**Sample Assessment Tasks**

English as an Additional Language or Dialect

Foundation Year 11

Sample 2

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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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**Part A: Participate in a role play to demonstrate that the norms of ‘politeness’ and ‘respect’ in verbal and non-verbal behaviours differs across cultures. (10 marks)**

**Part B: Participate in a two-way barrier game activity using short autobiographical texts about Australians from a variety of cultural backgrounds. (20 marks)**

**What you need to do**

**Content** **and vocabulary**

* + review the vocabulary you learnt from Tasks 1 and 2
  + discuss the purpose and language features of autobiographical writing
  + review the importance of time measurement and the linear structure of narrative texts in Standard Australian English (SAE)
  + discuss the common vocabulary used to describe and measure time in an SAE narrative

**Grammar**

* + discuss how to question for clarification and check for understanding in SAE
  + review the importance of code-switching according to different social contexts
  + review the use of ‘s’ in subject-verb agreement and plural nouns
  + review clause and sentence structures

**SAE communication skills, fluency and clarity of pronunciation**

* + discuss the protocols of discussions such as personal space and turn taking
  + consider how ‘politeness’ and ‘respect’ in verbal and non-verbal behaviours differ across cultures
  + examine how to use appropriate stress and intonation for asking and answering questions
  + discuss appropriate body language skills to use in a SAE context such as making eye contact, nodding and using hand gestures
  + examine the use of silences and pauses in SAE and how to use these to communicate effectively
  + consider the role of the listener in interactions when using SAE and discuss different listening styles

# Marking key for sample assessment task 3A – 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 4: Awareness of SAE communication skills** |  |
| Always identifies appropriate body language in a Standard Australian English (SAE) context, including eye contact, turn taking and pauses. Uses understandable pronunciation and intonation of common words | 5 |
| Usually identifies appropriate body language in a SAE context, including eye contact, turn taking and pauses. Mostly uses understandable pronunciation and intonation of common words | 4 |
| Sometimes identifies appropriate body language in a SAE context, including eye contact, turn taking and pauses. Sometimes uses the understandable pronunciation and intonation of common words | 3 |
| Attempts to identify appropriate body language in a SAE context, including eye contact, turn taking and pauses, Occasionally uses understandable pronunciation and intonation of common words | 2 |
| Experiments with body language in a SAE context, including eye contact, turn taking and pauses, as well as the pronunciation and intonation of common words | 1 |
| **Total** | **5** |
| **Final total** | **10** |

# Marking key for sample assessment task 3B – 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 in Standard Australian English (SAE), 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 devices of SAE, mostly accurately | 4 |
| Interacts appropriately in general, using simple, mainly isolated words and phrases with a few very basic conjunctions in SAE | 3 |
| Attempts to respond and interact in SAE, using a few learned isolated words and phrases, not always appropriately | 2 |
| Attempts to respond to questions using a few modelled words and phrases in SAE | 1 |
| **Total** | **5** |
| **Criterion 3: Use of vocabulary** |  |
| Uses sufficient vocabulary to express ideas including common words used to describe and measure time in a SAE narrative | 5 |
| Uses basic vocabulary to express ideas including some common words used to describe and measure time in a SAE narrative | 4 |
| Uses short isolated phrases and attempts to use words to describe time in a SAE narrative | 3 |
| Attempts to use simple isolated words and phrases in SAE | 2 |
| Experiments with routine social words in SAE | 1 |
| **Total** | **5** |
| **Criterion 4: SAE communication skills, fluency and clarity of pronunciation** |  |
| Uses appropriate body language in a SAE context, including eye contact, turn taking and pauses, as well as the understandable pronunciation and intonation of common words | 5 |
| Mostly uses appropriate body language in a SAE context, including eye contact, turn taking and pauses, as well as the understandable pronunciation and intonation of common words | 4 |
| Sometimes uses appropriate body language in a SAE context, including eye contact, turn taking and pauses, as well as the understandable pronunciation and intonation of common words | 3 |
| Attempts to use appropriate body language in a SAE context, including eye contact, turn taking and pauses, as well as the understandable pronunciation and intonation of common words | 2 |
| Experiments with body language in a SAE context, including eye contact, turn taking and pauses, as well as the pronunciation and intonation of common words | 1 |
| **Total** | **5** |
| **Final total** | **20** |

# 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 past teacher and tell them about memorable experiences and/or significant events that have happened in your life over the past year. (24 marks)**

**What you need to do**

**Generic conventions**

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

**Grammar, vocabulary, spelling and punctuation**

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

**Content**

* + 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

|  |  |
| --- | --- |
|  | **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 in SAE with growing control of more complex features;  a developing range of effective linking devices | 5 |
| Uses simple grammatical structures in SAE; including the use of some simple linking devices | 4 |
| Demonstrates variable control over simple grammatical structures in SAE; including the use of a few linking devices | 3 |
| Uses simple grammatical structures in SAE 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 in SAE | 4 |
| Accurately uses common high-frequency vocabulary in SAE | 3 |
| Uses simple vocabulary in SAE with a few errors | 2 |
| Uses a limited range of simple vocabulary in SAE with many errors | 1 |
| **Total** | **4** |
| **Criterion 5: Spelling** |  |
| Spells a range of words in SAE with growing accuracy | 3 |
| Spells common words in SAE with general accuracy | 2 |
| Makes frequent spelling errors in SAE | 1 |
| **Total** | **3** |
| **Criterion 6: Use of punctuation** |  |
| Uses common punctuation in SAE with growing accuracy | 3 |
| Uses some simple punctuation in SAE | 2 |
| Uses very simple punctuation in SAE, not always accurately | 1 |
| **Total** | **3** |
| **Final total** | **24** |

