Sample Assessment Outline

English as an Additional Language or Dialect

General Year 12

**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.

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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. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample assessment outline

English as an Additional Language or Dialect – General Year 12

Unit 3 – Attitudes, issues, identity and Unit 4 – Society and community engagement

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment type (from syllabus) | Assessment task weighting | Start and submission date | Description of assessment task |
| **Investigation****20%** | 10% | Semester 1Week 7 | **Task 2:** Investigate cultural conceptions of land and ownership through watching the film *Australia* and writing a film review. |
| 10% | Semester 2Week 11 | **Task 8:** Investigate the topic of community engagement. Write a survey to distribute to ten family members, friends or acquaintances to find out how they engage with their community. Use the results from your survey to produce a brochure for students advertising and promoting community engagement. |
| **Response****20%** | 10% | Semester 1Week 3 | **Task 1:** Read, view and listen to a range of texts about culturally significant sites in Australia. Respond to short and extended answer questions about these texts. |
| 10% | Semester 2Week 4 | **Task 6:** Read and view a range of texts related to contemporary social issues such as e-waste, sustainability or genetic modification. Respond to short and extended answer questions about these texts. |
| **Production (written)****25%** | 12.5% | Semester 1Week 15 | **Task 5:** Read the novel *Blueback* and explore themes such as the impact of change or people on the environment, sustainable living and the importance of the land. Write an essay in response. |
| 12.5% | Semester 2Week 8 | **Task 7:** Choose a contemporary social issue that you have studied in class that interests you and write a letter to your local member of parliament outlining your concerns related to this issue and making suggestions about how to improve the situation. |
| **Externally set task****15%** | 15% | Semester 1Week 12 | **Task 4:** A written task or item or set of items of one hour duration developed by the School Curriculum and Standards Authority and administered by the school. |
| **Production (oral)****20%** | 10% | Semester 1Week 10 | **Task 3:** Participate in a debate on a topic such as ‘Change is good for Australian society’ or ‘The negative effects of technology on Australia’s youth outweigh the benefits’.  |
| 10% | Semester 2Week 15 | **Task 9:** Deliver a five-minute persuasive presentation for your peers promoting community engagement. |
| **Total** | **100%** |  |