



## SAMPLE ASSESSMENT TASKS

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ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT  
ATAR YEAR 12

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## Sample assessment task

### English as an Additional Language or Dialect – ATAR Year 12

#### Task 10 – Unit 4

**Assessment type:** Production (oral)

**Conditions**

Time for the task: five minutes

Palm cards with notes and supporting visuals permitted

**Task weighting**

35% of the school mark for the practical component of the syllabus

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**Task 10: Explore the topic ‘Education is Power’. Deliver a persuasive speech to your peers on this topic.**

**What you need to do**

**Part one: research the topic**

- Explore opinions about the benefits and drawbacks of education and educational systems by reading and viewing feature articles and television or film documentaries on these topics.
- From your reading and viewing, form your own view on the topic ‘Education is power’. Participate in activities to allow you to practise expressing your opinions in written and verbal forms and to support your ideas with clear examples.

**Course content**

- critique stereotyping
- reflect on and evaluate personal interpretations and those of others
- analyse how culturally based representations of concepts such as knowledge or authority are conveyed
- use a range of research sources and methods, including interviews, surveys or questionnaires
- use a range of text types and digital, multimodal and print-based technologies

**Part two: write your speech**

- Review the logical structure of a speech and the conventions of speech writing.
- Review the importance of writing a text to suit your purpose and audience.
- Discuss how the language of persuasion and the use of rhetorical devices and relevant colloquial phrases are important when presenting a speech.
- Review grammatical skills such as the composition of complex sentences and use of reference markers and devices to achieve cohesion.

**Course content**

- use language appropriate to the context, including imaginative, persuasive and rhetorical forms and features
- use persuasive devices, including understatement and exaggeration, to highlight a point of view
- use stylistic and grammatical choices for effect and clarity, including complex lexical elements, modality in the past conditional, and subject-specific language forms and features
- use culturally specific phrases, idioms, collocations and references
- use strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses

**Part three: deliver your speech**

- Discuss verbal language skills such as pronunciation, tone, stress, volume and pace. Practise a range of error and repair strategies.
- Investigate non-verbal skills you need to use when giving a speech, including body language, eye contact, style, manner, confidence etc.
- Present your speech to the class.

**Course content**

- participate in and manage collaborative discussions and presentations in a range of contexts, including multimedia presentations, debates and seminars
- use pause, stress, rhythm, pitch and intonation for particular effects
- use a range of non-verbal cues to complement and enhance meaning
- modulate register and tone to achieve specific purposes and effects

## Marking key for sample assessment task 10 – Unit 4

Criteria	Marks
<b>Addressing the key requirements of the task and providing support</b>	
Engages comprehensively and purposefully with the question, addressing key words. Effectively supports ideas/points made, using evidence and/or examples.	9–10
Engages clearly with the question, addressing key words. Supports ideas/points made, using evidence and/or examples.	7–8
Addresses the question in a general manner, attending to some key words. Makes adequate use of evidence and/or examples to support ideas/points.	5–6
Attends superficially to some key words. Makes some use of evidence and/or examples in an attempt to support ideas/points.	3–4
Attends to a key word. Makes limited use of evidence and/or examples.	1–2
<b>Subtotal</b>	<b>/10</b>
<b>Controls the generic conventions</b>	
Controls the generic conventions at whole text, paragraph and sentence level, using a wide range of cohesive devices to achieve the communicative purpose.	4–5
Uses generic conventions competently, employing appropriate cohesive devices.	2–3
Makes limited use of generic conventions. Uses few, or repeats cohesive devices, which may be inaccurate for the purpose.	1
<b>Subtotal</b>	<b>/5</b>
<b>Linguistic resources (accuracy, appropriateness and range of grammar and lexis)</b>	
Uses complex sentences, complex verb forms, conjunctions and a wide range of cohesive devices correctly in both rehearsed and spontaneous speech. Uses vocabulary for comparison, contrast, persuasion and argument.	13–15
Uses complex sentences, verb tenses, conjunctions and cohesive devices correctly in both rehearsed and spontaneous speech. Uses vocabulary for comparison, contrast, persuasion and argument.	10–12
Uses complex sentences, verb tenses, conjunctions and cohesive devices mostly correctly in both rehearsed and spontaneous speech. Attempts to use vocabulary for comparison, contrast and persuasion.	7–9
Attempts to use complex sentences, verb tenses, conjunctions and some simple cohesive devices although some inappropriate forms are evident, particularly in spontaneous speech. Use of vocabulary is mostly correct.	4–6
Uses simple sentences, verb tenses, conjunctions and some simple cohesive devices correctly. Uses basic and familiar vocabulary correctly. Communication begins to break down in spontaneous speech.	1–3
<b>Subtotal</b>	<b>/15</b>
<b>Fluency and clarity (pronunciation, intonation, stress)</b>	
Is intelligible and fluent, using stress and intonation to highlight significant points and supporting detail. The L/D1 accent may be evident but does not impede communication in any way.	9–10
Is generally intelligible and fluent, using stress and intonation to highlight significant points and supporting detail. The L/D1 accent may be evident but does not impede communication.	7–8
Is generally intelligible and fluent with appropriate use of stress and intonation. Slight pronunciation interference from L/D1 may be evident but does not impede communication.	5–6
Shows developing control of the sound system and stress and intonation patterns of English so that some words or phrases may be unintelligible to the listener.	3–4
Is often unintelligible in sections due to pronunciation difficulties, due to influence of L/D1.	1–2
<b>Subtotal</b>	<b>/10</b>

