**Sample Assessment Tasks**

English as an Additional Language or Dialect

Foundation Year 11

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# Sample assessment task

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

## Task 3 – Unit 1 – Moving between cultures

**Assessment type**

Production (informal oral)

**Conditions**

Period allowed for completion of the task: 3 weeks

Time for the task: 5 minutes

**Task weighting**

7.5% of the school mark for this pair of units

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**Participate in a small group discussion. (20 marks)**

**What you need to do**

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

* + review the vocabulary you learnt from Tasks 1 and 2
  + discuss the changes that people experience when they move to a new country that are to do with food, language, housing, transport, school, lifestyle etc.
  + make a mind map of all these changes

**Grammar** (5 marks)

* + explore how to question appropriately and what topics to avoid when questioning someone
  + discuss different types of questions such as open and closed questions and behavioural questions
  + brainstorm a list of questions relating to your subtopics

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

* + discuss the protocols of small group discussions and verbal interactions such as personal space and turn taking
  + examine how to use appropriate stress and intonation for asking and answering questions
  + discuss how to question for clarification and check for understanding
  + review appropriate body language skills such as making eye contact, nodding and using hand gestures

# Marking key for sample assessment task 3 – Unit 1

|  |  |
| --- | --- |
|  | **Marks** |
| **Criterion 1: Content addressing the task** |  |
| 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 |
| Attempts to address the task | 1 |
| **Total** | **5** |
| **Criterion 2: Use of grammar** |  |
| Interacts appropriately, using simple sentences with conjunctions and basic cohesive devices to link ideas accurately; the response might still rely on gestures to support communication | 5 |
| Interacts appropriately, using some grammatical structures and simple cohesive device, mostly accurately | 4 |
| Interacts appropriately in general, using simple, mainly isolated words and phrases with a few very basic conjunctions | 3 |
| Attempts to respond and interact, using a few learned isolated words and phrases, not always appropriately | 2 |
| Attempts to respond to questions using a few modelled words and phrases | 1 |
| **Total** | **5** |
| **Criterion 3: Use of vocabulary** |  |
| 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 |
| **Total** | **5** |
| **Criterion 4: Fluency and clarity of pronunciation** |  |
| 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 |
| **Total** | **5** |
| **Final total** | **20** |
| **Total out of 7.5% for this pair of units** |  |

# Sample assessment task

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

## Task 4 – Unit 1 – Moving between cultures

**Assessment type**

Production (informal written)

**Conditions**

Period allowed for completion of the task: 3 weeks

Time for the task: 70 minutes, in class

**Task weighting**

5% of the school mark for this pair of units

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**Write a letter to a friend or relative. (24 marks)**

**What you need to do**

**Generic conventions** (4 marks)

* + discuss when you may need to write an informal letter and to whom you would write one
  + talk about how to set out an informal letter
  + have a look at some sample letters and examine the language used in them

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

* + practise using common linking words, such as for, and, but, or, yet and so
  + practise writing simple and some compound sentences
  + practise using common punctuation without mistakes
  + learn common words and phrases that are used when people write letters to their friends

**Content** (5 marks)

* + discuss the important information that you need to include in your letter. Use the words and ideas that you learnt in Tasks 1, 2 and 3 to help you
  + write a draft letter for practice
  + practise editing your letter with help from your teacher

# Marking key for sample assessment task 4 – Unit 1

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|  | **Marks** |
| **Criterion 1: Content addressing the task** |  |
| 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 |
| Attempts to address the task | 1 |
| **Total** | **5** |
| **Criterion 2: Use of generic conventions** |  |
| 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 |
| **Total** | **4** |
| **Criterion 3: Use of grammar** |  |
| Controls simple grammatical structures with growing control of more complex features;  a developing range of effective linking devices | 5 |
| Uses simple grammatical structures; including the use of some simple linking devices | 4 |
| Demonstrates variable control over simple grammatical structures; including the use of a few linking devices | 3 |
| Uses simple grammatical structures with numerous errors; little understanding of linking devices | 2 |
| Makes grammatical errors which may impede understanding of response | 1 |
| **Total** | **5** |
| **Criterion 4: Use of vocabulary** |  |
| 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 |
| **Total** | **4** |
| **Criterion 5: Spelling** |  |
| Spells a range of words with growing accuracy | 3 |
| Spells common words with general accuracy | 2 |
| Makes frequent spelling errors | 1 |
| **Total** | **3** |
| **Criterion 6: Use of punctuation** |  |
| Uses common punctuation with growing accuracy | 3 |
| Uses some simple punctuation | 2 |
| Uses very simple punctuation, not always accurately | 1 |
| **Total** | **3** |
| **Final total** | **24** |
| **Total out of 5% for this pair of units** |  |

# Sample assessment task

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

## Task 5 — Unit 1 – Moving between cultures

**Assessment type**

Response (formal aural)

**Conditions**

Period allowed for completion of the task: 4 weeks

**Task weighting**

5% of the school mark for this pair of units

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**Conduct and record an interview with a peer and complete a retrieval chart to summarise the information you hear. (20 marks)**

**What you need to do**

**Content**  (4 marks)

* + discuss what a ‘cultural community’ is
  + talk about what an interview is and why you might interview someone
  + talk about the roles of the interviewer and interviewee in interviews
  + discuss different types of questions you may ask in an interview
  + write out your questions to ask in your interview

