just enjoy playing with my nieces and nephew,” Barty said.

While Barty’s retirement will continue, there has been a new racquet arrive at her Springfield home – for her four-month-old son Hayden. “He has got his own little tennis racquet. It’s about as big as a phone. He has been out on the court with me and my nieces and nephews. He will play tennis but will also play a lot of sports. We will see what he loves. I am excited to watch him grow.” Asked if she had ever smashed a racquet like Nick (Kyrgios), Barty said no and revealed a lesson her dad taught her when she was young. “Dad said, ‘Just know if you break a racquet like that you won’t get another one’,” Barty told the group.

Gilmore enjoyed taking the kids for a surf and said the need to get outside in our screen-dominated* world has become as important as ever. “It has definitely become more apparent* to myself and Ash how important it is to be outside and healthy,” Gilmore said. “Not just kids but adults as well, we are all spending too much times on our phones.” The sports stars’ visit was part of an announcement where three tennis clubs and three surf schools will receive \$10,000 each from insurance firm AIA Australia.

Sample assessment task

English as an Additional Language or Dialect – General Year 11

Task 3 – Unit 1 – Cross-cultural perspectives

Assessment type	Production (written)
Conditions	Period allowed for completion of the task: five weeks
Task weighting	15% of the school mark for this pair of units

Consider the cultural facilities available and/or events held in your local community and how these could be expanded or improved. Write a letter to your local council with your requests and suggestions.

What you need to do

- Discuss the purpose of different types of formal and informal letters.
- Read and analyse different formal letters to become familiar with the language style and features.
- Discuss how to express requests and suggestions in the written form.
- Examine the elements of paragraphs including topic sentences, supporting sentences and concluding sentences.
- Discuss unity and cohesion in a paragraph.
- Practise writing a letter of request.
- Complete the in-class assessment task.

Relevant knowledge, understandings and skills from the Syllabus unit content

Comprehension skills and strategies

- use knowledge of text structure to locate information and to aid understanding of increasingly unfamiliar texts
- identify and discuss meaning, purpose, audience and the values and attitudes presented in a range of texts
- adopt efficient forms of recording and collating information in a growing range of contexts
- identify, infer and describe the main ideas and some supporting details in a range of familiar and some unfamiliar texts
- identify cohesive elements and their role in creating texts

Language and textual analysis

- explain the purposes and structures of different types of texts
- identify and describe cultural variations in values and beliefs, including conceptions of the sacred, respect, taboos, values associated with naming, titles and construction of gender

Creating texts

- use appropriate form, content and style for a range of familiar and some unfamiliar, purposes and audiences
- plan, organise and use a combination of technologies and media
- use common subject-specific vocabulary, synonyms, antonyms and collocations
- use imaginative and descriptive language
- develop control over direct and indirect speech
- use a range of common cohesive devices at sentence, paragraph and whole-text level, including referencing, lexical chains and conjunctions
- use simple, compound and some complex sentences
- use simple present, past and future tense and simple forms of modality
- using strategies for planning, drafting and refining work, including editing for correct spelling, consistent use of common punctuation, and seeking and using feedback

Marking key for sample assessment task 3 – Unit 1

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 and punctuation	
Controls a wide range of grammatical structures, including complex 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
Total	/18

Sample assessment task

English as an Additional Language or Dialect – General Year 11

Task 7 – Unit 2 – Life experiences

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

Investigate the impact of technology on leisure and entertainment and how this has changed over time. Present your findings in a brief report.

What you need to do

- With your class, define and discuss the topics of technology, leisure and entertainment.
- In groups and as a class, read, view, listen to and discuss a range of texts related to the impact of technology on leisure and entertainment.
- Consult with your teacher to define a specific topic/issue to investigate and write a statement of the aim of your report (this may be modified as your research progresses)
- Explore research skills: use of skimming and scanning skills and how to access print and digital resources.
- Develop a set of questions to guide your initial research.
- Study the structure, layout and language features of a report.
- Discuss how to reference texts and acknowledge sources in your report.
- Conduct your research using a range of strategies, such as completing retrieval charts and taking notes, to extract accurate information from texts.
- Synthesise notes from different sources.
- Prepare and edit a draft report, 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 final report for submission.

Relevant knowledge, understandings and skills from the Syllabus unit content

Comprehension skills and strategies

- use knowledge of text structure to locate information and to aid understanding of increasingly unfamiliar texts
- identify and discuss meaning, purpose, audience and the values and attitudes presented in a range of texts
- adopt efficient forms of recording and collating information in a growing range of contexts
- identify, infer and describe the main ideas and some supporting details in a range of familiar and some unfamiliar texts
- identify cohesive elements and their role in creating texts

Language and textual analysis

- explain the purposes and structures of different types of texts
- identify and describe cultural variations in values and beliefs, including conceptions of the sacred, respect, taboos, values associated with naming, titles and construction of gender

Creating texts

- use appropriate form, content and style for a range of familiar and some unfamiliar, purposes and audiences
- plan, organise and use a combination of technologies and media
- use common subject-specific vocabulary, synonyms, antonyms and collocations
- use imaginative and descriptive language
- develop control over direct and indirect speech
- use a range of common cohesive devices at sentence, paragraph and whole-text level, including referencing, lexical chains and conjunctions
- use simple, compound and some complex sentences
- use simple present, past and future tense and simple forms of modality
- using strategies for planning, drafting and refining work, including editing for correct spelling, consistent use of common punctuation, and seeking and using feedback

