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

SAMPLE ASSESSMENT TASKS

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

ATAR 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.

Sample assessment task

English as an Additional Language or Dialect – ATAR Year 11

Task 1 – Unit 1 – Ways of Life

Assessment type   Response

Read and view a range of texts related to the topic Ways of Life.

(a) In response to two spoken texts, complete a listening comprehension task.

(b) In response to one written text and one visual text on this topic, complete a comprehension task with short answer questions and a synthesis question.

Conditions   Time allowed for completion of unit content: four weeks

                                            Time allowed for in-class assessment tasks: 40 minutes and 60 minutes

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

_____

What you need to do

1. Textual analysis skills
    a) Read, view and listen to a range of texts that explore the topic Ways of Life and summarise their key points.
    b) Practise interpreting graphs, charts and other visual texts.
    c) Identify the linguistic and structural features of a range of text types, such as feature articles, short stories, interviews, speeches, etc.
2. Comprehension skills
    a) Distinguish between main ideas and supporting details and between fact and opinion in texts.
    b) Identify the difference between literal, inferential and evaluative comprehension.
    c) Define some common SAE cultural references and implied meanings in texts.
    d) Practise skimming for general meaning and scanning for specific information, note-taking, summarising, paraphrasing, using graphic organisers to collect and collate information.
3. Synthesis practise
    a) Analyse and synthesise information from at least two texts.
4. Analysis of the marking key
    a) Go through each criterion in the marking key to ensure you understand the requirements of the task.
5. In-class assessment tasks
    a) Complete a listening comprehension task providing short answers to two texts.
    b) Complete a reading and viewing task in class providing short and extended (synthesis style) responses to previously unseen visual and print texts.

Unit content

Communication skills and strategies
- using active listening strategies and working collaboratively with others

Comprehension skills and strategies
- identifying linguistic and structural features of a range of more complex text types, including literary and transactional texts

- distinguishing between main ideas and supporting details and between fact and opinion

- defining some common SAE cultural references and implied meanings in texts

- selecting and evaluating suitable information sources, skimming for general meaning and scanning for specific information, note-taking, summarising, paraphrasing, using graphic organisers to collect and collate information, synthesising information from two sources

- using contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts

- using strategies to reflect on and consolidate own learning

Language and textual analysis
- identifying how different purposes and contexts influence language choices and meaning

- identifying assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures

- explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process, or a performance

- describing the effect of register, style and tone on meaning

- explaining the effects of descriptive language and imagery in texts

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

Task 1A – Listening Task

Suggested working time: 35 minutes

This section has **14** questions. In this section you are required to listen to **two (2)** spoken texts and answer **all** the questions that follow in the spaces provided.

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

_____ | _____

	Space for notes

Text 1: *Migration to Australia*. **A narrative.**

Question 1   **(1 mark)**
Where was the speaker born?

_____

_____

Question 2   **(1 mark)**
The speaker's early memories are of her father's dream of migrating to Australia.

True or **False?** Tick (✓) the appropriate box.

True	False

Question 3   **(1 mark)**
What was the father's first reaction to the news that the family could come to Australia?

_____

_____

Question 4   **(1 mark)**
Which one of the following was the only thing the speaker really enjoyed when she was on the boat?

(a) spending money on toys and dressing up for fancy dress parties
(b) the relaxed atmosphere and the warm weather
(c) meeting new friends and sitting with them for meals
(d) meeting the ship stewards and taking part in the crossing the line ceremony

Answer: ☐

See next page

Question 5 **(8 marks)**

The speaker mentions both the good and the bad things she discovered about Western Australia and her new home when she arrived. List **four (4)** of each below.

Good things	Bad things
1.	1.
2.	2.
3.	3.
4.	4.

Question 6 **(1 mark)**

In the speaker's opinion, why did many families go back to the United Kingdom?

_____

_____

Question 7 **(1 mark)**

The speaker's final comment on her personal migration story is that

(a) Australia is the place she calls home.
(b) England is the place she calls home.
(c) the place where you spent your childhood remains your home always.
(d) home is a difficult concept to define.

Answer:

See next page

Text 2: An interview with a psychologist about how parents can protect their children from some of the dangers of the internet.

Question 8 (2 marks)	**Space for notes**

According to the guest psychologist, Sarah Callea, what are **two (2)** ways in which parents can remain 'connected' to their children?

1. _____

_____

2. _____

_____

Question 9 (1 mark)

According to Sarah Callea, why is it important for parents of teenage children to have an understanding of technology?

_____

_____

Question 10 (1 mark)

According to the speaker, which of the following is **one (1)** of the greatest concerns that parents have about their children posting photos on the internet these days?

