



SAMPLE ASSESSMENT TASKS

ENGLISH
PRELIMINARY UNIT 1 AND UNIT 2

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample assessment task

English – Preliminary

Task 1 – Unit 1

Conditions

Period allowed for completion of the task: 4 weeks

Due Semester 1, Week 4

Task 1: School rules

You will interview different members of your school community (interviews could be filmed) to produce an informative booklet for new students at your high school. The booklet should outline the various school rules (for example, playground rules, canteen rules) and expected student behaviour.

For this task, you will need to:

- use appropriate vocabulary when developing your interview questions
- practise speaking and listening skills, with a sense of purpose and for a particular audience, before conducting the interviews, including developing turn-taking techniques
- learn social interaction conventions for use during your interview
- interpret responses from your questions
- create familiar texts (in this case, a booklet) using correct layout, formatting and approaches.

Your progress in this task will be documented in the following ways:

- a brainstorming worksheet on home rules, class rules, school rules etc.
- your final list of questions for the interviews
- teacher observation notes of your preparation and practice runs for your interviews
- a video of the interview focused on you, the interviewer
- an audio recording of your interpretation of the responses to your questions
- a booklet showing a combined list of school rules.

Task 1 – Completion checklist

Unit outcome: developing receptive skills which can include reading, comprehending, listening and/or viewing

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Brainstorming worksheet on home rules, class rules, school rules etc.		
Final list of questions for the interviews		
A booklet showing combined list of school rules		

Unit outcome: developing expressive skills which can include writing, speaking, acting, signing, gesturing and/or creating multimodal texts

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Video of the interview focused on the interviewer		
Audio recording of student interpretation of the responses to your questions		

Sample assessment task

English – Preliminary

Task 3 – Unit 1

Conditions

Period allowed for completion of the task: 5 weeks

Due Semester 1 Week 15

Task 3: Role play

You will participate in one of a range of role plays based on consequences of breaking school or community rules. You are presented with different situations to develop a course of action: ‘What would you do in this situation?’ You need to consider whether your decision would be the most appropriate course of action. You will complete a peer evaluation sheet.

For this task, you will need to:

- use appropriate vocabulary, facial expressions and body language in the role play
- create, interpret and respond to questions in the role play
- adapt communication to suit audiences
- retell ideas or information
- reflect on oral performance.

Your progress in this task will be documented in the following ways:

- brainstorming worksheet on selected scenarios
- teacher observations on language and expressive skills during the role play
- video of the role play
- peer evaluation sheet completed in oral or written form.

Task 3 – Completion checklist

Unit outcome: using language in a variety of forms and situations, depending on individual needs and capabilities

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Brainstorming worksheet on selected scenarios		
Teacher observations on language and expressive skills during the role play		
Video of the role play		
Peer evaluation sheet completed in oral or written form		

Unit outcome: developing expressive skills which can include writing, speaking, acting, signing, gesturing and/or creating multimodal texts

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Brainstorming worksheet on selected scenarios		
Teacher observations on language and expressive skills during the role play		
Video of the role play		