Criteria	Marks
<b>Communication strategies</b>	
Consistently uses communication strategies effectively including the sustained use of an appropriate register and repair strategies for clarification.	9–10
Uses communication strategies including the sustained use of an appropriate register and repair strategies for clarification. Uses support strategies to enhance communication.	7–8
Uses communication strategies including the sustained use of an appropriate register with few lapses and some ability to use repair strategies for clarification. Uses support strategies to enhance communication.	5–6
Demonstrates some ability to seek and give clarification. Some lapses in register occur. There is a tendency to rely on notes.	3–4
Shows limited awareness of appropriate register and simple repair and clarification strategies. Notes may be relied on heavily as communication tools.	1–2
<b>Subtotal</b>	<b>/10</b>
<b>Final total</b>	<b>/50</b>

## Sample assessment task

### English as an Additional Language or Dialect – ATAR Year 12

#### Task 11 – Unit 4

**Assessment type:** Investigation

**Conditions**

Time for the task: 60 minutes

**Task weighting**

10% of the school mark for the written component of the syllabus

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**Task 11: Investigate the issue of ‘waste’, and how it affects our nation and our world. (25 marks)**

- a) Complete a listening comprehension task.
- b) Write a feature article.

**What you need to do**

**Part one: research the topic**

- Investigate the issue of ‘waste’ by reading feature articles and watching news reports and documentaries.
- Form your own views on this topic. Practise expressing these opinions in depth with clear examples to support them.
- Develop a research portfolio on the topic of waste, collecting relevant information to support your opinions and ideas.

**Course content**

- reflect on and evaluate personal interpretations and those of others
- analyse how culturally based representations of concepts such as knowledge or authority are conveyed
- use a range of text types and digital, multimodal and print-based technologies
- use a range of research sources and methods, including interviews, surveys or questionnaires

**Part two: investigate the conventions of feature articles**

- Read, discuss and analyse a range of feature articles in order to become familiar with their conventions, including style, register and opinionative writing techniques.
- Discuss the importance of developing a clear ‘voice’ and increasing the complexity of your writing when producing a feature article.
- Become familiar with a range of persuasive techniques and learn to adapt them to suit specific audiences.

**Course content**

- use persuasive devices, including understatement and exaggeration, to highlight a point of view

**Part three: prepare your feature article**

- Review paragraphing skills, including the use of cohesive devices such as transition phrases, references/quotations, compound and complex sentences and advanced punctuation forms.
- Further develop your generic and subject-specific vocabulary.
- Review and practise the writing process: brainstorming, researching a topic, making a plan of ideas, writing a draft and editing and reviewing for cohesion. Revise the importance of the logical development of ideas, grammatical accuracy and writing for your purpose and audience.

**Course content**

- integrate ideas and information from a range of literary and reference texts using direct and indirect quotation
- 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 in the past conditional, 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 appropriate paraphrasing, quotation, 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 11 – Unit 4