# 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 (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. (18 marks)**

**What you need to do**

**Content**

* + brainstorm a range of key life experiences
  + discuss which life experiences are appropriate or inappropriate to ask someone about across different cultures
  + talk about what an interview is and why you might interview someone
  + talk about the roles of the interviewer and interviewee in interviews conducted in SAE
  + discuss different types of questions you may ask in an interview
  + write out your questions to ask in your interview

**Listening behaviours**

* + discuss how to show politeness in SAE when you’re listening to someone talking
  + review how to politely ask someone to repeat him/herself in SAE
  + discuss listening protocols and how the role of the listener is different across different cultures
  + review listening behaviours in SAE, including nodding, making eye contact and showing understanding

**Comprehension skills**

* + 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
  + practise identifying key words when you are listening to someone talk
  + talk about how words can be ‘stressed’ in English and what this means

**Note-taking skills**

* + discuss the purpose and importance of note-taking in an SAE context
  + 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 interview**

* + 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

|  |  |
| --- | --- |
|  | **Marks** |
| **Criterion 1: Content addressing the task** |  |
| Identifies the most important information in the interview | 4 |
| Identifies some of the important ideas in the interview | 3 |
| Identifies general ideas in the interview | 2 |
| Understands a few simple points in the interview | 1 |
| **Total** | **4** |
| **Criterion 2: Listening behaviours** |  |
| Uses appropriate SAE listening behaviours | 3 |
| Attempts to use appropriate SAE listening behaviours | 2 |
| Acknowledges the speaker and the notion of turn-taking | 1 |
| **Total** | **3** |
| **Criterion 3: Comprehension skills** |  |
| Identifies common non-verbal cues and verbal cues to interpret meaning in the interview | 3 |
| Identifies some common non-verbal cues and verbal cues to interpret meaning in the interview | 2 |
| Identifies, with support, a few common non-verbal cues and verbal cues to interpret meaning in the interview | 1 |
| **Total** | **3** |
| **Criterion 4: Note-taking skills** |  |
| Takes relevant and detailed notes from interview using SAE | 3 |
| Takes relevant notes from interview in SAE | 2 |
| Records basic information from interview in SAE | 1 |
| **Total** | **3** |
| **Criterion 5: Response to interview** |  |
| Effectively identifies and summarises the important information from the interview using the retrieval chart | 5 |
| Identifies and summarises some of the important information from the interview using the retrieval chart | 4 |
| Identifies some of the important information from the interview and attempts to summarise it using the retrieval chart | 3 |
| Identifies some of the relevant information from the interview to complete retrieval chart | 2 |
| Attempts to complete the retrieval chart with information from the interview | 1 |
| **Total** | **5** |
|  |  |
| **Final total** | **18** |

# 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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**Complete a number of short modules related to financial skills published on ASIC’s *Money Smart* website. Complete comprehension activities in response. (13 marks)**

**What you need to do**

**Content**

* + explore the vocabulary related to financial services
  + discuss the importance of developing financial literacy
  + discuss what important information can be accessed from websites and how this can be accessed

**Comprehension skills**

* + discuss the difference between ‘literal’ and ‘inferential’ comprehension
  + practise interpreting literal meaning and inferential meaning when reading and viewing
  + review how to identify information that is relevant and important to your needs, including scanning for key words and phrases
  + review how to read common tables and charts

**Learning strategies**

* + review how to navigate a website
  + 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
  + review how to use retrieval charts to record information when reading or viewing texts

# Marking key for sample assessment task 7 – Unit 1

|  |  |
| --- | --- |
|  | **Marks** |
| **Criterion 1: Content addressing the task** |  |
| Consistently identifies the key relevant information in a range of reading/viewing texts | 4 |
| Identifies the key relevant information in reading/viewing texts | 3 |
| Identifies some relevant information in reading/viewing texts | 2 |
| Attempts to identify the relevant information in reading/viewing texts | 1 |
| **Total** | **4** |
| **Criterion 2: Comprehension skills** |  |
| Identifies and explains literal and inferential meaning in reading/viewing texts | 5 |
| Identifies and explains literal meaning and some inferential meaning in reading/viewing texts | 4 |
| Identities literal and inferential meaning in reading/viewing texts | 3 |
| Identifies literal meaning in reading/viewing texts | 2 |
| Attempts to identify literal meaning in reading/viewing texts | 1 |
| **Total** | **5** |
| **Criterion 3: Learning strategies** |  |
| Independently navigates a website in SAE to find relevant information; independently uses a variety of resources (such as dictionaries or visual aids) to decode unfamiliar words or phrases | 4 |
| Navigates a website in SAE, with some support, to find relevant information; uses a variety of resources (such as dictionaries or visual aids) to decode unfamiliar words or phrases | 3 |
| Navigates a website in SAE, with support, to find relevant information; uses resources, with assistance, (such as dictionaries or visual aids) to decode unfamiliar words or phrases | 2 |
| Attempts to navigate a website in SAE to find information; attempts to use resources, with assistance, (such as dictionaries or visual aids) to decode unfamiliar words or phrases | 1 |
| **Total** | **4** |
| **Final total** | **13** |