# English as an Additional Language Subject Assessment Advice

## Overview

Subject assessment advice, based on the previous year’s assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

# School Assessment

Assessment Type 1: Academic Literacy Study

Students develop their academic literacy skills through creating written and oral academic texts and extending their communication skills and strategies. They investigate a question or a topic and present their findings in an academic style by producing a written report and an oral interaction, such as a tutorial or discussion.

The more successful responses

* were based on topics in which the students had a genuine interest
* were based on a well-defined question or topic, appropriate for a 1500 word report, and for the audience to engage with in the oral discussion
* resolved the posed question insightfully with consistent substantiation and evidence from a range of appropriate sources
* used carefully chosen specific features to assess the written and oral tasks appropriately
* used a purposeful and structured text type in order to directly address aspects of the Application criterion for the written task
* consistently demonstrated text features and appropriate language for an academic written report. Such features may include headings, topic sentences, technical vocabulary, objective language, images and consistent referencing.
* used both in text referencing and an appropriately formatted reference list.

More successful oral tasks

* used cue cards as memory prompts, and engage with the audience through fluent and interpersonal speech, rather than a memorised script
* made purposeful use of the maximum allowed time to show a range of evidence across all selected specific features
* gave a succinct summary of the topic and engaged in extended and purposeful discussion with the group
* engaged the group in spontaneous interaction and discussion, incorporating discussion of more complex issues and justification of opinions, in order to address the requirements in the subject outline and the application criterion in particular.

The less successful responses commonly:

* were based on topics that were very broad
* used limited or unreliable sources for research
* reflected on the research process in the oral presentation rather than addressing the research findings
* solely or mostly presented information without interacting with the audience or responding to questions in the oral interaction
* engaged the group in discussion only by testing knowledge of the content of the presentation
* responded to pre-prepared questions from the audience.

General information

* As stated in the subject outline, at least one of the sources must be aural, visual or multimodal. This should at least be evident in the reference list.
* A full set of evidence needs to be submitted for each student. In AT1 Academic Literacy Study, this includes both the written report and a recording of the oral interaction.
* A video recording, rather than only an audio recording, of the oral interaction can support moderators to confirm the grade based on a full range of evidence.

Assessment Type 2: Responses to Texts

The more successful responses

* used a purposefully chosen and specific text type for each task. Successful sets of evidence included some variation in addition to more standard academic text types such as essays, reports or formal letters. Examples of diverse text types (particularly in the creative response) included newsletters, scripts, news reports, personal letters, reflections and narratives.
* were assessed based on selected specific features to suit the purpose, content and language of the individual task
* in oral tasks, required a degree of interaction or engagement with the audience, rather than reading a script. This allowed a wider range of communication (and potentially application) to be demonstrated.

The less successful responses

* in oral responses, presented a memorised speech. Scripts that are read out without audience interaction or any spontaneous language, are less successful in application (appropriate language for the purpose and audience) and communication (clarity and coherence)
* recounted information or events from a stimulus text rather than expanding, evaluating or analysing the focus features
* went significantly over or under the word or time limit.

General information

* the subject outline clearly states “At least one response must be presented in oral form and two must be in written form.” An oral task must be set, and an audio or video recording of that oral must be submitted with moderation materials.
* a full set of evidence needs to be submitted for each student. In AT2, that entails four tasks, including at least one that is a recording of an oral, at least two written tasks, as well as the fourth task.

## Operational Advice

School assessment tasks are set and marked by teachers. Teachers’ assessment decisions are reviewed by moderators.