Criteria	Marks
<b>Addressing the key requirements of the task and providing support</b>	
Engages comprehensively and purposefully with the question, addressing key words. Effectively supports ideas/points made, using evidence and/or examples.	10
Engages comprehensively with the question, addressing key words. Effectively supports ideas/points made, using evidence and/or examples.	9
Engages clearly with the question, addressing key words. Supports ideas/points made, using evidence and/or examples.	8
Engages with most of the question, addressing key words. Makes adequate use of evidence and/or examples to support ideas/points.	7
Addresses the question in a general manner, attending to some key words. Makes adequate use of evidence and/or examples to support ideas/points.	6
Addresses the question in a general manner, attending to some key words. Makes some use of evidence and/or examples in an attempt to support ideas/points.	5
Attends superficially to some key words. Makes some use of evidence and/or examples in an attempt to support ideas/points.	4
Attends superficially to some key words. Makes limited use of evidence and/or examples.	3
Attends to a key word. Makes limited use of evidence and/or examples.	2
Engages in a limited or inappropriate way.	1
<b>Subtotal</b>	<b>/10</b>
<b>Controls the generic conventions</b>	
Controls the generic conventions at whole text, paragraph and sentence level, using a wide range of cohesive devices to achieve the communicative purpose.	5
Uses generic conventions consistently, employing a range of cohesive devices.	4
Uses generic conventions competently, employing appropriate cohesive devices.	3
Uses generic conventions adequately. Cohesive devices employed may be limited in range.	2
Makes limited use of generic conventions. Uses few, or repeats cohesive devices, which may be inaccurate for the purpose.	1
<b>Subtotal</b>	<b>/5</b>
<b>Use of grammar</b>	
Controls a wide range of simple and complex grammatical structures with very few or no errors.	5
Uses a range of simple and complex grammatical structures with few errors.	4
Conveys ideas through a range of simple and some complex grammatical structures, with few errors.	3
Conveys ideas through the use of simple and some complex grammatical structures, with some errors.	2
Uses mainly simple grammatical structures, with some accuracy.	1
<b>Subtotal</b>	<b>/5</b>
<b>Use of punctuation</b>	
Uses punctuation precisely and flexibly to control pace and reading of the text.	2
Uses punctuation sufficiently to support reading of the text.	1
<b>Subtotal</b>	<b>/2</b>
<b>Use of vocabulary</b>	
Selects and uses vocabulary effectively for audience and purpose, with few errors.	3
Selects and uses vocabulary appropriately for audience and purpose, with some errors.	2
Uses a limited range of vocabulary with some awareness for audience and purpose.	1
<b>Subtotal</b>	<b>/3</b>
<b>Final total</b>	<b>/25</b>

## Sample assessment task

### English as an Additional Language or Dialect – ATAR Year 12

#### Task 5 – Unit 3

**Assessment type:** Investigation

**Conditions**

Time for the task: In class, 60 minutes

One A4 page of text references permitted; notes to be submitted

**Task weighting**

8% of the school mark for the written component of the syllabus

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**Task 5: Read the novel *Unpolished Gem*. Investigate the themes in the novel and write an essay in response. (25 marks)**

**What you need to do**

**Part one: read and analyse the novel**

- Read the novel while completing vocabulary and comprehension questions.
- Discuss the themes, characterisation and plot of the novel.
- Examine the cultural attitudes, beliefs and assumptions reflected in the narrative.
- Explore how the narrative point of view is used to convey ideas, attitudes and values.
- Explain the effects of literary and humorous techniques, including figurative language.

**Course content**

- 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
- explain the effects of literary and humorous techniques, including figurative language, rhythm and rhyme, and dramatic irony
- critique cultural attitudes

**Part two: write your essay**

- Investigate the conventions of essay writing.
- Review how to develop and support your main ideas with ideas and examples from a text.
- 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.
- Summarise onto one A4 sheet of paper the important quotes and information from the novel that you could use as supporting 'evidence' when writing your essay.
- Complete your essay in class time under examination conditions.

**Course content**

- select and sustain register and tone to suit different purposes, contexts and audiences
- use metalanguage to review and evaluate texts
- use different sentence structures and text types suited to purpose, audience and subject

- use modality (including modality in a hypothetical past), nominalisation, a range of discourse markers and complex clauses
- use sources, including reference texts, graphs, data and environmental texts, to present a sustained and logical argument and use appropriate paraphrasing, quotation, in-text citation and end-of-text referencing
- use 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 sample assessment task 5 – Unit 3

Criterion	Marks
<b>Addressing the key requirements of the task and providing support</b>	
Engages comprehensively and purposefully with the question, addressing key words. Effectively supports ideas/points made, using evidence and/or examples.	10
Engages comprehensively with the question, addressing key words. Effectively supports ideas/points made, using evidence and/or examples.	9
Engages clearly with the question, addressing key words. Supports ideas/points made, using evidence and/or examples.	8
Engages with most of the question, addressing key words. Makes adequate use of evidence and/or examples to support ideas/points.	7
Addresses the question in a general manner, attending to some key words. Makes adequate use of evidence and/or examples to support ideas/points.	6
Addresses the question in a general manner, attending to some key words. Makes some use of evidence and/or examples in an attempt to support ideas/points.	5
Attends superficially to some key words. Makes some use of evidence and/or examples in an attempt to support ideas/points.	4
Attends superficially to some key words. Makes limited use of evidence and/or examples.	3
Attends to a key word. Makes limited use of evidence and/or examples.	2
Engages in a limited or inappropriate way.	1
<b>Subtotal</b>	<b>/10</b>
<b>Controls the generic conventions</b>	
Controls the generic conventions at whole text, paragraph and sentence level, using a wide range of cohesive devices to achieve the communicative purpose.	5
Uses generic conventions consistently, employing a range of cohesive devices.	4
Uses generic conventions competently, employing appropriate cohesive devices.	3
Uses generic conventions adequately. Cohesive devices employed may be limited in range.	2
Limited use of generic conventions. Uses few, or repeats cohesive devices, which may be inaccurate for the purpose.	1
<b>Subtotal</b>	<b>/5</b>
<b>Use of grammar</b>	
Controls a wide range of simple and complex grammatical structures with very few or no errors.	5
Uses a range of simple and complex grammatical structures with few errors.	4
Conveys ideas through a range of simple and some complex grammatical structures, with few errors.	3
Conveys ideas through the use of simple and some complex grammatical structures, with some errors.	2
Uses mainly simple grammatical structures with some accuracy.	1
<b>Subtotal</b>	<b>/5</b>
<b>Use of punctuation</b>	
Uses punctuation precisely and flexibly to control pace and reading of the text.	2
Uses punctuation sufficiently to support reading of the text.	1
<b>Subtotal</b>	<b>/2</b>
<b>Use of vocabulary</b>	
Selects and uses vocabulary effectively for audience and purpose, with few errors.	3
Selects and uses vocabulary appropriately for audience and purpose, with some errors.	2
Uses a limited range of vocabulary with some awareness for audience and purpose.	1
<b>Subtotal</b>	<b>/3</b>
<b>Final total</b>	<b>/25</b>