(a) Their children's job opportunities may be ruined.
(b) Their children may want to be like celebrities they see.
(c) Their children may lose media opportunities.
(d) Their children may upload inappropriate photos on the internet.

Answer: ☐

See next page

Question 11 **(5 marks)**

Sarah Callea outlines **five (5)** 'tips for parents' concerning their children's internet use. List them.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Question 12 **(1 mark)**

According to Sarah Callea, why shouldn't parents 'snoop' on their children's internet use?

_____

Question 14 **(2 marks)**

What are **two (2)** things that Sarah Callea advises parents to teach their children?

1. _____

_____

2. _____

_____

End of questions

Space for notes

Listening comprehension transcript

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

(1 minute silence)

Text 1: A narrative about migration (First reading).
I am the voice you will hear. I am the narrator.

Sometimes when I have a quiet moment (which isn't very often these days) I find myself drifting back to times when I was a child and especially the time when Mum told us we would be leaving our tiny council house in England where I'd spent all of my life and going to Australia on a boat. We had thought about leaving England for years and Dad had become famous for his stories of what he would do once he reached the shores of his new home. Mum and Dad even got remarried, after being divorced before I was born, in order to satisfy the immigration regulations. And yet when the day arrived to inform the British immigration authorities of our acceptance of four passages to Perth Western Australia, Dad was looking pale. The time had come to make a decision that would change our lives forever and Dad just couldn't do it! No amount of persuasion could get him on the boat. So, the opportunity of a four-week cruise to unknown lands was not taken up. Only, that is, until six months later when Dad was given a second and final chance to say 'yes' and he did this time. The day we left it was cold and miserable. Nobody waved us off except for my sister's boyfriend of the time.

I was eight years old. My sister was 19 years old. On the boat we were given sittings for meals and, to my horror, Mum, Dad and my sister ate at one dining-room sitting and me at the earlier sitting with three other children that I didn't know. I sat at the table without looking anyone in the eye and felt sick with shyness but eventually I came to know the three other girls eating with me every day as good friends.

We survived rough seas for several days in the Atlantic Ocean during which no one (except for us) was spied eating in the dining room. I spent my hard-saved money on a stuffed toy koala costing twenty-nine shillings and then wished I hadn't. My sister forced me to dress up as a ballerina in the ship fancy-dress party. The same sister then became very friendly with the Italian ship steward and enjoyed having spaghetti thrown all over her in the crossing-the-line ceremony when we crossed the equator. Life was dreamlike. I had never been out of England before, and I loved the endless days of sunshine and laziness.

On May 31st, 1967, we first saw Western Australia – Fremantle Port. The rain was driving down and it was cold. The streets of Fremantle were badly lit and there were few people around except some sailors and late-night fishermen. The buildings looked grey, run-down and old.

'What have we done?' whispered my mum. We had come from nothing in the hope of finding something. Dad had been a painter and decorator, and Mum had been a cleaner during the week and a canteen lady at the local bus station on weekends. Life had been hard and we were poor. How could this be any better? The 'something' we were promised was looking very unappealing as we sailed into the port. It did not resemble images we had seen of people riding bicycles with no shoes on in warm sunny weather, lovely, brightly coloured bungalows with blue roofs and cuddly, furry animals wandering around in parks. We felt like we had been misled. At that instant, I wanted to go home. I wanted what was known to me. I wanted to be English, not Australian.

We were taken to a place called 'Silver City', so named because each house was made from a tin army hut used as an underground shelter during war times. Each hut was divided in half and housed two families. There were only two rooms so it was very warm and cosy but the walls were thin and Dad could be heard frequently telling the children of the family next door to go to sleep, thinking it was me. I hardly saw Mum at all because she worked such long hours, but this forced me to come out of my shell and I was happy. There were children everywhere to play with and I was surprised to find I enjoyed having my meals in a big canteen, even more so because this time my mum was there to serve me. Suddenly I became more confident and outgoing. At school some kids treated us 'migrants' with a certain amount of suspicion, making sure they didn't include us in their games and letting us know that we were second rate Australians, but at home life was fun – trampolines in the big hall, youth clubs and new friends. I began to develop a new identity – that of 'a new arrival' – no longer completely English, but not really Australian either.

Unlike us, many families didn't stay. They survived the two-year minimum period and went back to the United Kingdom or paid to go back earlier. Identity is a strange thing, and many people spend their whole lives searching for it. They can move from country to country searching for who they are and their place in the world.

To this day, over forty-three years later, I am unsure about my identity. I am an Australian citizen and a British subject. I have dual nationality and two passports. I have lived in both countries for equal amounts of time and yet I remain the person I was when I was eight – a citizen of a time that no longer exists. This must be the feeling of all those who are uprooted from what they have come to know as their birthplace. Home is memories and stories. Home is a feeling rather than a place. Home is different things to different people.

