



**ASSESSMENT OUTLINE**  
**YEAR 11 GENERAL ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT**  
**UNIT 1: 2021**



Assessment Type	Assessment Type Weighting	Assessment Task Weighting	When/due date/ start and submission date	Assessment Task	Syllabus Content
Production (written)	30%	15%	Term 1 Week 3	<b>Task 1:</b> Write a speech about culture coming-of-age celebrations around the world.	<b>Cross-cultural perspectives: Cultural Celebrations</b> <ul style="list-style-type: none"> <li>using appropriate form, content and style for a range of common purposes and audiences</li> <li>using cohesive devices at sentence and paragraph level</li> <li>using subject-verb agreement, correct word order and modal auxiliaries</li> </ul>
		15%	Term 2 Week 3	<b>Task 6:</b> Write an essay about the importance of a significant figure in your home culture	<b>Cross-cultural perspectives: Significant figures</b> <ul style="list-style-type: none"> <li>using appropriate form, content and style for a range of common purposes and audiences</li> <li>using appropriate form, content and style for a range of common purposes and audiences</li> </ul>
Production (Oral)	25%	12.5%	Term 1 Week 4	<b>Task 2:</b> Deliver a speech about culture coming-of-age celebrations around the world.	<b>Cross-cultural perspectives: Cultural Celebrations</b> <ul style="list-style-type: none"> <li>interacting and using forms of address appropriately in familiar and classroom contexts</li> <li>communicating ideas and opinions in familiar and some unfamiliar situations and rephrasing when meaning is unclear</li> <li>using intelligible pronunciation and intonation of words and phrases</li> <li>using a growing range of strategies for planning and refining work</li> </ul>
		12.5%	Term 2 Week 6	<b>Task 7:</b> Deliver an oral presentation about the studied autobiography.	<b>Cross-cultural perspectives: Significant figures</b> <ul style="list-style-type: none"> <li>interacting and using forms of address appropriately in familiar and classroom contexts</li> <li>communicating ideas and opinions in familiar and some unfamiliar situations and rephrasing when meaning is unclear</li> </ul>
Response	20%	10%	Term 1 Week 6	<b>Task 3:</b> Short answer responses to questions related to an unseen text.	<b>Cross-cultural perspectives: Food in our lives</b> <ul style="list-style-type: none"> <li>identifying and responding to the main ideas in a range of familiar texts</li> <li>drawing on background knowledge or contextual cues to guess the meaning of unknown words</li> <li>employing language learning strategies, including using dictionaries</li> </ul>



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		10%	Term 2 Week 1	<b>Task 5:</b> Complete short answer response to a listening text.	<b>Cross-cultural perspectives: Different families</b> <ul style="list-style-type: none"> <li>identifying and responding to the main ideas in a range of familiar texts</li> <li>adopting appropriate listening behaviours in some unfamiliar situations</li> </ul>
<b>Investigation</b>	<b>25%</b>	Part A 10%	Term 1 Week 8	<b>Task 4A:</b> Investigate the importance of food in our lives, including research notes and conducting surveys.	<b>Cross-cultural perspectives: Food in our lives</b> <ul style="list-style-type: none"> <li>using a range of strategies to extract accurate information from texts</li> <li>employing ICT and investigative strategies to locate relevant information from sources</li> <li>identifying simple cultural references in a growing range of situations</li> <li>using elements, including titles, headings and visuals to structure texts</li> </ul>
		Part B 15%	Term 1 Week 8	<b>Task 4B:</b> Produce a report about the importance of food in our lives with findings from research and surveys.	<b>Cross-cultural perspectives: Food in our lives</b> <ul style="list-style-type: none"> <li>employing ICT and investigative strategies to locate relevant information from sources</li> <li>using elements, including titles, headings and visuals to structure texts</li> <li>using cohesive devices at sentence and paragraph level</li> <li>using subject-verb agreement, correct word order and modal auxiliaries</li> <li>using some subject-specific vocabulary, synonyms, antonyms and collocations</li> </ul>
<b>Total</b>		<b>100%</b>			

**PLEASE NOTE: ASSESSMENT DATES MAY CHANGE DUE TO SCHOOL COMMITMENTS AND CHANGES TO THE SCHOOL CALENDAR**