## Sample assessment tasks

### English as an Additional Language or Dialect

#### Task 7 – Unit 4

**Assessment type:** Response

**Conditions**

Time for the task: two x 70 minutes

To be completed in class

**Task weighting**

10% of the school mark for the written component of the syllabus

**Task 7:**

- a) Listen to and interpret the meaning of selected speeches. Prepare written answers to questions in order to evaluate how language has been used in the speeches to empower and marginalise particular people/groups of people.
- b) Read and interpret the meaning of a selected speech. Prepare written answers to questions in order to evaluate how the orator has used language to influence, persuade and position people to accept particular ideologies, beliefs.

**What you need to do**

- Discuss how purpose, context and audience influence how a speech is prepared and delivered.
- Consider the importance of speech content and delivery for an audience when writing a speech.
- Review the structure of a speech: salutation, introduction, supporting arguments and conclusion.
- Investigate the ways in which language empowers and disempowers people.
- Explore the empowerment and disempowerment of an audience in relation to persuasive public speaking.
- Study various rhetorical and stylistic devices that are used to strengthen the appeal and the persuasive quality of speeches.
- Review figures of speech and consider their use in oracy.
- Practise reading and listening to selected speeches and analyse their content and delivery. In particular, discuss the lexical, rhetorical and persuasive choices of the speaker.
- For your assessment task, in class time, listen to and read two speeches and answer questions related to these.

**Course content**

- compare and contrast texts, their purposes and effects, and the values, attitudes and biases reflected in these texts across different forms and media
- analyse connotations and figurative language, including metaphors, imagery and personification
- evaluate how rhetorical devices are designed to influence and persuade
- evaluate how audience response to ideas and issues is manipulated
- reflect on and evaluate personal interpretations and those of others
- analyse and explain how changes in context create changes in meaning
- analyse how audiences are positioned in texts and how texts present different perspectives on personal, social and historical issues
- analyse how culturally based representations of concepts such as knowledge or authority are conveyed
- critique stereotyping
- evaluate the manipulation of text structures and language features for different purposes
- analyse and use elements of appraisal in texts to convey attitudes and opinions and evaluate the effectiveness of texts

**English as an Additional Language or Dialect  
Year 12 ATAR  
Unit 4**

**Task 7A – Response**

Student's name \_\_\_\_\_

Total \_\_\_\_\_ %

*Working time 70 minutes*

*Standard items: pens, pencils, eraser, correction fluid, ruler, highlighters*

*Special items: **printed** English language dictionary*

*Note: dictionaries must **not** contain any handwritten or typewritten notes or other marks and may be inspected during the assessment task.*

***No** electronic dictionaries are allowed.*

**Part A: Listening****Total: 20 marks**

In this section you are required to view to a speech and answer the questions that follow.

**You will watch the text twice.** You should either choose your answers while you are listening or **make brief notes in the space provided** to allow you to return to the questions at the end of the reading. Attempt every question.

Remember the text will be watched twice. At the end of the second viewing you will be given time to complete your answers.

The text is an extract from former Prime Minister Kevin Rudd's speech to Parliament on 13<sup>th</sup> February 2008.

(Source: <http://www.youtube.com/watch?v=9XtUJTbQaN0&feature=related>)

1. Which of the following statements most accurately describes the content of Kevin Rudd's speech? (1 mark)

- (a) It is a speech to honour the oldest continuing indigenous cultures in human history.
- (b) It is a speech to let Parliament know how the government plans to right the wrongs made to 'The Stolen Generation' in Australia.
- (c) It is intended to apologise for the loss and hurt suffered by 'The Stolen Generation' as a result of European colonisation.
- (d) It is intended to apologise for the loss and hurt Australians have suffered under European colonisation.