(1 minute silence)

Text 1: (Second reading).

Repeat text reading.

Now answer the questions for Text 1.

(2 minutes silence)

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

(1 minute silence)

Text 2: An interview with a psychologist about how parents can protect their children from some of the dangers of the internet. (First reading)

I am the first voice you will hear. I am representing Lisa Wilkinson, the host of a television show.

I am the second voice you will hear. I am representing Sarah Callea, psychologist and guest speaker.

Lisa: Welcome back from the break. We now take a look at a burning issue for parents right across Australia. The effect of peer pressure on our children has always been a concern, but now that technology is so easily available, the effects can be even more far-reaching. With us today to talk about this is Sarah Callea, psychologist at Brisbane's Children's Hospital. Sarah, the media is full of stories that show the devastating effects of peer pressure on teens today, and how this is slipping out of parents' control as they are left behind in the technology stakes. It seems that fewer parents are

seeing the warning signs, as this kind of pressure goes underground. How can parents stay in touch with what's going on with their children?

Sarah: Well, Lisa, firstly, it's very important for them to remain connected to their children. We all know that young people move away from their parents as they grow and try to create their own identities in the world. And if they want their children to listen to what they have to say, then they really need to be good role models to establish credibility with their children. It's a time when parents really need to 'walk their talk', to behave as they wish their children would behave, and to engender the respect of their children.

Lisa: So how does this change when we go into the world of ICT? Are you saying that parents need to be up with the latest technology? Should we all jump onto Facebook and learn textspeak?

Sarah: Well … parents don't have to become technology experts, but it is important for them to have an understanding of it so that they can be relevant in the lives of their children … show an appreciation for what interests them. By being able to talk with them on the same level, they can show their children how to use technology in a positive way, to celebrate the opportunities that this provides but also to discuss the risks that this poses.

Lisa: So, I guess parents would talk about the risks to their own children but also the responsibilities of protecting others? We've all seen cases of celebrities who have had embarrassing photos published, so I suppose that's also an important aspect of this discussion, isn't it?

Sarah: Absolutely. The media seizes these opportunities and the effects can be disastrous for the person involved. Celebrity stories, such as this, are classic examples of what we are discussing. One of the most concerning things for parents, in my opinion, is whether photos of their children in compromising positions end up doing the rounds of social media or sent to the mobile phones of hundreds. Parents need to talk about situations like these and ask their children to think whether they would like it if a similar thing happened to them, use celebrity examples to educate them. Images can stay on the internet forever and anyone can see them, extended family … even prospective employers who use the internet to check out job applicants in order to see 'who' they are dealing with.

Lisa: Sarah, what tips, then, can you give parents about helping their children navigate this minefield? How can they protect their children, when they are more likely to listen to their friends than anyone else at this age?

Sarah: A very important aspect of this is privacy. Many young people don't seem to understand how very 'public' their internet information is. So, it's important not only to discuss this, but also to model this by showing them how easy it is to find this information. Parents should inform their children of what happens if they do break the law by posting these kinds of images, especially if they are posting them of other people or of children who are under 16. It's a very serious crime and I'm not sure that many young people understand the consequences for doing this to someone else. The fourth thing I'd advise is to make a contract with them about how they use their mobiles and internet. Establish clear, firm rules that are agreed upon and the consequences for not following these guidelines. Finally, it is really important not to invade their privacy by snooping on what they are doing online or on their phones. If parents have these kinds of discussions and keep the lines of communication open, they won't have to snoop. Breaking that trust will result in their children losing respect and once you've lost their respect, you've lost your credibility, and any influence you did have.

Lisa: Yes, it's a tricky situation, isn't it? OK, well we're almost out of time so what advice would you give our viewers today about parenting in general?

Sarah: Ohhhh, this is a hard one … I guess I'd say two main things. The problem we often see today is that Australian children are taught all about their rights but so rarely about their responsibilities. Kids need to know that there are consequences for doing things that are silly, or even illegal. And there are times when even the love of a parent can't make it all go away. They may have felt pressured to act in a certain way by their peers but, ultimately, the act and its consequences lie with them. The second thing I'd encourage parents to think of is developing resilience. Children need the tools to cope with the world as it is today, they need strength to make the right decisions for themselves and for those around them. Peer pressure isn't going to go away, and children need to be taught how to deal with it.

Lisa: Mmmm, some very sound advice there. Sarah Callea, thank you for joining us this morning.

(1 minute silence)

Text 2: (Second reading).

Repeat text reading.

