Government of **Western Australia**
School Curriculum and Standards Authority

SAMPLE ASSESSMENT TASKS

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT
GENERAL YEAR 12

Sample assessment task

English as an Additional Language or Dialect – General Year 12

Task 10 – Unit 4 – Society and community engagement

Assessment type: Production (oral)

Conditions
Time for the task: five minutes
Palm cards with notes and supporting visuals permitted

Task weighting
10% of the school mark for this pair of units

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Task 10: Choose a workplace issue that you have studied in class that interests you and prepare an informative presentation for your peers on what the issue is and how to manage it in an Australian context.

Part One
What you need to do
- Choose a workplace issue you have studied in class that you would like to present.
- Clearly define the topic of your speech.
- Review research skills such as paraphrasing, summarising and note-taking.
- Use your notes from Task 9 as well as information from other sources that you locate to conduct your research.

Course content
- explain ideas, issues and arguments presented in non-fiction texts
- understand common cultural references, conceptual metaphors and connotations
- interpret cultural references and implied meanings in texts
- select information sources and synthesise information from these sources
- use a range of reference texts, including dictionaries to assist interpretation and explanation of ideas
- use research skills and strategies, including note-taking and note-making, summarising and using graphic organisers to collect, collate and evaluate information, paraphrasing, synthesising and quoting with in-text citation and end-of-text referencing

Part Two
What you need to do
- Review how to logically structure a speech, including how to create an effective introduction.
- Examine the language requirements of writing a speech, such as using cohesive markers and transition signals, a range of sentence types, appropriate register and subject specific vocabulary.
- Decide on the three main points you want to convey about the issue that you have chosen and choose the evidence/content from your research that will support these points.
- Write a draft of your speech.
- Edit your speech with peer or teacher assistance.

Course content
- use language to express judgement of an object, a process, or a performance
- use metalanguage to express personal and critical responses to texts
- 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

Part Three
What you need to do
- Review verbal language skills such as clear pronunciation, appropriate intonation and effective use of stress, tone, pace and volume.
- Review non-verbal language skills such as effective use of eye contact, gestures, stance and facial expressions.
- Review anxiety-reducing strategies and use of support materials such as palm cards, visual aids and presentation software.
- Practise your speech with a peer/friend/relative, and record it for your own personal reflection if you have access to suitable technology.
- Present your speech to the class and submit your research notes and the draft copy of your speech to your teacher.

Course content
- initiate, sustain and conclude interactions, demonstrating 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
- experiment with register and tone to create rapport
- organise and present spoken information appropriate to audience and purpose, self-correcting when appropriate
- use a range of text types and digital, multimodal and print-based technologies

Marking key for sample assessment task 10 – Unit 4

Description	Marks
Criterion 1: Content addressing the task	
Explains a workplace issue clearly and effectively. Develops ideas in depth; explains key terminology. Highlights how to manage this issue in an Australian context.	9–10
Explains a workplace issue clearly. Develops ideas in some depth; mostly explains key terminology. Highlights how to manage some aspects of this issue in an Australian context.	7–8
Explains a workplace issue. Develops ideas in some depth; explains some key terminology. Outlines how to manage an aspect of this issue in an Australian context.	5–6
Explains a work place issue. Develops ideas making brief mention of managing this issue in an Australian context.	3–4
Explains a workplace issue but does not elaborate in detail. Provides little relevant or comprehensible explanation of how to manage this issue in an Australian context.	1–2
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	**/10**
Criterion 2: Fluency and clarity of pronunciation	
Speaks fluently and clearly at an appropriate pace and volume. Consistently uses stress, intonation and pause, at word and sentence level, to highlight significant points. An L/D1 accent may be evident but does not impede communication.	5
Speaks generally fluently at an appropriate pace and volume with some effective use of stress, intonation and pause to highlight significant points. Slight pronunciation interference from L/D1 may be evident but does not impede communication.	4
Often uses appropriate pace and volume. Shows general control of the sound system, stress and intonation patterns of English. Occasional words and phrases may be unclear to the listener.	3
Controls pace and volume occasionally. Is often unclear in sections due to pronunciation difficulties or to lack of control of stress-timing.	2
Only uses occasional words that are intelligible. Use of syllable-timing predominates. Inappropriate pace and volume.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	**/5**
Criterion 3: Use of grammar	
Uses tenses, word order, subordination, and a range of cohesive devices with accuracy.	6
Uses tenses, word order, subordination, and a range of cohesive devices with few errors.	5
Uses tenses, word order, some subordination, and some cohesive devices with general accuracy.	4
Uses tenses, word order, some subordination, and some cohesive devices with general accuracy. Some basic errors persist (e.g. lack of 's' in third person singular simple present tense).	3
Uses tenses, word order, little subordination, and a restricted range of cohesive devices with accuracy in simple sentences.	2
Uses tenses, word order, no subordination, limited cohesive devices and makes many errors.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	**/6**
Criterion 4: Use of vocabulary	
Uses a wide range of vocabulary, including topic-specific vocabulary, appropriate and accurate for the task. Word forms are correct; register is appropriate.	5
Uses a range of vocabulary, including topic-specific vocabulary, appropriate for the task. Word forms are mostly correct; register is consistent.	4
Uses vocabulary appropriate for the task. Word forms are sometimes incorrect; the use of register shows minor lapses.	3
Sometimes uses vocabulary appropriate for the task. Word forms are often incorrect; the use of register shows frequent minor lapses.	2
Uses a limited range of vocabulary appropriate for the task. Word forms are often incorrect; register is mostly inappropriate.	1