2. What is Kevin Rudd apologising for? (Write **three** specific reasons) (3 marks)

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

Space for notes

3. Describe **three** aspects of the kind of Australia Kevin Rudd is hoping for. (3 marks)

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. How did Nanna Fejo spend her time in Tennant Creek? (2 marks)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What attitude did Nanna Fejo’s family have towards ‘the welfare men’ and why? (2 marks)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What reason did ‘the welfare men’ use to justify their actions? (1 mark)

\_\_\_\_\_

\_\_\_\_\_



7. Using the table below, fill in the missing information about Nanna Nungalas Fejo’s family (including Nanna Fejo) and what happened to them after the welfare men took them away.

(5 marks)

Members of Nanna Fejo’s family	What eventually happened to him/her?
a) Nanna Fejo’s mother	
b) Nanna Fejo	
c)	Was told to become Methodist and was sent to Gouldburn and then Croker Island.
d)	Was sent to a Catholic mission
e) Nanna Fejo’s brother	

8. List **three** persuasive techniques used by Kevin Rudd, and for each technique, provide a specific example from the speech.

(3 marks)

**Persuasive Technique 1:**

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*Example from speech:*

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**Persuasive Technique 2:**

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*Example from speech:*

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**Persuasive Technique 3:**

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*Example from speech:*

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**END OF PART A**

Sample assessment task 7 – Unit 4

**English as an Additional Language or Dialect  
Year 12 ATAR  
Unit 4**

**Task 7B – Response**

Student's name \_\_\_\_\_

Total \_\_\_\_\_ %

*Working time 70 minutes*

*Standard items: pens, pencils, eraser, correction fluid, ruler, highlighters*

*Special items: **printed** English language dictionary*

*Note: dictionaries must **not** contain any handwritten or typewritten notes or other marks and may be inspected during the assessment task.*

***No** electronic dictionaries are allowed.*

**Part B: Reading****Total: 25 marks**

In this section you are required to read a speech and answer the questions that follow.

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**Hillary Rodham Clinton*****Remarks to the U.N. 4th World Conference on Women***

- 1 I would like to thank the Secretary General for inviting me to be part of this important United Nations Fourth World Conference on Women. This is truly a celebration, a celebration of the contributions women make in every aspect of life: in the home, on the job, in the community, as mothers, wives, sisters, daughters, learners, workers, citizens, and leaders.
- 2 It is also a coming together, much the way women come together every day in every country. We come together in fields and factories, in village markets and supermarkets, in living rooms and board-rooms. Whether it is while playing with our children in the park, or washing clothes in a river, or taking a break at the office water cooler, we come together and talk about our aspirations and concerns. And time and again, our talk turns to our children and our families. However different we may appear, there is far more that unites us than divides us. We share a common future, and we are here to find common ground so that we may help bring new dignity and respect to women and girls all over the world, and in so doing bring new strength and stability to families as well.
- 3 By gathering in Beijing, we are focusing world attention on issues that matter most in our lives -- the lives of women and their families: access to education, health care, jobs and credit, the chance to enjoy basic legal and human rights and to participate fully in the political life of our countries.
- 4 There are some who question the reason for this conference. Let them listen to the voices of women in their homes, neighbourhoods, and workplaces. There are some who wonder whether the lives of women and girls matter to economic and political progress around the globe. Let them look at the women gathered here and at Huairou - the homemakers and nurses, the teachers and lawyers, the policymakers and women who run their own businesses. It is conferences like this that compel governments and peoples everywhere to listen, look, and face the world's most pressing problems. Wasn't it after all - after the women's conference in Nairobi ten years ago that the world focused for the first time on the crisis of domestic violence?
- 5 What we are learning around the world is that if women are healthy and educated, their families will flourish. If women are free from violence, their families will flourish. If women have a chance to work and earn as full and equal partners in society, their families will flourish. And when families flourish, communities and nations do as well. That is why every woman, every man, every child, every family, and every nation on this planet does have a stake in the discussion that takes place here.
- 6 Over the past 25 years, I have worked persistently on issues relating to women, children, and families. Over the past two and a half years, I've had the opportunity to learn more about the challenges facing women in my own country and around the world.

