

**ASSESSMENT OUTLINE**  
**YEAR 11 GENERAL ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT**  
**UNIT 2: 2022**

Assessment Type	Assessment Type Weighting	Assessment Task Weighting	When/due date/ start and submission date	Assessment Task	Syllabus Content
Production (written)	30%	15%	Term 3 Week 1	<b>Task 1:</b> Create a brochure about the different education and training pathways available.	<b>Life experiences: Education and training pathways</b> <ul style="list-style-type: none"> <li>using appropriate form, content and style for a range of purposes and audiences</li> <li>planning, organising and using a combination of technologies and media</li> <li>using imaginative and descriptive language</li> <li>using future tense and simple forms of modality</li> </ul>
		15%	Term 4 Week 4	<b>Task 7:</b> Write to persuade your audience on the importance of music.	<b>Life experiences: Education and training pathways</b> <ul style="list-style-type: none"> <li>planning, organising and using a combination of technologies and media</li> <li>using imaginative and descriptive language</li> <li>using appropriate form, content and style for a range of purposes and audiences</li> <li>using some common subject-specific vocabulary</li> <li>using a range of common cohesive devices at sentence, paragraph and whole text level</li> <li>using simple, compound and some complex sentences</li> </ul>
Production (oral)	20%	10%	Term 3 Week 2	<b>Task 2:</b> Present to a group of students about the pathways available.	<b>Life experiences: Education and training pathways</b> <ul style="list-style-type: none"> <li>interacting with others in oral, written and digital forms in a range of contexts</li> <li>using some common idiomatic and colloquial expressions appropriate for the context of communication</li> </ul>
		10%	Term 4 Week 2	<b>Task 6:</b> Deliver a multimodal presentation about concepts of beauty in a culture.	<b>Life experiences: Fiction study – Self-image</b> <ul style="list-style-type: none"> <li>interacting with others in oral, written and digital forms in a range of contexts</li> <li>using some common idiomatic and colloquial expressions appropriate for the context of communication</li> </ul>
Response	25%	12.5%	Term 3 Week 4	<b>Task 3:</b> Write a letter as a character to another character from the studied feature film.	<b>Life experiences: Feature film – Attitudes and values</b> <ul style="list-style-type: none"> <li>identifying, inferring and describing the main ideas and some supporting details in a range of familiar and some unfamiliar texts</li> </ul>
		12.5%	Term 3 Week 9	<b>Task 5:</b> Complete short answer responses to questions about a short story.	<b>Life experiences: Fiction study – Self-image</b> <ul style="list-style-type: none"> <li>identifying and describing text structures and language features used in a variety of texts</li> </ul>



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					<ul style="list-style-type: none"> <li>using knowledge of text structure to locate information and to aid understanding of increasingly unfamiliar texts</li> <li>developing control over indirect speech</li> </ul>
Investigation	25%	Part A 10%	Term 3 Week 7	<b>Task 4A:</b> In-class notes and research on one theme from studied film.	<b>Life experiences: Feature film – Attitudes and values</b> <ul style="list-style-type: none"> <li>planning, organising and using a combination of technologies and media</li> <li>identifying and discussing meaning, purpose, audience and the values and attitudes presented in texts</li> <li>identifying and explaining common metaphors, symbols and sociocultural references in texts</li> </ul>
		Part B 15%	Term 3 Week 7	<b>Task 4B:</b> Write an essay about a theme from the feature film.	<b>Life experiences: Feature film – Attitudes and values</b> <ul style="list-style-type: none"> <li>using strategies for planning, drafting and refining work, including editing for correct spelling, consistent use of common punctuation, and seeking and using feedback</li> <li>using appropriate form, content and style for a range of purposes and audiences</li> <li>using some common subject-specific vocabulary</li> <li>using a range of common cohesive devices at sentence, paragraph and whole text level</li> <li>using simple, compound and some complex sentences</li> </ul>
<b>Total</b>		<b>100%</b>			

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