

YEAR 11 SECOND LANGUAGE

Arabic, French, German, Greek, Indonesian Second Language, Italian, Japanese Second Language, Korean Second Language, Spanish and Vietnamese.

ASSESSMENT TASK COVER SHEET (UNIT 1, OUTCOME 1)

Establish and maintain a spoken or written exchange related to personal areas of experience.

Student name: _____

Student number: _____

Teacher: _____

Date: / /

Assessment task 1:

Participate in an informal conversation

OR

Reply to a personal letter/fax/email.

Feedback:

Your **Assessment Task** for **Unit 1, Outcome 1** has / has not yet been completed satisfactorily*.

Area with horizontal dotted lines for writing feedback.

* Parent/guardian contacted on _____

(date)

Please turn over.

The circled range below is an indication of your performance in this Assessment Task. Please read the FEEDBACK section on the front page carefully.

Performance descriptors

MARK RANGE	DESCRIPTOR: typical performance in each range
10–9 marks	Describes and comments on experiences appropriate to the topic in a highly effective manner. Consistently maintains the conversation or correspondence, using strategies appropriate to the text type specified in the task. Links and sequences ideas clearly and logically. Effectively exchanges and/or responds to ideas and presents relevant factual information. Consistently uses appropriate register for the audience, context and purpose of the task. Uses a broad range of question and answer forms. Achieves a very high level of accuracy in the language (including vocabulary, structures, expressions, script, pronunciation, intonation, stress and tempo as appropriate). Self-corrects, rephrases or amends, if applicable.
8–7 marks	Describes and comments effectively on experiences appropriate to the topic. Maintains the conversation or correspondence well, using strategies appropriate to the text type specified in the task. Links and sequences ideas clearly. Exchanges and/or responds to ideas and presents relevant factual information. Usually uses appropriate register for the audience, context and purpose of the task. Uses a range of question and answer forms. Achieves a high level of accuracy in the language (including vocabulary, structures, expressions and script, and pronunciation, intonation, stress and tempo where appropriate). Generally self-corrects, rephrases or amends, if applicable.
6–5 marks	Describes and comments on experiences appropriate to the topic. Generally maintains the conversation or correspondence, using some strategies appropriate to the text type specified in the task. Attempts to link and sequence ideas. Exchanges and/or responds to most ideas and presents some relevant factual information. Generally uses appropriate register for the audience, context and purpose of the task. Uses a limited range of question and answer forms. Achieves some accuracy in the language (including vocabulary, structures, expressions and script, and pronunciation, intonation, stress and tempo where appropriate). May self-correct on occasions but may leave some uncorrected errors.
4–3 marks	Comments on a restricted range of experiences, which may not always be relevant to the topic. Needs some assistance to maintain the conversation or correspondence. Sequencing of ideas may be disjointed. Uses limited strategies appropriate to the text type, and demonstrates limited control of style and register appropriate for the audience, context and purpose of the task. Demonstrates limited control of the language, (e.g. vocabulary, structures, expressions and script, and pronunciation, intonation, stress and tempo where appropriate). May self-correct but inaccuracies occur.
2–1 marks	Presents minimal information. Needs ongoing assistance to maintain the conversation or correspondence. Very limited level of accuracy in language using few appropriate structures and items of vocabulary. Demonstrates little or no awareness of style or register. Inaccuracies in pronunciation, intonation, stress and/or tempo interfere with ability to convey meaning. Frequent inaccuracies occur with little attempt to self-correct.

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Performance descriptors

MARK RANGE	DESCRIPTOR: typical performance in each range
10–9 marks	Comprehensive understanding of the overall meaning of the spoken or written texts. Highly effective recognition and knowledge of the conventions of the text type, vocabulary, and structures related to the topic. Accurately infers meaning from the word formation, cognates and grammatical markers. Clearly identifies main points and supporting ideas, gist, global understanding and specific detail. Highly effective ordering, classification and logical linking of items from various parts of the text. Successfully uses a range of strategies to establish and confirm meaning, accurately in notes, charts or tables.
8–7 marks	Sound understanding of the overall meaning of the spoken or written texts. Effective recognition and knowledge of the conventions of the text type, vocabulary, and structures related to the topic. Generally infers accurate meaning from the word formation, cognates and grammatical markers. Identifies main points and most supporting ideas, gist, global understanding and some specific detail. Orders, classifies and links some items logically from various parts of the text. Generally uses successful strategies to establish and confirm meaning, effectively conveyed in notes, charts or tables.
6–5 marks	Satisfactory understanding of the general meaning of the spoken or written texts. Demonstrates recognition and knowledge of some of the conventions of the text type, vocabulary, and structures related to the topic. Infers some meaning from word formation, cognates and grammatical markers. Identifies most main points and some supporting ideas, gist, global understanding and limited specific detail. Attempts to order and link some items from various parts of the text. Uses some strategies to establish and confirm meaning, conveyed in notes, charts or tables.
4–3 marks	Limited understanding of the meaning of the spoken or written texts. Demonstrates some recognition of the text type, vocabulary, and structures related to the topic. Limited ability to infer meaning from word formation and cognates. Identifies a few main points and/or detail. Uses few strategies to establish meaning. Conveys little information in notes, charts or tables.
2–1 marks	Minimal understanding of the meaning of the spoken or written texts. Extracts little meaning from language. Very limited capacity to identify main points or supporting ideas. Conveys very limited information in notes, charts or tables.