- 7** I have met new mothers in Indonesia, who come together regularly in their village to discuss nutrition, family planning, and baby care. I have met working parents in Denmark who talk about the comfort they feel in knowing that their children can be cared for in safe, and nurturing after-school centres. I have met women in South Africa who helped lead the struggle to end apartheid and are now helping to build a new democracy. I have met with the leading women of my own hemisphere who are working every day to promote literacy and better health care for children in their countries. I have met women in India and Bangladesh who are taking out small loans to buy milk cows, or rickshaws, or thread in order to create a livelihood for themselves and their families. I have met the doctors and nurses in Belarus and Ukraine who are trying to keep children alive in the aftermath of Chernobyl.
- 8** The great challenge of this conference is to give voice to women everywhere whose experiences go unnoticed, whose words go unheard. Women comprise more than half the world's population, 70% of the world's poor, and two-thirds of those who are not taught to read and write. We are the primary caretakers for most of the world's children and elderly. Yet much of the work we do is not valued -- not by economists, not by historians, not by popular culture, not by government leaders.
- 9** Those of us who have the opportunity to be here have the responsibility to speak for those women who could not.
- 10** At this very moment, as we sit here, women around the world are giving birth, raising children, cooking meals, washing clothes, cleaning houses, planting crops, working on assembly lines, running companies, and running countries. Women also are dying from diseases that should have been prevented or treated. They are watching their children succumb to malnutrition caused by poverty and economic deprivation. They are being denied the right to go to school by their own fathers and brothers. They are being forced into prostitution, and they are being barred from the bank lending offices and banned from the ballot box.
- 11** Speaking to you today, I speak for them, just as each of us speaks for women around the world who are denied the chance to go to school, or see a doctor, or own property, or have a say about the direction of their lives, simply because they are women. The truth is that most women around the world work both inside and outside the home, usually by necessity.
- 12** We need to understand there is no one formula for how women should lead our lives. That is why we must respect the choices that each woman makes for herself and her family. Every woman deserves the chance to realize her own God-given potential. But we must recognise that women will never gain full dignity until their human rights are respected and protected.
- 13** Tragically, women are most often the ones whose human rights are violated. Even now, in the late 20th century, the rape of women continues to be used as an instrument of armed conflict. Women and children make up a large majority of the world's refugees. And when women are excluded from the political process, they become even more vulnerable to abuse. I believe that now, on the eve of a new millennium, it is time to break the silence. It is time for us to say here in Beijing, and for the world to hear, that it is no longer acceptable to discuss women's rights as separate from human rights.
- 14** These abuses have continued because, for too long, the history of women has been a history of silence. Even today, there are those who are trying to silence our words. But the voices of this conference and of the women at Huairou must be heard loudly and clearly.

- 15 It is a violation of human rights when babies are denied food, or drowned, or suffocated, or their spines broken, simply because they are born girls.
- 16 It is a violation of human rights when women and girls are sold into the slavery of prostitution for human greed - and the kinds of reasons that are used to justify this practice should no longer be tolerated.
- 17 It is a violation of human rights when women are doused with gasoline, set on fire, and burned to death because their marriage dowries are deemed too small.
- 18 It is a violation of human rights when a leading cause of death worldwide among women ages 14 to 44 is the violence they are subjected to in their own homes by their own relatives.
- 19 It is a violation of human rights when women are denied the right to plan their own families, and that includes being forced to have abortions or being sterilised against their will.
- 20 If there is one message that echoes forth from this conference, let it be that human rights are women's rights and women's rights are human rights once and for all. Let us not forget that among those rights are the right to speak freely - and the right to be heard.
- 21 In my country, we recently celebrated the 75th anniversary of Women's Suffrage. It took 150 years after the signing of our Declaration of Independence for women to win the right to vote. It took 72 years of organised struggle, before that happened, on the part of many courageous women and men. It was one of America's most divisive philosophical wars. But it was a bloodless war. Suffrage was achieved without a shot being fired.
- 22 Now it is the time to act on behalf of women everywhere. Now is the time to act on behalf of girls and women who are valued less, fed less, fed last, overworked, underpaid, not schooled, subjected to violence in and outside their homes. Now is the time to act so that the potential of women to create a peaceful, prosperous world can be realised.
- 23 Let this conference be our - and the world's - call to action. Let us heed that call so we can create a world in which every woman is treated with respect and dignity. Let us work to see every boy and girl is loved and cared for equally. And let us see that every family has the hope of a strong and stable future. That is the work before us. That is the work before all of us who have a vision of the world we want to see - for our children and our grandchildren.
- 24 The time is now. We must move beyond words and promises. We must move beyond the recognition of problems so that we can work together. We must move beyond any of the small differences between us so that we can have the common efforts to build that common ground we hope to see.

God's blessing on you, your work, and all who will benefit from it.

Godspeed and thank you very much.

Clinton, H. (1995, September 5). *Remarks to the U.N. 4<sup>th</sup> World Conference on Women Plenary Session*. Retrieved December 2, 2014, from [www.americanrhetoric.com/speeches/hillaryclintonbeijingspeech.htm](http://www.americanrhetoric.com/speeches/hillaryclintonbeijingspeech.htm)

**Questions**

1. The speaker uses language to *establish her credibility* at the start of her speech (paragraphs 1–3). Find three examples of this use of language, and briefly explain how each helps to establish credibility. (6 marks)

Example	Explanation

2. What are the **two** main arguments in Hillary Clinton’s speech? (2 marks)

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3. Hillary Clinton says that the women at the conference have a responsibility. What is this responsibility and why is it theirs? (2 marks)

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4. Hillary Clinton stated: ‘*The history of women has been a history of silence.*’ Explain what she means by this. (2 marks)

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5. In your opinion, does Hillary Clinton successfully empower her audience through her speech? Give reasons and examples to support your opinion. (3 marks)

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6. Complete the table below to show which techniques are used in the speech and explain the effect of each. Give **two** examples of each technique used. (10 marks)

Technique	Two examples from text	What is the effect?
Repetition	1. 2.	
Inclusive language	1. 2.	
Historical reference	1. 2.	
Personal experience	1. 2.	
Factual information/References	1. 2.	