**Listening behaviours** (3 marks)

* + discuss how to be polite when you’re listening to someone talking
  + review how to politely ask someone to repeat him/herself

**Comprehension skills** (5 marks)

* + practise identifying key words when you are listening to someone talk
  + discuss how people use their voice when talking in English and what it means when your voice goes ‘up’ and ‘down’ at the end of sentences
  + talk about how words can be ‘stressed’ in English and what this means
  + talk about common body language such as eye contact and hand and head movements

**Note-taking skills** (5 marks)

* + talk about what summarising means and how to do this
  + practise taking notes when listening to someone talking
  + discuss the information that you need to listen for in your interview

**Response to texts** (3 marks)

* + talk about what a ‘graphic organiser’ is and look at some examples
  + practise using a graphic organiser
  + design a graphic organiser to use to record information from your interview

# Marking key for sample assessment task 5 – Unit 1

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| --- | --- |
|  | **Marks** |
| **Criterion 1: Content addressing the task** |  |
| Identifies essential information from a range of aural texts | 4 |
| Identifies some of the main ideas in a range of aural texts | 3 |
| Identifies simple information in aural texts if it is carefully explained | 2 |
| Understands a few simple points in very familiar aural texts | 1 |
| **Total** | **4** |
| **Criterion 2: Listening behaviours** |  |
| Uses appropriate listening behaviours | 3 |
| Begins to use appropriate listening behaviours | 2 |
| Appropriately acknowledges the speaker and the notion of turn-taking | 1 |
| **Total** | **3** |
| **Criterion 3: Comprehension skills** |  |
| Identifies non-verbal cues and common stress and intonation patterns to guess meaning in a range of aural situations | 5 |
| Identifies basic, non-verbal cues and intonation patterns to guess the meaning of words in familiar aural contexts | 4 |
| Identifies some basic, non-verbal cues and common intonation patterns to understand clear aural texts | 3 |
| Identifies some basic, non-verbal cues and simple intonation patterns in clear, well-articulated aural texts | 2 |
| Identifies, with support, a few simple non-verbal cues and intonation patterns in short, familiar aural texts | 1 |
| **Total** | **5** |
| **Criterion 4: Note-taking skills** |  |
| 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 |
| **Total** | **5** |
| **Criterion 5: Response to texts** |  |
| Responds to and retells aural texts about familiar topics | 3 |
| Responds to simple aural texts about familiar topics | 2 |
| Responds, with support, to simple aural texts | 1 |
| **Total** | **3** |
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| **Final total** | **20** |
| **Total out of 5% for this pair of units** |  |

# Sample assessment task

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

## Task 7 — Unit 1 – Moving between cultures

**Assessment type**

Response (formal written/visual)

**Conditions**

Period allowed for completion of the task: 3 weeks

**Task weighting**

7.5% of the school mark for this pair of units

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**Respond to a range of texts related to accessing services in Australia – health care, transport and financial services by completing written comprehension activities. (20 marks)**

**What you need to do**

**Content**  (5 marks)

* + explore the vocabulary related to health care, transport and financial services
  + practise listening to spoken sentences and phrases on these topics
  + discuss why and how we use texts such as brochures, timetables, websites and forms

**Comprehension skills** (5 marks)

* + discuss the difference between ‘literal’ and ‘inferential’ comprehension
  + practise listening for literal meaning and inferential meaning

**Learning strategies** (5 marks)

* + talk about what you need to do when you hear words that you don’t understand, such as thinking about the meaning of the sentence around a word and thinking about the meaning of words that are similar
  + review the parts of a dictionary and how to use different types of dictionaries (picture dictionaries, monolingual dictionaries, bilingual dictionaries)
  + practise using dictionaries to look up new words
  + develop a vocabulary chart to use when learning new words

**Note-taking skills** (5 marks)

* + continue to practise taking notes when listening to someone talking

# Marking key for sample assessment task 7 – Unit 1

|  |  |
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|  | **Marks** |
| **Criterion 1: Content addressing the task** |  |
| Identifies essential information in a range of reading/viewing texts | 5 |
| Identifies some of the main ideas in a range of reading/viewing texts | 4 |
| Understands simple information in reading/viewing texts if it is carefully explained | 3 |
| Understands a few simple points in reading/viewing texts | 2 |
| Relies on pictures, graphics and sub-titles in order to understand a few simple points in reading/viewing texts | 1 |
| **Total** | **5** |
| **Criterion 2: Comprehension skills** |  |
| Infers the meaning of unfamiliar words from context | 5 |
| Infers the meaning of some unfamiliar words from context | 4 |
| Infers the meaning of unfamiliar words, not always correctly | 3 |
| Infers only the literal meanings of words | 2 |
| Infers the literal meanings of very simple words | 1 |
| **Total** | **5** |
| **Criterion 3: Note-taking skills** |  |
| 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 very basic information on a simple retrieval chart or other aid | 1 |
| **Total** | **5** |
| **Criterion 4: Learning strategies** |  |
| Uses a variety of sources to locate information | 5 |
| Uses simple English/English dictionary to locate and decode information, not always accurately | 4 |
| Uses a bilingual dictionary and other visual aids to understand texts | 3 |
| Uses a picture dictionary and other visual aids to understand texts | 2 |
| Attempts to use graphics and visual aids, not always accurately | 1 |
| **Total** | **5** |
| **Final total** | **20** |
| **Total out of 7.5% for this pair of units** |  |