* Teacher grades/marks should be evident on all student school assessment work.
* The more relevant evidence that can be provided for each task, the more effectively the moderators are able to confirm teachers’ assessments. Relevant evidence includes written tasks, oral recordings, performance standards, teacher summary comments, LAPs, task sheets, Addenda & Variation forms. Relevant evidence does not generally include drafts, formative work, folios of research sources, or Turnitin reports.
* Ensure that all samples listed in the packing list, as selected by the teacher, are included in the bag.
* Package materials according to assessment type, not in individual student bags or folders.
* Label materials, including oral recordings, clearly, with students’ SACE registration numbers or full official names. School registration numbers and unofficial names do not match with SACE documentation provided to moderators, and hinder the moderation process.
* It is helpful if performance standards selected on marking sheets align with the final grades submitted to SACE. If marks are changed based on teacher review or school-based moderation before submission to SACE, it supports moderators to include updated performance standards sheets and teacher comments. Teachers cannot receive useful feedback if performance standards marked on student work do not align with final marks submitted.
* Summary comments by teachers to indicate how performance standards have been met can be useful for moderators seeking to confirm assessments.
* Ensure (by testing) that files on USBs or DVDs can be read in a standard windows computer.
* With regard to time limits for oral presentations, if a student shows a video of a text (such as an advertisement) that has been analysed, the length of that video does not need to be included in the time limit. Likewise, if a written text is the object of an analysis, the text sample does not need to be included in the word count.

Assessment Type 3: Examination

The examination required students to demonstrate a range of skills and allowed them to show achievement against the performance standards. Most students were able to manage their time and successfully complete the required sections for this new style of examination.

*Section 1: Comprehending Multimodal Texts* was generally completed to a high standard. *Section 2: The Written Paper* gave students the opportunity to demonstrate understanding of how to construct a persuasive piece of writing. A greater range of abilities was evident in this section.

Section 1: Comprehending Multimodal Texts

Part A (Questions 1 to 4) – TEXT 1

Students adapted well to the text being presented twice and most used the information from the text in their answers as was required. Students who were less successful misheard or did not comprehend the question.

***1. According to the text, what is volunteering? (1 mark)***

Volunteering is unpaid work; work for free; work without pay (and involves giving your time, energy, and skills to *improve the community or make a difference in someone’s life).*

***2. How did Neighbourhood Volunteers contribute to the community in 2016? (3 marks)***

|  |  |  |
| --- | --- | --- |
| **Number of volunteers** | **Total number of hours contributed** | **Money saved** |
| - 6072  - Six thousand and seventy-two | - (over) 200 000  - Two hundred thousand | - $3.7 million/ $3,700,000  - 3.7 million dollars  - 3.7 million  - Three million seven hundred thousand  - Three point seven million  - 3.7 million $ |

*Question 2, which required numbers, had a range of responses and should be included as part of examination preparation to give students familiarity with writing heard figures correctly.*

***3. List the three main areas in which volunteers can participate through Neighbourhood Volunteers. (3 marks)***

(a) (the) environment

(b) education

(c) community service/ service in the community

***4. List three personal benefits from volunteering. (3 marks)***

* skills for my future job
* feel valued/ feel like a valued member of the community/ being valued/
* increased confidence (confident)/ increased self-esteem (more/ improved)
* discover career interests/ discover careers/ help decide on future career
* forming (new) friendships
* meeting (amazing) people (of different ages and cultural backgrounds)

Part B (Questions 5 to 9) – TEXT 2

Students coped well with this new section and were able to demonstrate an understanding of the texts and how language is used to persuade an audience. The first text was a listening text and was presented twice.

The most successful students read the questions carefully, especially regarding how many pieces of evidence were required. These students also linked their answer back to the question. For example, they did not just copy the information heard, nor did they just give their own thoughts and knowledge on the topic. Rather, they integrated ideas and language from the text into their own answer, thereby demonstrating their understanding.

Some students answered questions in too much detail, and while they were not penalized they would have spent much longer answering than was necessary. While students are recommended to answer every question in full, they should be guided by the marks for each question when considering the amount of time to invest in their responses.