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

Marking key for assessment task 1A – Unit 1 – Listening

Text 1: Migration to Australia

Question 1 (1 mark)

Where was the speaker born?

Description	Marks
England/UK	1
Total	/1

Question 2 (1 mark)

The speaker's early memories are of her father's dream of migrating to Australia.

True or **False?** Tick (✓) the appropriate box.

True	False
✓	

Question 3 (1 mark)

What was the father's first reaction to the news that the family could come to Australia?

Description	Marks
He turned pale Couldn't make the decision/couldn't do it	1
Total	/1

Question 4 (1 mark)

Which one of the following was the only thing the speaker really enjoyed when she was on the boat?

(a) spending money on toys and dressing up for fancy dress parties
(b) the relaxed atmosphere and the warm weather
(c) meeting new friends and sitting with them for meals
(d) meeting the ship stewards and taking part in the crossing-the-line ceremony

Description	Marks
the relaxed atmosphere and the warm weather	1
Total	/1

Question 5 (8 marks)

The speaker mentions both the good and the bad things she discovered about Western Australia and her new home when she arrived. List **four (4)** of each below.

Description		Marks
Any four from each column (max 8)		
Good things	**Bad things**	
• There were lots of children to play with • Youth clubs and trampolines – fun activities • Meals in a big canteen • Warm/cosy house • She came out of her shell – more confident • Mum was there to serve her lunch	• (Bad) weather – /cold, rain • Badly lit streets • Thin walls in the house • Only two rooms in the house • Exclusion from games • Australian kids not friendly to migrants • Few people around • Grey, run-down buildings • Mum worked long hours (so hardly saw her) • Didn't resemble the images • Made to feel second rate • Other children suspicious • Didn't live up to expectations • Cramped accommodation	1–8
	Total	/8

Question 6 (1 mark)

In the speaker's opinion, why did many families go back to the United Kingdom?

Description	Marks
Because they didn't feel they belonged/they wanted to find their identities/they thought their identity was in England/still searching for their place in the world/Didn't feel welcome or accepted or comfortable/Unsure of their identity	1
Total	/1

Question 7 (1 mark)

The speaker's final comment on her personal migration story is that

(a) Australia is the place she calls home.
(b) England is the place she calls home.
(c) the place where you spent your childhood remains your home always.
(d) home is a difficult concept to define.

Description	Marks
home is a difficult concept to define	1
Total	/1

Text 2: An interview with a psychologist about how parents can protect their children from some of the dangers of the internet.

Question 8 (2 marks)

According to the guest psychologist, Sarah Callea, what are **two (2)** ways in which parents can remain 'connected' to their children?

Description	Marks
Any **two** of the following (including any paraphrasing) • Be a good role model/behave as they wish their children to behave/'walk their talk'/establish credibility • Get/gain/promote/foster/pursue/engender their children's respect • Be open to conversation/talk with their children • Have an understanding of technology	1–2
Total	**/2**

Question 9 (1 mark)

According to Sarah Callea, why is it important for parents of teenage children to have an understanding of technology?

Description	Marks
Any **one (1)** of the following • So that they can have conversations about what their children are doing/show an appreciation for what interests them/be relevant in the lives of their children/on the same level • So they understand what their children are involved in • So they can discuss the risks/celebrate the opportunities/show their children how to use technology in a positive way Note: 'kids' is used in the text, so is acceptable in answers.	1
Total	**/1**

Question 10 (1 mark)

According to the speaker, which of the following is **one (1)** of the greatest concerns that parents have about their children posting photos on the internet these days?

(a) Their children's job opportunities may be ruined.
(b) Their children may want to be like celebrities they see.
(c) Their children may lose media opportunities.
(d) Their children may upload inappropriate photos on the internet.

Description	Mark
(d)	1
Total	**/1**

Question 11 **(5 marks)**

Sarah Callea outlines **five (5)** 'tips for parents' concerning their children's internet use. List them.

Description (including any paraphrase of the following)	Marks
discuss the concept of privacy with them	1
model how people (and what they do) can be easily tracked by internet	1
discuss the consequences of breaking internet 'law'	1
make a contract about how the internet should and should not be used	1
do not 'snoop' on them	1
Total	**/5**

Question 12 **(1 mark)**

According to Sarah Callea, why shouldn't parents 'snoop' on their children's internet use?

Description	Marks
Any **one (1)** of the following • Parents will break their children's trust in them • Parents will lose the respect of their children • Parents will lose their credibility • Parents will lose their influence on their children	1
Total	**/1**

Question 13 **(2 marks)**

What are **two (2)** things that Sarah Callea advises parents to teach their children?