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Performance descriptors

MARK RANGE	DESCRIPTOR: typical performance in each range
10–9 marks	Highly effective personal comment, either spoken or written, on aspects of the text, comparing and/or summarising experiences and ideas, using appropriate structures and stylistic features. Main ideas, events and actions are organised and sequenced throughout the presentation or the writing as a whole in a highly effective manner. Meaning is clearly conveyed through accurate and consistent use of a broad range of language (including vocabulary and grammar, and where relevant, script), which is appropriate for the audience, context, purpose and text type.
8–7 marks	Effective personal comment, either spoken or written, on aspects of the text, comparing and/or summarising experiences and ideas, generally using appropriate structures and stylistic features. Main ideas, events and actions are organised and sequenced effectively throughout the presentation or the writing as a whole. Meaning is conveyed through generally accurate use of language (including vocabulary and grammar, and where relevant, script), although inaccuracies may occur. Generally appropriate for the audience, context, purpose and text type.
6–5 marks	Some personal comment, either spoken or written, on aspects of the text, comparing and/or summarising experiences and ideas, using some appropriate structures and stylistic features. Main ideas, events and actions are organised and sequenced coherently throughout the presentation or the writing as a whole. Meaning is conveyed through the use of language (including vocabulary and grammar, and where relevant, script) which may include inaccuracies. Generally appropriate for the audience, context, purpose and text type.
4–3 marks	Limited personal comment, either spoken or written, on aspects of the text, comparing and/or summarising experiences and ideas, using a narrow range of structures and stylistic features. Some main ideas, events and actions are provided in the presentation or the writing. Meaning is conveyed through limited use of language (including vocabulary and grammar, and where relevant, script) but with inaccuracies. Limited capacity to speak or write appropriately for the audience, context, purpose and text type.
2–1 marks	Limited personal comment, either spoken or written, on aspects of the text, using very simple structures. Minimal content or ability to convey meaning or use of language (including vocabulary and grammar, and where relevant, script) appropriate to the audience, context, purpose and text type. Frequent inaccuracies or false starts occur.

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Performance descriptors

MARK RANGE	DESCRIPTOR: typical performance in each range
10–9 marks	Highly effective spoken or written exchange related to making arrangements or negotiating a transaction to obtain goods, services or information. Very effective use of structures appropriate to the topic and the task, and oral/written techniques, in order to advise, suggest, explain, agree or disagree. Expresses opinions or ideas commenting on relevant factual information. Maintains the communication, achieving a very high level of accuracy in the language, including vocabulary, expressions, script, punctuation, pronunciation, intonation, stress and tempo as appropriate to the task. Links and sequences ideas clearly and logically. Consistently uses appropriate register for the audience, context and purpose of the task. Self-corrects and/or rephrases if applicable.
8–7 marks	Effective spoken or written exchange related to making arrangements and negotiating a transaction to obtain goods, services or information. Effective use of structures appropriate to the topic and the task, and oral/written techniques to advise, suggest, explain, agree or disagree. Expresses opinions or ideas referring to items of relevant factual information. Maintains the communication, achieving a high level of accuracy in the language, including vocabulary, expressions, script, punctuation, pronunciation, intonation, stress and tempo as appropriate to the task. Links and sequences ideas logically. Uses appropriate register for the audience, context and purpose of the task. Usually self-corrects and/or rephrases if applicable.
6–5 marks	Some capacity to participate effectively in a spoken or written exchange related to making arrangements and negotiating a transaction to obtain goods, services or information. Some use of structures appropriate to the topic and the task, and oral/written techniques to advise, suggest, explain, agree or disagree. Expresses opinions or ideas commenting on some relevant factual information. Maintains the communication generally achieving some accuracy in the language, including vocabulary, expressions, script, punctuation, pronunciation, intonation, stress and tempo as appropriate to the task, although inaccuracies occur. Generally links and sequences ideas logically and uses appropriate register for the audience, context and purpose of the task. Generally self-corrects and/or rephrases if applicable.
4–3 marks	Limited capacity to participate in a spoken or written exchange related to making arrangements and negotiating a transaction to obtain goods, services or information. Limited use of structures appropriate to the topic and the task, and oral/written techniques to advise, suggest, explain, agree or disagree. Limited capacity to express opinions or ideas. Achieves some accuracy in the language using a narrow range of structures and vocabulary but may have significant problems in pronunciation, intonation, stress and tempo. Attempts to use appropriate register for the audience, context and purpose of the task. Unable to identify errors or to self-correct when necessary.
2–1 marks	Shows little evidence of understanding the requirements of the spoken or written exchange. Uses a very limited range of structures or oral/written techniques to advise, suggest, explain, agree or disagree. Very limited opinions or ideas. Limited accuracy in the language, using a very narrow range of structures and vocabulary. Inaccuracies in pronunciation, intonation, stress and/or tempo interfere with ability to convey meaning. Demonstrates little or no awareness of style or register. Unable to identify errors or self-correct.

