



## SAMPLE ASSESSMENT TASKS

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ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT  
FOUNDATION YEAR 12

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## Sample assessment task

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

#### Task 3 – Unit 3

**Assessment type:** Production (formal oral)

**Conditions**

Time for the task: 5 minutes, plus preparation time

**Task weighting**

7% of the school mark for this pair of units

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**Give a presentation about a job/career that you would like to do in the future.**

**What you need to do**

**Content** (5 marks) and **vocabulary** (5 marks) (10 marks)

- Choose a job/career that interests you.
- Establish a clear purpose for your speech.
- Explore a small range of graphic organisers/retrieval charts to use when researching.
- Explore research skills such as paraphrasing, summarising and note-taking.
- Practise these skills in class activities.
- Find sources for your research with the support of your teacher.
- Conduct your research using the skills you have been taught in class.

**Grammar** (5 marks)

- Review how to logically structure your speech, including how to create an effective introduction.
- Examine the type of language to use in a speech, such as using cohesive markers and transition signals, a range of sentence types, appropriate register and subject specific vocabulary (your teacher will explain these to you).
- Choose the evidence/content from your research that you want to use in your speech and write a draft.
- With help from your peers and/or teacher, edit your speech.

**Fluency and clarity of pronunciation** (5 marks)

- Review verbal language skills such as clear pronunciation, appropriate intonation and effective use of stress, tone, pace and volume.
- Review non-verbal language skills such as effective use of eye contact, gestures, body positioning and facial expressions.

**Audience communication** (5 marks)

- Review anxiety-reducing strategies and use of support materials such as palm cards, visual aids and presentation software.
- Practise your speech with a peer/friend/relative, and record it for your own personal reflection if you have access to suitable technology.
- Present your speech to the class and submit your research notes and the draft copy of your speech to your teacher.

## Marking key for sample assessment Task 3 – Unit 3

Description	Marks
<b>Content addressing the task</b>	
Engages purposefully with the key terms of the task.	5
Addresses the key terms of the task.	4
Addresses most key terms of the task but includes irrelevant information.	3
Addresses some of the task.	2
Makes an attempt to address the task.	1
<b>Subtotal</b>	<b>/5</b>
<b>Use of vocabulary</b>	
Uses sufficient vocabulary to express ideas on a variety of familiar topics.	5
Uses basic vocabulary for expressing needs.	4
Uses short isolated phrases.	3
Attempts to use simple isolated words and phrases.	2
Experiments with routine social words.	1
<b>Subtotal</b>	<b>/5</b>
<b>Use of grammar</b>	
Uses simple, compound and some complex sentences with conjunctions and simple cohesive devices at sentence and paragraph level to link ideas accurately.	5
Uses simple, compound and some complex sentences with occasional errors of tense and word order; uses conjunctions and simple cohesive devices at sentence and paragraph level, with some errors.	4
Uses mostly simple and compound sentences, with simple conjunctions and cohesive devices; makes errors of tense, agreement and word order; occasionally reads copied sections of text.	3
When expresses own ideas, uses simple and compound sentences with frequent errors of tense, agreement and word order and uses a small range of conjunctions; sometimes reads copied information.	2
When expresses own ideas, uses simple and compound sentences with frequent errors of tense, agreement and word order; often reads copied information.	1
<b>Subtotal</b>	<b>/5</b>
<b>Fluency and clarity of pronunciation</b>	
Uses understandable pronunciation and intonation of common words.	5
Uses understandable pronunciation of most familiar words.	4
Uses understandable pronunciation of a few learned words and phrases.	3
Attempts to pronounce a few, very familiar words.	2
Experiments with pronouncing a few words/sounds understandably.	1
<b>Subtotal</b>	<b>/5</b>
<b>Audience communication</b>	
Effectively uses a wide range of non-verbal skills, including posture, eye contact and gesture, to create audience rapport; uses notes effectively.	5
Uses a range of non-verbal skills, including posture, eye contact and gesture, to create audience rapport; refers to notes occasionally.	4
Uses some non-verbal skills, including posture, eye contact and gesture, to create audience rapport; shows some dependence on notes.	3
Uses few non-verbal skills, including posture, eye contact and gesture, to create audience rapport; shows dependence on notes.	2
Glances occasionally at audience; shows heavy dependence on notes; gestures are mostly ineffective.	1
<b>Subtotal</b>	<b>/5</b>
<b>Final total</b>	<b>/25</b>