Description	Marks
responsibilities/consequences	1
how to cope/resilience/strength to make the right decision	1
Total	**/2**

Task 1B – Reading and Viewing Task

This section has **five (5)** questions. Answer **all** questions **in your own words**.

Read and view the **two (2)** texts and answer the questions that follow, relating your answers to the texts. Suggested working time: 50 minutes.

_____

Text 1: A web page on international student exchange

Student exchange began more than 70 years ago. Idealistic adults, looking for ways to promote peace, set upon a bold and ambitious path to enable secondary students from different nations to share their cultural heritage, language and worldview with each other.

In 1993, Professor Gavin Andrews, Professor of Psychiatry at the University of NSW, undertook a study of 500 Australian adolescents who went overseas on exchange. In an interview on the ABC television program, *Stepping Forward, Looking Back*, he said:

> Most of them went to foreign-speaking countries so they were away from their families and operating in a foreign language and they were having to cope, and we know it was stressful. For most of them it was very enjoyable, a great challenge. We compared them with their peers who were carefully matched on the sorts of things we are talking about – personality and maturity – but who stayed at home. We found that the exchange students went away as 17-year-olds, came back as 18-year-olds, but were actually 27-year-olds inside their heads. Emotionally, they made a nine-year gain in personality and maturity. That's really exciting because it means that those people are going to come back advantaged over all their peers because they had a lot of challenges to cope with, even though they were safe the whole time.

According to records at the Australian Council for Educational Research, university students are also participating in student exchange more often. Study exchange schemes provide an enriching experience for students who might not otherwise have had the opportunity to travel and learn about other languages and ways of life. These experiences have been seen to improve academic results and completion rates. They also contribute to creating well-rounded, community-minded individuals who have been found to have higher rates of empathy and cross-cultural understanding.

As a result of participation in exchange programs, students commonly express a desire to continue travelling and learning about the world at large. Their exchange programs have not only provided them with alternative views of the world, but also strengthened their desire to explore them. Thus, it is not surprising that many prominent individuals in government, business, industry, multinational organisations and judiciaries all over the world once participated in student exchange programs.

To succeed in tomorrow's world, young people need the skills necessary for an ever-increasing number of industry, government and private sector career pathways: knowledge of another culture, the ability to communicate with people from different linguistic backgrounds, flexibility, tolerance and understanding of alternate points of view and the maturity to make wise choices and decisions. Never before has the ability to speak a second language been so important.

Question 1 (1 mark)

According to the text, why did student exchange programs begin?

_____

_____

Question 2 (2 marks)

In your own words, what did Professor Andrews mean when he said that the students who returned from exchange were 'actually 27-year-olds inside their heads'?

_____

_____

Question 3 (5 marks)

List **five (5)** benefits for the community of student exchange outlined in Text 3.

1. _____

2. _____

3. _____

4. _____

5. _____

See next page

Text 2: Table showing the specific influence of student exchange

Survey Item	Participants	% Total
Personal Development		
Increased self-confidence	480	96%
Served as a catalyst for increased maturity	485	97%
Has had a lasting impact on world view	475	95%
Academic Commitment		
Enhanced interest in academic study	400	80%
Influenced subsequent educational experiences	435	87%
Reinforced commitment to foreign language study	430	86%
Intercultural Development		
Helped me better understand my own cultural values and biases	490	98%
Influenced me to seek out a greater diversity of friends	450	90%
Continues to influence interactions with people from different cultures	470	94%
Career development		
Acquired skill sets that influenced career path	380	76%
Ignited an interest in a career direction pursued after the experience	310	62%

Table 1: Specific influence of student exchange – number and percentage of respondents who replied positively to each area of influence.

Question 4 (2 marks)

According to the table, what are the **two (2)** main ways in which student exchange influences decisions about study?

1. _____

2. _____

See next page

Question 5 **(15 marks)**

Both texts consider the outcomes of student exchange.

Synthesise **three (3)** main ideas that are common to both texts and give your own opinion about these ideas. You must reference the **two (2)** texts and your own knowledge and/or experience.

Use your own words. When quoting from the text, use appropriate conventions.

Suggested length: 200–300 words

Planning:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Response:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Marking key for assessment task 1B – Unit 1 – Reading and viewing

Text 1: A web page on international student exchange

Question 1 (1 mark)

According to the text, why did student exchange programs begin?

Description	Marks
Any one of: • to foster/encourage/promote/build peace • to enable students to share their cultural heritage/language/worldview with each other	1
Total	**/1**

Question 2 (2 marks)

In your own words, what did Professor Andrews mean when he said that the students who returned from exchange were 'actually 27-year-olds inside their heads'?

Description	Marks
greater/more maturity or mature beyond their years	1
personality development	1
Total	**/2**

Question 3 (5 marks)

List **five (5)** benefits for the community of student exchange outlined in Text 3.