Description	Marks
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	**/5**
Criterion 5: Audience communication	
Effectively uses a wide range of non-verbal skills, including posture, stance, eye contact and gesture, to create audience rapport; refers to notes only occasionally	3
Uses a range of non-verbal skills, including posture, stance, eye contact and gesture, to create audience rapport; refers to notes occasionally	2
Uses some non-verbal skills, including posture, stance, eye contact and gesture, to create audience rapport; shows heavy dependence on notes	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	**/3**
Final total	**/29**

Sample assessment task

English as an Additional Language or Dialect – General Year 12

Task 8 – Unit 4

Assessment type: Investigation

Conditions
Time for the task: four weeks

Task weighting
10% of the school mark for this pair of units

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Task 8: Investigate the topic of study/work stress. Write a survey to distribute to ten family/friends/acquaintances to find out how this affects them and what they do to deal with it. Use the results from your survey to produce an information sheet/brochure, for students planning to enter the workforce, about how to identify and manage stress in their lives.

Part One
What you need to do
- Investigate the topic of study/work stress. This will be done through activities such as reading articles and websites, viewing documentaries and speaking and listening to guest speakers.
- Fill in an 'investigation table' to summarise your findings about the causes, effects, and solutions to work/study stress.
- Explore the purpose and structure of surveys and different types of questioning that you can include in your survey.
- Design your survey about the causes, effects and solutions of stress. Consider the intended audience of your survey and ensure that the language you use is appropriate and accessible.
- Make ten copies of your survey and distribute them to ten family/friends/acquaintances.
- Collate the data from your surveys once they have been completed and returned.
- Make a summary of the results from your survey.

Course content
- listen, read and view for specific purposes and content
- explain ideas, issues and arguments presented in non-fiction texts
- select information sources and synthesise information from these sources
- analyse connections between texts

Part Two
What you need to do
- Review the purpose and structure of information sheets/brochures.
- Continue to practise language skills such as using subject specific vocabulary, synonyms and common collocations, connecting ideas within and across sentences and structuring sentences and paragraphs accurately and logically.
- Produce a draft design of your information sheet/brochure. Swap with a peer so that you can edit each other's drafts.
- Using the summary of the results, produce the final copy of your information sheet/brochure on the computer about how to identify and manage stress in their lives.

Course content

- 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, paraphrasing, synthesising and quoting 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
Criterion 1: Content addressing the task	
Clearly and comprehensively outlines causes, effects and solutions to the stress, integrating evidence from survey. Makes detailed recommendations about how to identify and manage stress	9–10
Clearly outlines causes, effects and solutions to the stress, integrating some evidence from survey. Makes recommendations about how to identify and manage stress	7–8
Outlines causes, effects and solutions to the stress. Makes some reference to evidence from survey and gives general recommendations about how to identify and manage stress	5–6
Briefly summarises causes, effects and solutions to the stress. Makes little reference to survey and gives few or irrelevant recommendations about how to identify and manage stress	3–4
Superficially references causes, effects and solutions to the stress. Makes little or no reference to survey and gives no or irrelevant recommendations for how to identify and manage stress	1–2
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	**/10**
Criterion 2: Use of appropriate register	
Consistently uses appropriate register.	3
Sometimes uses appropriate register.	2
Rarely uses appropriate register.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	**/3**
Criterion 3: Use of relevant text type	
Controls the generic conventions of the required text at whole text, paragraph and sentence level	5
Generally controls the generic conventions of the required text at whole text, paragraph and sentence level	4
Generally controls the generic conventions of the required text at whole text, paragraph and sentence level, but sometimes use is mechanical and formulaic	3
Addresses superficial requirements of the relevant text type	2
Attempts to reproduce the text type	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	**/5**
Criterion 4: Use of grammar	
Uses a range of tenses, word order, complex subordination, and a range of cohesive devices with few errors	7
Uses tenses, word order, subordination, and cohesive devices with general accuracy	6
Uses tenses, word order, some subordination, and simple cohesive devices with some errors	5
Uses tenses, word order, simple subordination, and cohesive devices with errors	4
Uses tenses, word order, some subordination, and a range of cohesive devices with frequent errors	3
Uses tenses, word order and a restricted range of cohesive devices with accuracy only in simple sentences	2
Uses tenses, word order, limited cohesive devices and makes many errors	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	**/7**