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ASSESSMENT TASK COVER SHEET (UNIT 2, OUTCOME 2)

Listen to, read, and extract and use information and ideas from spoken and written texts.

Student name: _____

Student number: _____

Teacher: _____

Date: / /

Assessment task A (spoken resource):

Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type

AND

Assessment task B (written resource):

Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

Feedback:

Your **Assessment Task** for **Unit 2, Outcome 2** has / has not yet been completed satisfactorily*.

Area with horizontal dotted lines for providing feedback.

* Parent/guardian contacted on _____

(date)

Please turn over.

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Performance descriptors

MARK RANGE	DESCRIPTOR: typical performance in each range
10–9 marks	Comprehensive understanding of the overall meaning of the spoken or written texts. Highly effective recognition and knowledge of the conventions of the text type, vocabulary, and structures related to the topic. Accurately infers meaning from the word formation, cognates and grammatical markers. Clearly identifies main points, supporting ideas and specific detail. Highly effective ordering, classification and logical linking of items and well developed capacity to explain and contrast ideas from different texts or different parts of a text. Uses a range of successful strategies to reorganise information and ideas accurately in a different text type.
8–7 marks	Sound understanding of the overall meaning of the spoken or written texts. Effective recognition and knowledge of the conventions of the text type, vocabulary, and structures related to the topic. Infers accurate meaning from the word formation, cognates and grammatical markers. Identifies most relevant main points and supporting ideas, and specific detail. Effective ordering, classification and logical linking of items and capacity to explain and contrast ideas from different texts or different parts of a text. Uses successful strategies to reorganise information and ideas appropriately in a different text type.
6–5 marks	Understanding of the general meaning of the spoken or written texts. Recognition and knowledge of some of the conventions of the text type, vocabulary, and structures related to the topic. Infers some meaning from the word formation, cognates and grammatical markers. Identifies some main points and supporting ideas, and specific detail. Uses some strategies to reorder and link items from different texts or different parts of a text. Attempts use of strategies to reorganise information and ideas in a different text type.
4–3 marks	Limited understanding of the meaning of the spoken or written texts. Some recognition of the text type, vocabulary, and structures related to the topic. Limited ability to infer meaning from the word formation and cognates. Identifies some main points or supporting ideas. Attempts to reorganise information but conveys limited information in the different text type.
2–1 marks	Minimal understanding of the meaning of the spoken or written texts. Extracts little meaning from the language. Identifies isolated detail and/or single words. Attempts to reorganise information and demonstrates significant difficulty with the different text type.

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Performance descriptors

MARK RANGE	DESCRIPTOR: typical performance in each range
10–9 marks	Highly effective original personal or imaginative spoken or written text focusing on an event or experience in the past, present or future. Comprehensive understanding of the conventions of the text type required for the task. Uses a broad range of language for describing, recounting, narrating or reflecting (including vocabulary and expressions, and where relevant, script) and varies language appropriate for the audience, context and purpose. Consistently organises and sequences ideas logically using a variety of stylistic techniques. Meaning is accurately and clearly conveyed.
8–7 marks	Effective original personal or imaginative spoken or written text, focusing on an event or experience in the past, present or future. Clear understanding of the conventions of the text type required for the task. Uses a range of language for describing, recounting, narrating or reflecting (including vocabulary and expressions, and where relevant, script) and varies language for the audience, context and purpose. Organises and sequences main ideas effectively using a variety of stylistic techniques. Meaning is accurately conveyed.
6–5 marks	Original personal or imaginative spoken or written text focusing on an event or experience in the past, present or future. Some understanding of the conventions of the text type required for the task. Attempts to use a range of language for describing, recounting, narrating or reflecting (including vocabulary and expressions, and where relevant, script) and attempts to vary language for the audience, context and purpose. Organises and sequences ideas using some stylistic techniques. Meaning is conveyed although inaccuracies may occur.
4–3 marks	Limited capacity to produce a personal or imaginative spoken or written text focusing on an event or experience. Limited understanding of the conventions of the text type required for the task. Uses simple language (including vocabulary and expressions, and where relevant, script) which may be generally appropriate to the audience, context and purpose. Organises and sequences ideas using some simple stylistic techniques. Inaccuracies and/or omissions affect the ability to convey meaning. Ideas may be disjointed with little attempt to organise or sequence them.
2–1 marks	Very limited capacity to produce a personal or imaginative spoken or written text. Minimal understanding of the conventions of the text type. Very limited ability to use language (including vocabulary and expressions, and where relevant, script) for the audience, context and purpose. Minimal organisation of ideas and very limited ability to convey meaning.