



**ASSESSMENT OUTLINE**  
**YEAR 12 GENERAL ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT**  
**UNIT 3 & 4: 2022**



| Assessment Type             | Assessment Type Weighting | Assessment Task Weighting | When/due date/ start and submission date | Assessment Task  | Syllabus Content   |
|-----------------------------|---------------------------|---------------------------|--|--|--|
| <b>Investigation</b>        | <b>20%</b>                | 10%                       | Term 1<br>Week 3                         | <b>Task 1:</b> Research and write a report on two cultural celebrations of your choice   | <ul style="list-style-type: none"> <li>using research skills and strategies, including note-taking, note-making, summaries, and graphic organisers to collect and collate relevant information, paraphrasing and synthesising, quoting and referencing appropriately</li> </ul>                                |
|                             |                           | 10%                       | Term 3<br>Week 5                         | <b>Task 10:</b> Investigate the impact of personal and health choices and present the information in a written form of your choice | <ul style="list-style-type: none"> <li>using research skills and strategies, including note-taking and note-making, summarising and using graphic organisers to collect, collate and evaluate information, paraphrasing, synthesising and quoting with in-text citation and end-of-text referencing</li> </ul> |
| <b>Response</b>             | <b>20%</b>                | 10%                       | Term 1<br>Week 7                         | <b>Task 3:</b> Email to the program director in response to a story from a current affairs program studied                         | <ul style="list-style-type: none"> <li>using appropriate structure and content to communicate ideas and opinions for different purposes and audiences</li> </ul>   |
|                             |                           | 10%                       | Term 3<br>Week 2                         | <b>Task 9:</b> Short answer questions in response to a listening text relating to personal health, choices and healthy lifestyle   | <ul style="list-style-type: none"> <li>listening, reading and viewing for specific purposes and content</li> </ul>   |
| <b>Production (Written)</b> | <b>25%</b>                | 7.5%                      | Term 1<br>Week 8                         | <b>Task 4:</b> Write an article for National Geographic  | <ul style="list-style-type: none"> <li>distinguishing between main ideas and supporting details and between fact and opinion</li> </ul>  |
|                             |                           | 7.5%                      | Term 2<br>Week 8                         | <b>Task 7:</b> Written speech for a group of Year 11 and 12 students (workplace rights)  | <ul style="list-style-type: none"> <li>identifying how the selection of text structures and language features can influence an audience</li> </ul>   |
|                             |                           | 10%                       | Term 3,<br>Week 7                        | <b>Task 11:</b> Persuasive essay – benefits of reading   | <ul style="list-style-type: none"> <li>describing and explaining characters, settings, plots and sub-plots, themes and narrative point(s) of view in texts</li> </ul>  |



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| Externally set task | 15%                       | 15%                       | Term 2<br>Week 2 - 4                     | <b>Task 5: EST</b><br>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. | <b>Significant places:</b> cultural conceptions of land and ownership, impact of introduced species, impact of primary and secondary industry (mining, fishing, industrial plants); impact of people; sites of cultural significance <ul style="list-style-type: none"> <li>using appropriate structure and content to communicate ideas and opinions for different purposes and audiences</li> <li>using paragraphing to organise and communicate main and supporting ideas</li> <li>using cohesive devices at sentence, paragraph and whole text level</li> </ul> |
| Production (Oral)   | 20%                       | 5%                        | Term 1<br>Week 4                         | <b>Task 2:</b> Deliver a presentation to the class about a cultural celebration  | <ul style="list-style-type: none"> <li>using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, including interviews, role plays, group discussions, debates and informal speeches</li> </ul>   |
|                     |                           | 5%                        | Term 2<br>Week 4                         | <b>Task 6:</b> Oral presentation about the autobiography studied   | <ul style="list-style-type: none"> <li>explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process or a performance</li> </ul>  |
|                     |                           | 5%                        | Term 2<br>Week 10                        | <b>Task 8:</b> Oral presentation on workplace rights   | <ul style="list-style-type: none"> <li>organising and presenting spoken information appropriate to audience and purpose, self-correcting when appropriate</li> </ul>  |
|                     |                           | 5%                        | Term 3<br>Week 9                         | <b>Task 12:</b> Oral presentation on a fiction story (global issue)  | <ul style="list-style-type: none"> <li>using language appropriate to the context, including imaginative, persuasive and rhetorical forms and features</li> </ul>  |
| <b>Total</b>        |                           | <b>100%</b>               |  |  |   |

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