## Sample assessment task

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

#### Task 2 – Unit 3

**Assessment type:** Production (formal written)

**Conditions**

Time for the task: 70 minutes

**Task weighting**

7% of the school mark for this pair of units

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**You will be given a selection of advertisements for jobs. Choose one and write a job application letter to apply for it.**

**What you need to do**

**Use of generic conventions**

(4 marks)

- Discuss the purpose, structure and intended audience of formal letters.
- Compare and contrast the language that is used in formal and informal letters.
- Examine the specific purpose of a job application letter.
- Have a look at some sample letters and examine the language used in them.

**Grammar** (5 marks), **vocabulary** (4 marks), **spelling** (3 marks), **punctuation** (3 marks) (15 marks)

- Examine how modals such as ‘will’, ‘would’, ‘can’, ‘should’, ‘might’ are used in sentences.
- Practise using conjunctions and simple linking devices at sentence and paragraph level, including basic in-text references and pronouns.
- Practise writing simple, compound and some complex sentences.
- Learn common words and phrases that are used in job application letters.

**Content**

(5 marks)

- Discuss the important information that you need to include in your letter. Use the words and ideas that you learnt in Task 1 to help you.
- Write a job application letter with a peer for practice.
- Practise editing your letter with help from your teacher.
- Write your letter in class time.

## Marking key for sample assessment Task 2 – Unit 3

Description	Marks
<b>Use of generic conventions</b>	
Uses appropriate generic conventions accurately.	4
Uses appropriate generic conventions with some inconsistencies.	3
Uses some features of the appropriate generic conventions.	2
Attempts to use generic conventions.	1
<b>Subtotal</b>	<b>/4</b>
<b>Use of grammar</b>	
Writes simple, compound and some complex sentences with conjunctions and simple cohesive devices at sentence and paragraph level to link ideas accurately.	5
Writes simple, compound and some complex sentences with occasional errors of tense and word order; uses conjunctions and simple cohesive devices at sentence and paragraph level, with some errors.	4
Writes mostly simple and compound sentences, with simple conjunctions and cohesive devices; makes errors of tense, agreement and word order.	3
Writes simple and compound sentences with frequent errors of tense, agreement and word order and uses a small range of conjunctions; sometimes reproduces memorised phrases out of context.	2
When expresses own ideas, uses simple and compound sentences with frequent errors of tense, agreement and word order; often reproduces memorised phrases out of context.	1
<b>Subtotal</b>	<b>/5</b>
<b>Use of vocabulary</b>	
Accurately uses familiar and some unfamiliar vocabulary.	4
Accurately uses common high frequency vocabulary.	3
Uses simple vocabulary with a few errors.	2
Uses a limited range of simple vocabulary with many errors.	1
<b>Subtotal</b>	<b>/4</b>
<b>Spelling</b>	
Spells a range of words with growing accuracy.	3
Spells common words with general accuracy.	2
Makes frequent spelling errors.	1
<b>Subtotal</b>	<b>/3</b>
<b>Use of punctuation</b>	
Uses punctuation with growing accuracy.	3
Uses some punctuation.	2
Uses simple punctuation, not always accurately.	1
<b>Subtotal</b>	<b>/3</b>
<b>Content addressing the task</b>	
Engages purposefully with the key terms of the task.	5
Addresses the key terms of the task.	4
Addresses most key terms of the task but includes irrelevant information.	3
Addresses some of the task.	2
An attempt is made to address the task.	1
<b>Subtotal</b>	<b>/5</b>
<b>Final total</b>	<b>/24</b>

## Sample assessment tasks

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

#### Task 11 – Unit 4

**Assessment type:** Response (formal aural)

**Conditions**

Period allowed for completion of the task: one week

**Task weighting**

5% of the school mark for this pair of units

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**Listen to a talk given by someone from a health-related community group. Take notes as you listen to the presentation.**

**What you need to do**

**Content** (5 marks)

- Explore the vocabulary related to health care.
- Discuss the purpose and value of community health organisations.

**Comprehension skills** (4 marks)

- Practise identifying key words when you are listening to someone talk.
- Review how people use stress, intonation, volume and speed for different effects when talking in English.
- Review the importance of body language.
- Review the difference between ‘literal’ and ‘inferential’ comprehension and practise listening for literal meaning and inferential meaning.