**END OF PART B**



## Marking key for sample assessment task 7 – Unit 4

Description	Marks														
<b>Part A: Listening</b>															
<b>Question 1</b>	<b>/1</b>														
C	1														
<b>Question 2 (1 mark each)</b>	<b>/3</b>														
<ul style="list-style-type: none"> <li>the hurt and suffering of the Stolen Generation and their descendants</li> <li>the breaking up of families and communities</li> <li>the indignity/degradation</li> </ul>	1–3														
<b>Question 3 (1 mark each, up to a total of 3 marks)</b>	<b>/3</b>														
<ul style="list-style-type: none"> <li>an inclusive Australia</li> <li>life expectancy gap between Indigenous and non-Indigenous is closed</li> <li>education gap between Indigenous and non-Indigenous is closed</li> <li>economic opportunity for all</li> <li>mutual respect</li> <li>equal opportunities exist</li> </ul>	1–3														
<b>Question 4 (1 mark each, up to a total of 2 marks)</b>	<b>/2</b>														
<ul style="list-style-type: none"> <li>lived with her family and community</li> <li>love and warmth of kinship</li> <li>dancing around campfire/getting into trouble because she was only supposed to sit and watch</li> </ul>															
<b>Question 5 (1 mark each)</b>	<b>/2</b>														
<ul style="list-style-type: none"> <li>fearful/distrust</li> <li>took the children away</li> </ul>															
<b>Question 6</b>	<b>/1</b>														
<ul style="list-style-type: none"> <li>their role was to protect the children</li> </ul>															
<b>Question 7 (1 mark each, up to a total of 5 marks)</b>	<b>/5</b>														
<table border="1"> <thead> <tr> <th>Members of Nanna Fejo's family</th> <th>What eventually happened to him/her?</th> </tr> </thead> <tbody> <tr> <td>a) Nanna Fejo's mother</td> <td>died a broken woman/died worrying about her children</td> </tr> <tr> <td>b) Nanna Fejo</td> <td>became a domestic in Darwin</td> </tr> <tr> <td>c) Nanna Fejo's sister</td> <td>was told to become Methodist and was sent to Gouldburn and then Croker Island</td> </tr> <tr> <td>d) Nanna Fejo's cousin</td> <td>was sent to a Catholic mission</td> </tr> <tr> <td>e) Nanna Fejo's brother</td> <td>was sent to work at a cattle station</td> </tr> </tbody> </table>	Members of Nanna Fejo's family	What eventually happened to him/her?	a) Nanna Fejo's mother	died a broken woman/died worrying about her children	b) Nanna Fejo	became a domestic in Darwin	c) Nanna Fejo's sister	was told to become Methodist and was sent to Gouldburn and then Croker Island	d) Nanna Fejo's cousin	was sent to a Catholic mission	e) Nanna Fejo's brother	was sent to work at a cattle station			
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<b>Question 8 (1 mark for each persuasive technique and 1 mark for each <i>corresponding</i> example)</b>	<b>/3</b>														
<i>This is a list of possible examples and is not exhaustive:</i>															
<table border="1"> <thead> <tr> <th>Persuasive technique</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>Use of anecdote</td> <td>Nanna Fejo's story</td> </tr> <tr> <td>Conscious use of personal pronouns</td> <td>We reflect...we apologise...we today...</td> </tr> <tr> <td>Use of emotive language</td> <td>Pain, suffering and hurt of these stolen generations'/to the mothers and fathers, the brothers and the sisters.../they were herded...mothers screaming...tears flowing</td> </tr> <tr> <td>Repetition</td> <td>We apologise.../A future where...</td> </tr> <tr> <td>Imagery</td> <td>Time has come to 'turn a new page in Australia's history'...</td> </tr> <tr> <td>Rhetorical question</td> <td>But which church would care for them?</td> </tr> </tbody> </table>	Persuasive technique	Example	Use of anecdote	Nanna Fejo's story	Conscious use of personal pronouns	We reflect...we apologise...we today...	Use of emotive language	Pain, suffering and hurt of these stolen generations'/to the mothers and fathers, the brothers and the sisters.../they were herded...mothers screaming...tears flowing	Repetition	We apologise.../A future where...	Imagery	Time has come to 'turn a new page in Australia's history'...	Rhetorical question	But which church would care for them?	
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Imagery	Time has come to 'turn a new page in Australia's history'...														
Rhetorical question	But which church would care for them?														
<b>Subtotal</b>	<b>/20</b>														