Marking key for sample assessment task 7 – Unit 2

Description	Marks
Addresses the research aims and objectives	
Thoroughly addresses research aims and objectives Effectively develops supporting ideas/points with detail	8
Effectively addresses research aims and objectives Develops supporting ideas/points with detail	7
Clearly addresses research aims and objectives Develops supporting ideas/points with detail	6
Addresses research aims and objectives Develops supporting ideas/points with some detail	5
Addresses most research aims and objectives and develops some supporting ideas/points	4
Addresses some research aims and objectives and attempts to support ideas/points	3
Attempts to address research aims and objectives and develop supporting ideas/points	2
Engages with task in a limited way	1
Makes no attempt to address the research aims and objectives	0
Subtotal	/8
Evidence of research and referencing	
Shows clear evidence of relevant research Referencing is mostly appropriate according to conventions	5
Shows evidence of research that is mostly relevant Referencing is mostly appropriate according to conventions	4
Shows evidence of research that is often relevant Some referencing is used, but not always 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	
Controls generic conventions to produce a logical and well-presented report	5
Controls generic conventions to produce a report that is mostly logical and well-presented	4
Uses some generic conventions to produce a mostly logical report	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 report writing	0
Subtotal	/5

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
Total	/23

Sample assessment task

English as an Additional Language or Dialect – General Year 11

Task 8 – Unit 2 – Life experiences

Assessment type	Production (oral)
Conditions	Period allowed for completion of the task: three weeks Time for the tutorial: 20 minutes
Task weighting	12.5% of the school mark for this pair of units

In pairs or small groups, facilitate a tutorial exploring the impact of social media on identity.

What you need to do

- Explore texts about social media and identity.
- Analyse the impact of social media on identity.
- Conduct research on the topic in your group and refine your ideas.
- Review the preparation process for presenting orally; note and practise strategies for success.
- Practise pronunciation, stress and rhythm patterns of words and phrases; of intonation and stress patterns across sentences; of unfamiliar English sounds.
- Conduct your tutorial.
- Reflect on feedback about your presentation.

Relevant knowledge, understandings and skills from the Syllabus unit content

Communication skills and strategies

- interact with others in oral, written and digital forms in a range of contexts
- use intelligible pronunciation, intonation and stress of words and phrases
- use repair strategies and seeking assistance and clarification in a range of contexts
- work collaboratively in learning activities, including problem-solving and creating texts
- initiate, sustain and conclude communication using SAE conventions and protocols in a range of familiar, some unfamiliar and some academic contexts
- use active listening skills
- use some common idiomatic and colloquial expressions appropriate for the context of communication

Comprehension skills and strategies

- identify and discuss meaning, purpose, audience and the values and attitudes presented in a range of texts
- identify, infer and describe the main ideas and some supporting details in a range of familiar and some unfamiliar texts
- identify and explain common similes, metaphors, symbols and sociocultural references in texts

Language and textual analysis

- explain the purposes and structures of different types of texts
- identify shifts in lexis and grammar between spoken and written language in a growing range of contexts
- identify and describe cultural variations in values and beliefs, including conceptions of the sacred, respect, taboos, values associated with naming, titles and construction of gender

Marking key for sample assessment task 8 – Unit 2

Description	Marks
Addressing the task	
Engages comprehensively with the task, exploring key ideas Effectively supports ideas/points made, using relevant and appropriate evidence and/or examples	8
Engages comprehensively with the task, exploring key ideas Effectively supports ideas/points made, using evidence and/or examples	7
Engages clearly with the task, exploring key ideas Supports ideas/points made, using evidence and/or examples	6
Engages with most of the task, exploring key ideas Uses adequate evidence and/or examples to support ideas/points	5
Addresses the task in a general manner, attending to some key ideas Uses some evidence and/or examples in an attempt to support ideas/points	4
Attends superficially to some key ideas in the task Uses limited evidence and/or examples	3
Attends to one idea in the task Uses limited 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	/8
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 with 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 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	7
Uses a range of grammatical structures with few errors	6
Uses grammatical structures with errors in more complex forms	5
Uses grammatical structures with some errors, but listener comprehension is mostly unimpeded	4
Uses mainly simple grammatical structures with some errors Listener comprehension is impeded at times	3
Uses mainly simple grammatical structures with errors Listener comprehension is impeded in sections	2
Uses mainly simple grammatical structures with frequent errors Listener comprehension is often impeded	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	/7
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; the 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
Audience communication	
Uses a range of non-verbal skills, including posture, eye contact and gesture, to create audience rapport; occasionally refers to notes	3
Uses some non-verbal skills, including posture, eye contact and gesture, to create audience rapport; often refers to notes	2
Attempts to use non-verbal skills, such as eye contact; shows heavy dependence on notes	1
Subtotal	/3
Total	/28

Acknowledgements

Sample assessment task 1a – Unit 1

Adapted from: The Australian Olympic Committee. (n.d.). *Ash Barty*. Retrieved December, 2024, from <https://www.olympics.com.au/olympians/ash-barty/>

Listening comprehension transcript

Craddock, R. (2023, November 1). *Australian Tennis Champion Ash Barty Reveals the Five Words That Drove her to Greatness*. Kids News. Retrieved December, 2024, from <https://www.kidsnews.com.au/sport/australian-tennis-champion-ash-barty-reveals-the-five-words-that-drove-her-to-greatness/news-story/2574367e8bfbe76abfbab161a24685dd>