**Note taking skills** (5 marks)

- Review what summarising is and how to do this.
- Practise taking notes when listening.
- Discuss the information that you need to listen for in the talk you will hear.

**Response to texts** (3 marks)

- Review the purpose of a ‘graphic organiser’ and how to use one to record information.

## Marking key for sample assessment Task 11 – Unit 4

Description	Marks
<b>Content addressing the task</b>	
Identifies and describes the main ideas, supporting details and inferential understandings from the talk.	5
Identifies and describes most main ideas and supporting details and some inferential understandings from the talk.	4
Identifies and describes key main ideas and some supporting details and inferential understandings from the talk.	3
Identifies and describes key main ideas from the talk; recognises some supporting details.	2
Identifies key main ideas from the talk.	1
<b>Subtotal</b>	<b>/5</b>
<b>Comprehension skills</b>	
Identifies non-verbal cues and common stress and intonation patterns to interpret meaning; understands speech presented at a normal pace and volume.	4
Identifies most non-verbal cues and common stress and intonation patterns to interpret meaning; understands some phrases spoken at a normal pace and volume.	3
Identifies some non-verbal cues and common stress and intonation patterns to interpret meaning; understands key words spoken at a normal pace and volume.	2
Identifies a few non-verbal cues and speech patterns; understands isolated words spoken at a normal pace and volume.	1
<b>Subtotal</b>	<b>/4</b>
<b>Note taking skills</b>	
Takes relevant notes; the response might use a retrieval chart or other aid.	5
Takes notes using an appropriate retrieval chart or other aid.	4
Records some information on a retrieval chart or other aid.	3
Records basic information on a simple retrieval chart or other aid.	2
Records, with support, some basic information on a simple retrieval chart or other aid.	1
<b>Subtotal</b>	<b>/5</b>
<b>Response to texts</b>	
Responds to and retells all main ideas in talk.	3
Responds to and retells some key points in talk.	2
Responds to and retells isolated ideas in talk.	1
<b>Subtotal</b>	<b>/3</b>
<b>Final total</b>	<b>/17</b>



## Sample assessment task

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

#### Task 4 – Unit 3

**Assessment type:** Response (informal written/visual)

**Conditions**

Period allowed for completion of the task: two weeks

**Task weighting**

5% of the school mark for this pair of units

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**Discuss what Occupational Health and Safety (OHS) is and how it relates to the workplace. View and interpret a number of safety and warning signs that are commonly used and identify a number of hazards in workplace situations through viewing and reading activities.**

**What you need to do**

**Content**

(3 marks)

- Discuss what OHS is.
- Explore the vocabulary related to OHS.
- Identify the purposes of signs, warnings and cautions.
- View a number of common warning symbols and signs and discuss their meanings.

**Comprehension skills**

(5 marks)

- Discuss the difference between 'literal' and 'inferential' comprehension.
- Discuss the purpose of symbolism.
- Practise identifying common symbols in visual texts and interpreting their meanings.
- Discuss how to use contextual clues to guess the meanings of unknown symbols.

**Response to texts**

(3 marks)

- Review the purpose of 'graphic organisers' and how to use one to record information.

## Marking key for sample assessment Task 4 – Unit 3

Description	Marks
<b>Content addressing the task</b>	
Identifies a range of OHS symbols and their purposes.	3
Identifies some OHS symbols and their purposes.	2
Identifies few OHS symbols and their purposes.	1
<b>Subtotal</b>	<b>/3</b>
<b>Comprehension skills</b>	
Draws upon contextual clues to explain the meanings of a range of complex OHS symbols.	5
Draws upon contextual clues to explain the meanings of a range of OHS symbols.	4
Draws upon contextual clues to explain the meanings of common OHS symbols.	3
Draws upon some contextual clues to explain the general meanings of common OHS symbols.	2
Draws upon few, overt contextual clues to explain the general meanings of common and simple OHS symbols.	1
<b>Subtotal</b>	<b>/5</b>
<b>Response to texts</b>	
Responds to and summarises all main ideas in texts.	3
Responds to and summarises some main ideas in texts.	2
Responds to a few main ideas in texts.	1
<b>Subtotal</b>	<b>/3</b>
<b>Final total</b>	<b>/11</b>