Description	Marks
Any five of: • it creates people who have empathy • it creates people who are more tolerant of others • it enables people to understand alternate points of view • students are more mature so/and make wise choices/decisions • it creates community-minded people • students have higher levels of cross-cultural understanding • students may be inspired to learn another language • students generally want to learn more about the world • students develop skills for many pathways • students can communicate with people of a different linguistic background	1–5
Total	**/5**

Text 2: Table showing the specific influence of student exchange

Question 4 (2 marks)

According to the table, what are the **two (2)** main ways in which student exchange influences decisions about study?

Description	Marks
Influenced subsequent educational experiences	1
Reinforced commitment to foreign language study	1
Total	**/2**

Question 5 **(15 marks)**

Both texts consider the outcomes of student exchange.

Synthesise **three (3)** main ideas that are common to both texts and give your own opinion about these ideas. You must reference the **two (2)** texts and your own knowledge and/or experience.

Use your own words. When quoting from the text, use appropriate conventions.

Suggested length: 200–300 words

Main ideas – outcomes of student exchange:
- increased interest in speaking more than one language
- developed a more sophisticated world view/emotional maturity
- developed an interest in travel
- more likely to work in a multinational organisation
- influenced them to explore and try to understand other
- cultures changing career plans

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

Description	Marks
Criterion 4: Reference to texts	
Makes effective reference to both texts.	2
Makes some reference to both texts.	1
Makes reference to only one text.	0
Overall total	**/15**
Note: weakness in punctuation, grammar and spelling should not adversely affect the mark. If candidates provide lists/dot points of main ideas, they will be penalised under 'synthesising' criteria.	

Sample assessment task

English as an Additional Language or Dialect – ATAR Year 11

Task 2 – Unit 1 – Ways of Life

Assessment type	Written Production
Conditions	Time period allowed for completion of the unit content: four weeks Time allowed for the in-class assessment task: 55 minutes.
Task weighting	10% of the school mark

_____

Read the novel *Red Dog* and view the film *The Sapphires*. Investigate how texts can inform readers and viewers about the culture of a country and the attitudes of its people.

Write an essay addressing the topic: Texts can tell us a lot about the way of life in a country. Refer to at least one text you have read or viewed.

What you need to do

1. Textual analysis
   - Complete previewing activities for the film and novel.
   - Read and view the novel and film and take notes on their themes and issues.
   - Complete post-viewing comprehension activities to clarify and confirm understandings.
2. Model paragraph study
   - Examine the different parts of a paragraph.
   - Deconstruct, annotate and analyse a model paragraph.
   - Participate in group construction of paragraphs.
3. Five paragraph essay organisation
   - Participate in activities:
     - using paragraphs to organise ideas
     - writing topic sentences
     - using examples and evidence to support ideas
     - writing effective introductions and conclusions.
4. Analysis of the marking key
   - Go through each criterion in the marking key to ensure you understand the requirements of the task.
5. Assessment task: Preparation
   - Brainstorming
   - Planning
   - Drafting
6. In-class assessment task
   - Write an essay addressing the topic: Texts can tell us a lot about the way of life in a country. Refer to at least one text you have read or viewed.

Unit content

Communication skills and strategies
- understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts

Comprehension skills and strategies
- using contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts
- defining some common SAE cultural references and implied meanings in texts
- using a range of reference texts, including dictionaries, thesauruses and grammar texts to assist language learning and comprehension
- using strategies to reflect on and consolidate own learning

Language and textual analysis
- identifying how different purposes and contexts influence language choices and meaning
- identifying assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures
- explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process, or a performance
- describing the effect of register, style and tone on meaning
- explaining the effects of descriptive language and imagery in texts
- analysing how language reflects sociocultural constructions of age, gender, race and identity

Creating texts
- using appropriate structure and content to communicate ideas and opinions for different purposes and audiences
- using paragraphing to organise and communicate main and supporting ideas
- using common language features, including subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms, and conjunctions connecting ideas within and across sentences
- using description, characterisation, and direct and indirect speech
- using cohesive devices at sentence, paragraph and whole text level
- using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries.