Description	Marks
Criterion 5: Use of vocabulary	
Uses a wide range of vocabulary, including topic-specific vocabulary, appropriate and accurate for the task. Word forms are correct; register or tone is consistent	5
Uses a range of vocabulary, including topic-specific vocabulary, appropriate for the task. Word forms are mostly correct; register or tone is consistent	4
Uses a range of vocabulary, including some topic-specific vocabulary, appropriate for the task. Word forms are mostly correct; register or tone is consistent, with minor lapses	3
Uses vocabulary appropriate for the task. Word forms are sometimes incorrect; the use of register or tone shows minor lapses	2
Uses a limited range of vocabulary appropriate for the task. Word forms are often incorrect; the use of register or tone shows one or two noticeable inconsistencies	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	**/5**
Final total	**/30**

Sample assessment task

English as an Additional Language or Dialect – General Year 12

Task 5 – Unit 3

Assessment type: Production (written)

Conditions
Time for the task: 60 minutes
In class, text notes permitted, notes to be submitted

Task weighting
12.5 % of the school mark for this pair of units

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Task 5: Read the novel *All in the Blue Unclouded Weather*, and, in response, write an essay to compare and contrast Australian society in the 1940s with contemporary Australian society. Focus on themes such as education, community, family and lifestyle.

Part One
What you need to do
- Before reading *All in the Blue Unclouded Weather*, complete the 'K' and 'W' columns of a KWL chart regarding what you know about life in Australia in the 1940s.
- Read the novel and complete activities about vocabulary, characterisation, plot and themes.
- After reading, complete the KWL chart and answer a range of written and group discussion questions.
- Discuss the themes of education, community, family and lifestyle as they are presented in the novel.
- Draw up a comparison chart to compare the themes between life in Australia in the 1940s and contemporary Australia.
- Practise writing about these themes by writing paragraphs with clear examples from the novel.

Course content
- select and evaluate suitable information sources, skim for general meaning and scan for specific information, take notes, 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

Part Two
What you need to do
- Review paragraphing skills, including developing topic sentences, giving explanations, providing examples and writing concluding sentences.
- Revise the structure of an essay.
- Review how to write a coherent and succinct essay by using cohesive devices such as transition phrases and references/quotations.
- Continue to develop writing skills by further examining the structure of complex sentences and advanced punctuation forms.
- Further develop generic and subject-specific academic vocabulary.
- Review and practise the essay writing process: developing a thesis, writing explanations for the thesis and proving examples to support your explanations.
- Practise editing your work for cohesion, logical development, grammatical accuracy and overall appeal in relation to purpose and audience.

Course content

- 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 common language features, including subject specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations
- use cohesive devices at sentence, paragraph and whole text level
- 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
Criterion 1: Addressing the key terms of the task and providing support	
Engages comprehensively with the task, addressing all key terms, presenting a clear point of view and effectively supports ideas using relevant, well-developed examples from the text	11–12
Engages clearly with the task, addressing all key terms, though one key term may receive less focus. Presents a clear point of view; supports ideas using relevant examples from the text	9–10
Engages with the task, addressing key terms. Presents a clear point of view; supports ideas with adequate examples from the text, though this could be further developed	7–8
Engages with the task in a general manner, attending to some key words. Presents a point of view and uses some examples from the text to support ideas	5–6
Addresses some key terms of the task though point of view is not clear. Provides superficial examples from the text	3–4
Shows little engagement with the task and makes no textual reference or summarises the text without referring to the topic	1–2
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	**/12**
Criterion 2: Writing for purpose and audience	
Uses the generic conventions of an essay coherently and cohesively at whole text, paragraph and sentence level. Maintains a consistent register	4
Writes a generally coherent and cohesive essay; paragraphing is sound. Mostly maintains a consistent register	3
Writes an essay which is formulaic in structure. Paragraphing is sound but cohesion at sentence level may be faulty. Register is characterised by minor lapses	2
Shows little control of essay writing conventions. Use of register is inconsistent	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	**/4**
Criterion 3: Use of grammar and punctuation	
Uses a wide range of simple and complex structures with rare errors. Punctuates accurately	5
Uses a range of simple and complex structures with minor errors. Punctuates appropriately	4
Controls simple structures but is less accurate in complex structures. Punctuates correctly but without variety	3
Controls simple structures but subordination is rare. Punctuates with some errors	2
Controls simple structures but subordination is rare. Some punctuation is missing	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	**/5**
Criterion 4: Use of vocabulary and spelling	
Uses a wide range of vocabulary, including topic-specific items. Spells all words correctly	4
Uses a range of vocabulary, including topic-specific items. Spells most words correctly	3
Uses sufficient vocabulary to convey ideas. Makes spelling errors	2
Uses vocabulary repetitively. Makes frequent spelling errors	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	**/4**
Final total	**/25**