Description	Marks												
<b>Part B: Reading</b>													
<b>Question 1 (2 marks each for a total of 6 marks)</b>	<b>/6</b>												
<p>Any three of the following:</p> <table border="1"> <thead> <tr> <th>Example</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>Invited by Secretary General of UN</td> <td>She was invited by a significant authoritative/notable figure which gives her authority to speak on the topic.</td> </tr> <tr> <td>Over the past 25 years, she has worked persistently on issues relating to women, children and families.</td> <td>She has a long history of experience in this area, so she is qualified to speak on the topic.</td> </tr> <tr> <td>Over the past two and a half years, she had the opportunity to learn more about the challenges facing women in her own country and around the world (as First Lady of USA).</td> <td>She is an authoritative figure and she has recent experience in learning about and dealing with these issues. She also has vested interest in the matter as First Lady.</td> </tr> <tr> <td>Use of pronoun 'we' when talking about women</td> <td>Shows that she is a woman too and therefore speaking from experience and authority on women's issues.</td> </tr> <tr> <td>Any example from paragraph 2 to show how she is a woman too, and shares in the experiences of the women she represents.</td> <td>Shows that she is a woman too and therefore speaking from experience and authority on women's issues. She also has vested interest in the matter as a woman.</td> </tr> </tbody> </table>	Example	Explanation	Invited by Secretary General of UN	She was invited by a significant authoritative/notable figure which gives her authority to speak on the topic.	Over the past 25 years, she has worked persistently on issues relating to women, children and families.	She has a long history of experience in this area, so she is qualified to speak on the topic.	Over the past two and a half years, she had the opportunity to learn more about the challenges facing women in her own country and around the world (as First Lady of USA).	She is an authoritative figure and she has recent experience in learning about and dealing with these issues. She also has vested interest in the matter as First Lady.	Use of pronoun 'we' when talking about women	Shows that she is a woman too and therefore speaking from experience and authority on women's issues.	Any example from paragraph 2 to show how she is a woman too, and shares in the experiences of the women she represents.	Shows that she is a woman too and therefore speaking from experience and authority on women's issues. She also has vested interest in the matter as a woman.	1-6
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<b>Question 2 (1 mark each)</b>	<b>/2</b>												
<ul style="list-style-type: none"> <li>Women will never gain full dignity until their human rights are respected and protected</li> <li>Now is the time to act on behalf of women everywhere</li> </ul>	1-2												
<b>Question 3 (1 mark each)</b>	<b>/2</b>												
<ul style="list-style-type: none"> <li>These women have a responsibility to act on behalf of all women, especially those who are marginalised by society</li> <li>It is their responsibility because they have the opportunity to be at the conference/are leaders/are in positions of power</li> </ul>	1-2												
<b>Question 4 (1 mark each for a total of 2 marks)</b>	<b>/2</b>												
<ul style="list-style-type: none"> <li>Women have not been in positions of power to be able to voice their opinions/objections</li> <li>Women have been too afraid to speak out because of their situations</li> <li>Women have had no forum to express their views/opinions</li> </ul>	1-2												
<b>Question 5 (1 mark for examples, 2 marks for explanation)</b>	<b>/3</b>												
<p>Give marks according to accuracy and quality of explanation.</p> <p>For example: <i>'However different we may appear, there is far more that unites us than divides us. We share a common future, and we are here to find common ground so that we may help bring new dignity and respect to women and girls all over the world, and in so doing bring new strength and stability to families as well.'</i></p> <p><i>Hillary Clinton is empowering through highlighting the unity/similarities/commonalities that exist between the women so that they feel well-supported/unified/strength in numbers in their fight for respect/stability.</i></p>	1-3												

<b>Question 6</b>			<b>/10</b>
<i>Mark students on accuracy of selection.</i>			
<b>Technique</b>	<b>Example from text</b>	<b>Why is it used?</b>	
Repetition	We come together I have met It is a violation of human rights Now is the time to act	Emphasis on unity Reinforcing her credibility and authority Many women suffer from a lack of human rights Emphasising urgency	
Inclusive language	We, I, us	Reinforcing her credibility and authority as a woman, she understands how women feel	
Historical reference	75 <sup>th</sup> anniversary of women's suffrage. 150 years after Declaration of Independence	Credibility. Reinforces the need for equality, the history of injustice.	
Personal experience	I have worked persistently I have met women	Establishment of credibility	
Factual information/ References	Women compromise more than half the world's population, 70% of the world's poor In the late 20 <sup>th</sup> century the rape of women Leading cause of death worldwide among women aged 14 to 44 is violence...	Appeal to intellect	
<b>Subtotal</b>			<b>/25</b>
<b>Total</b>			<b>/45</b>