Marking key for assessment task 2 — 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 of 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 and a range of cohesive devices.	5
Competently structures text using generic conventions and employing cohesive devices effectively.	4
Adequately structures text using generic conventions and employing appropriate cohesive devices.	3
Structures text inconsistently using generic conventions. 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**

Description	Marks
Use of vocabulary	
Selects and uses a wide range of general and specific vocabulary effectively for audience and purpose.	4
Selects and uses a range of general and specific vocabulary appropriate for audience and purpose.	3
Uses a range of common vocabulary with some awareness of audience and purpose.	2
Uses limited range of vocabulary with limited awareness of audience and purpose.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	**/4**
Spelling	
Makes few spelling errors in complex vocabulary.	3
Makes some spelling errors.	2
Makes spelling errors in high-frequency and common words.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	**/3**
Total	**/25**

Sample assessment task

English as an Additional Language or Dialect – ATAR Year 11

Task 3A – Unit 1 – Ways of Life

Assessment type	Investigation (Part A)
Conditions	Time period allowed for completion of the unit content: three weeks
Task weighting	10% of the school mark

_____

Investigate an issue/topic related to Ways of Life and present a research proposal in an oral format.

Part one: Choose an issue or topic related to Ways of life and prepare your research proposal

What you need to do:

- Brainstorm a range of issues and topics that you have discussed in class in relation to Ways of Life.
- Choose a topic/issue to that you are interested in and formulate a specific idea or question to investigate.
  - A research proposal should present your idea or question and expected outcomes with clarity and definition – the 'what'. It should also make a case for why your question is significant and what value it will bring – the 'why'. What it shouldn't do is answer the question – that's what your research in Part B will do.
- Determine the structure of your research proposal: an outline of what you intend to research. For example:

> **Project title:** Your title should clearly indicate what your proposed research is about.
>
> **Aims and objectives:** What are you trying to achieve with your research? What is the purpose? Make sure that this is a focused statement.
>
> **Background:** Provide context around your research topic through an overview of the current situation.
>
> **Methodology/work plan:** Provide a brief overview of how you will conduct your research.
>
> **Resources:** List the resources you plan to use.
>
> **Bibliography:** Provide a list of references that you've made throughout your research proposal.

Unit content

Comprehension skills and strategies
- selecting and evaluating suitable information sources, skimming for general meaning and scanning for specific information, note-taking, summarising, paraphrasing, using graphic organisers to collect and collate information, synthesising information from two sources
- using a range of reference texts, including dictionaries, thesauruses and grammar texts to assist language learning and comprehension
- using strategies to reflect on and consolidate own learning

Creating texts
- using appropriate structure and content to communicate ideas and opinions for different purposes and audiences
- using digital, multimodal and print-based technologies
- using common language features, including subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms, and conjunctions connecting ideas within and across sentences
- using cohesive devices at sentence, paragraph and whole text level
- using research skills and strategies, including note-taking, note-making, summaries, and graphic organisers to collect and collate relevant information, paraphrasing and synthesising, quoting and referencing appropriately
- using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries.

Part two: Present a research proposal in an oral format
What you need to do
- Discuss verbal language skills, such as pronunciation, tone, stress, volume and pace. Practise a range of error and repair strategies.
- Review non-verbal skills, including body language, eye contact, style, manner, confidence etc.
- Prepare and present your research proposal to your peers.

Unit content
Communication skills and strategies
- seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding
- using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, including interviews, role plays, group discussions, debates and informal speeches
- understanding non-verbal cues as related to SAE contexts, including conventions of eye contact, gesture, physical space/distance
- understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts
- using active listening strategies and working collaboratively with others

Marking key for assessment task 3A — Unit 1

Description	Marks
Addressing the key requirements of the task	
Presents a comprehensive and logical research proposal with a thorough overview of the current context.	8
Presents a detailed and logical research proposal with a developed overview of the current context.	7
Presents a detailed research proposal with an overview of the current context.	6
Presents an organised research proposal with an overview of the current context.	5
Presents an organised research proposal that outlines some of the current context.	4
Presents a research proposal with some relevance to the task and that outlines some of the current context.	3
Presents a research proposal with some relevance to the task.	2
Presents a research proposal with limited content and/or relevance.	1
Makes no attempt to present a research proposal.	0
Organisation and structure of research proposal	
Presents a research proposal that is well structured and ideas are organised.	4
Presents a research proposal that is structured and ideas are mostly organised.	3
Presents a research proposal that has some structure and some ideas are organised.	2
Presents a research proposal that has limited structure.	1
Makes no attempt to structure or organise the research proposal.	0
Linguistic resources (accuracy, appropriateness and range of grammar and lexis)	
Uses complex sentences, complex verb forms, conjunctions and a range of cohesive devices correctly. Uses vocabulary for comparison, contrast, persuasion and argument.	5
Uses complex sentences, verb tenses, conjunctions and cohesive devices mostly correctly. Uses vocabulary for comparison, contrast and argument.	4
Uses some complex sentences, verb tenses, conjunctions and cohesive devices, but with errors. Uses some vocabulary for comparison, contrast and argument.	3
Attempts to use complex sentences, verb tenses, conjunctions and some simple cohesive devices, although errors impede communication a times. Uses most general vocabulary correctly.	2
Uses simple sentences, verb tenses, conjunctions and some simple cohesive devices with some accuracy. Uses basic and familiar vocabulary correctly. Communication is frequently impeded by errors.	1
Makes no attempt to use linguistic resources for communication or listener comprehension is impeded by frequent errors.	0
Fluency and clarity (pronunciation, intonation, stress)	
Is intelligible and fluent, using stress to highlight some key points. The L/D1 accent may be evident but does not impede communication.	5
Is intelligible and fluent. The L/D1 accent may be evident but mostly does not impede communication.	4

