**Sample Assessment Outline**

English as an Additional Language or Dialect

Foundation Year 11

Sample 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 outline

# English as an Additional Language or Dialect – Foundation Year 11

## Unit 1 and Unit 2 – Moving between cultures

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| **Assessment type****(from syllabus)** | **Assessment task****weighting** | **When** | **Description of assessment task** |
| Response (oral/written) to aural texts20% | Informal5% | Semester 1Week 1 | Context 1: My Australia, our Australia**Task 1:** Explore the topic of multicultural Australia by listening to information and discussions about different Australians. Respond to a variety of texts by answering multiple-choice questions and completing cloze activities. |
| Formal5% | Semester 1Week 7–10 | Context 2: Cultural communities **Task 5:** Conduct and record (audio/visual or audio only) a short interview in SAE with a teacher in your school about their experiences teaching and/or living in the community where they live. Complete a retrieval chart to summarise the information you hear. |
| Formal5% | Semester 2 Week 1 | Context 4: Our community, our land**Task 9:** Listen to a respected member of a community organisation/group talk about how the activities of their organisation/group contribute to maintenance of the community or environment. Answer comprehension questions about what you learn. |
| Informal5% | Semester 1Week 16–20 | Context 3: Accessing community services**Task 8:** Listen to select modules from the *Money Talks* audio series. Complete comprehension activities in response. |
| Production(oral)30% | Informal7.5% | Semester 1Week 3 | Context 1: My Australia, our Australia **Task 3: Part A:** Participate in a role play to demonstrate that the norms of ‘politeness’ and ‘respect’ in verbal and non-verbal behaviours differ across cultures.**Part B:** Participate in a two-way barrier game activity using short autobiographical texts about Australians from a variety of cultural backgrounds. |
| Formal7.5% | Semester 1Week 11–12 | Context 2: Cultural communities **Task 6:** In small groups, give a short presentation about the person who you interviewed in Task 5. |
| Informal7.5% | Semester 2Week 5–7 | Context 4: Our community, our land**Task 11:** Select a text (e.g. film, story, poem, image, artwork or song) that tells something about Aboriginal culture and way of life. Explain to your teacher or your class in SAE why you like it and what it means to you. |
| Formal7.5% | Semester 2Week 12–14 | Context 5: Australian cultural events and people**Task 14:** Choose one popular Australian sporting, cultural or historic event (e.g. Melbourne Cup, AFL Grand Final, ANZAC day) and give an oral presentation about it. |

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| **Assessment type****(from syllabus)** | **Assessment task****weighting** | **When** | **Description of assessment task** |
| Response (oral/written) to written/visual texts25% | Informal5% | Semester 1Week 2 | Context 1: My Australia, our Australia**Task 2:** Explore the topic of multicultural Australia by reading and viewing information and discussions about different Australians. Respond to a variety of texts by answering multiple-choice questions and completing cloze activities. |
| Formal7.5% | Semester 1Week 13–15 | Context 3: Accessing community services**Task 7:** Complete a number of short modules related to financial skills published on ASIC’s *Money Smart* website. Complete comprehension activities in response. |
| Informal5% | Semester 2Week 11 | Context 5: Australian cultural events and people**Task 13:** Explore different Australian cultural events and celebrations and complete comprehension activities in response. |
| Formal7.5% | Semester 2Week 15–16 | Context 5: Australian cultural events and people**Task 15:** Read a short biography about a famous Australian and complete extended writing activities in response. |
| Production (written)25% | Informal5% | Semester 1Week 4–6 | Context 1: My Australia, our Australia**Task 4:** Write a letter to a past teacher and tell them about memorable experiences and/or significant events that have happened in your life over the past year. |
| Formal7.5% | Semester 2Week 17–20 | Context 5: Australian cultural events and people**Task 16:** Choose an Australian person who is a role model to you. Write a short descriptive essay about this person. |
| Informal5% | Semester 2Week 2–4 | Context 4: Our community, our land**Task 10:** Produce a mind map using a combination of images, symbols and writing to represent your understanding of your local community/environment. |
| Formal7.5% | Semester 2Week 8–10 | Context 4: Our community, our land**Task 12:** Using the text that you chose for Task 11, write a formal short essay to explain what this text means and why you like it. |
| **Total** | **100%** |  |  |