Description	Marks
Is generally intelligible and fluent. Pronunciation interference from L/D1 sometimes impedes communication.	3
Is generally intelligible; however, pronunciation interference from L/D1 impedes communication of some key ideas.	2
Shows developing control of the sound system and intonation patterns of English so that many words or phrases may be unintelligible to the listener.	1
Is often unintelligible due to pronunciation difficulties, or due to influence of L/D1.	0
Communication strategies	
Uses communication strategies including an appropriate register and repair strategies for clarification. Uses notes/visual aids as a prompt but does not read from these.	3
Uses communication strategies including appropriate register, but with some lapses. Uses notes/visual aids as a prompt but does not read from these.	2
Demonstrates some ability to seek and give clarification. Lapses in register occur. Tends to read from notes/visual aids.	1
Shows limited awareness of appropriate register and simple repair and clarification strategies. Frequently reads from notes/visual aids.	0
Final total	**/25**

Sample assessment task

English as an Additional Language or Dialect – ATAR Year 11

Task 3B – Unit 2 – Making Choices

Assessment type	Investigation (Part B)
Conditions	Time period allowed for completion of the unit content: 3 weeks
Task weighting	10% of the school mark

_____

Presentation of research of Unit 1 or 2 topic/issue in a written report, using appropriate conventions.

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

Unit content
Language and textual analysis
- explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising
- analysing connections between texts
- explaining the visual features of texts and interpreting graphic representations of data
- using language to express judgement of an object, a process, or a performance
- using metalanguage to express personal and critical responses to texts

Creating texts
- producing different types of texts to present ideas and opinions for different purposes and audiences in a range of digital, multimodal and print-based technologies
- using subject-specific vocabulary, nominalisation, nouns and verbs used to create modality, collocations, idioms and figurative language
- using a range of cohesive and structural devices
- using persuasive, descriptive and emotive language as appropriate
- experimenting with different registers and tones
- using 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
- using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation; and the use of dictionaries and thesauruses.

Marking key for assessment task 3B — Unit 2

Description	Marks
Addresses the research aims and objectives	
Thoroughly and purposefully addresses research aims and objectives. Effectively develops supporting ideas/points	8
Purposefully addresses research aims and objectives. Clearly develops supporting ideas/points with detail	7
Effectively 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
Evidence of research and referencing	
Shows substantial evidence of relevant research. Referencing is appropriate according to conventions	5
Shows clear evidence of relevant research. Referencing is mostly appropriate according to conventions	4
Shows evidence of research that is mostly relevant. Referencing is mostly appropriate according to conventions	3
Shows evidence of some research, but this may be misdirected or inappropriate at times. Some referencing is used, but not always according to conventions	2
Shows limited use of research and referencing conventions	1
Shows no evidence of research or referencing.	0
Controls the required generic conventions of report writing	
Controls generic conventions to produce a cohesive, logical and well-presented report	5
Controls generic conventions to produce a report that is logical and mostly well-presented report	4
Uses some generic conventions to produce a logical and clear 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
Grammar	
Controls a range of grammatical structures with very few errors	5
Controls grammatical structures with few errors	4
Conveys most ideas through grammatical structures with some errors	3
Conveys some ideas through grammatical structures with errors	2
Attempts to convey ideas, though grammatical structures have frequent errors	1

Description	Marks
Makes errors in use of grammatical structures that significantly impede reader comprehension.	0
Use of vocabulary	
Uses a wide range of general and specific vocabulary appropriately for audience and purpose	4
Uses a range of general and specific vocabulary mostly appropriately for audience and purpose	3
Uses vocabulary with some awareness of audience and purpose	2
Uses limited range of vocabulary with limited awareness of audience and purpose	1
Makes errors in use of vocabulary that significantly impede reader comprehension.	0
Spelling	
Makes few or no spelling errors	3
Makes some spelling errors	2
Makes spelling errors in high-frequency and common words	1
Makes frequent spelling errors.	0
Total	**/30**

Acknowledgements