***5. What is the purpose of Text 2? Provide one piece of evidence from the text to support your answer. (2 marks)***

*Purpose and evidence could include:*

|  |  |
| --- | --- |
| **PURPOSE** | **EVIDENCE** |
| Inform/ give information | If a listener is considering voluntourism, they need to be mindful that not all their money may go to the community they are wanting to help  The special guest is Professor Ali Abbruzzi, a leading expert on tourism in developing countries |
| Entertain | Radio programs are meant to entertain listeners. ‘Radio Across the World’ would attract people interested in global issues. |
| Persuade | Most arguments in the radio program are against voluntourism. (e.g.) *“As much as 80% of the money is kept by the travel agents”*  (e.g.) *“My advice for any listeners considering voluntourism is to ask where their money will end up”* |
| Consider both sides of the voluntourism issue/ Advantages or Disadvantages | (-) Some local people lose jobs  (-) Tourists are unqualified.  (-) Local people understand the problems (-) Short term help  (+) Builds intercultural understanding  (+) Spend more time with local communities  (+) Benefits volunteers |

Students needed to give a clear purpose and then find an example which supported this purpose. The most successful answers identified the traditional purposes such as: persuade, inform, discuss or entertain. This increased their chances of providing appropriate and relevant evidence.

Several responses did not specify the purpose of the text and just listed what the text was about while others tried to summarize the text, which did not answer the question. Some students left out the second part of the question which was the evidence, so they could not achieve the second mark for this question. While some students did identify a purpose the example they gave was unrelated.

To support students to explore the purpose of texts, teachers should focus on 3-5 main purposes and explore these as part of their examination preparation. Providing evidence that explains this purpose is a difficult step that needs to be specifically taught.

***6. How reliable is Text 2 as a source? Give two reasons and provide examples from the text to support your answer. (4 marks)***

Answer could be presented in several ways:

* 2 reasons why Text 2 is reliable
* 2 reasons why Text 2 isn’t reliable
* 1 reason why Text 2 is reliable/ 1 reason why Text 2 isn’t reliable

Possible reasons and examples could include:

|  |  |
| --- | --- |
| **REASON** | **EXAMPLE** |
| Expert opinion/ a leading expert/ specialist in the field | (+) Professor Ali Abbruzzi is a leading expert on tourism in developing countries.  (+) Professor Ali Abbruzzi has a recently published study (called *Does voluntourism help?)*  (-) Haven’t defined the parameters of the study (called *Does voluntourism help?)*  (-) Haven’t said where the study was published |
| Statistics | (+) or (-)(e.g.) *“Our study indicates that as much as 80% of the money is kept by the travel agents”* |
| Presents both sides of the argument/ Non-biased | Pros and Cons – seems unbiased  (e.g.) Voluntourists stay in community longer than regular tourists but not long enough |
| Conclusion is fair | Does not push one viewpoint. Voluntourists should ask and do their own research |
| Radio Programs are not reliable | May say anything to attract listeners or sensationalize things (e.g.) Do voluntourists really give medicine to sick children? |
| Detailed examples |  |
| Evidence/ Research |  |

The best answers focused on key aspects of reliability like authoritativeness or use of evidence. Then students were required to give evidence, which could have been represented in many ways, to support their reason. There were some good answers supporting reliability, and some students effectively argued against the trustworthiness of the text.

Some students misunderstood the term ‘reliable’ and teachers should consider teaching this term specifically using different texts. Most students were able to find evidence and link back to the question, but other students were unable to link back to the question to support the reason. Several responses discussed the persuasive nature of the text rather than the reliability. Some responses only listed reasons or they tried to summarize the text, which did not show reliability.

***7. Who is the intended audience of Text 3? Support your answer with examples. (2 marks)***

Possible intended audience and example *could* include**:**

|  |  |
| --- | --- |
| **INTENDED AUDIENCE** | **EXAMPLE** |
| Students/ University students/ Gap year students/ young people | Sarah (girl in picture)  Application information  University attended |
| People who want to make a difference in the world/ ‘Those wanting to make a difference’ | Rhetorical questions – ‘Want to make a difference? Want to travel the world?’  Quotes ‘Each time a man stands up for an ideal, or acts to improve the lot of others… he send forth a tiny ripple of hope’ Senator Robert F Kennedy  Simile – ‘Your contribution will have a ripple effect! Like a stone thrown into a lake…’ |
| People who want to travel/ ‘Want to travel the world’ | Rhetorical question: ‘Want to travel the world?’ |
| People who care about:  . environment  . education  . animals/ wildlife  . learning  . sport | Rainforest (mentions the Brazilian rainforest; has a picture of a rainforest)  Teaching (teaching English to 3000 children)  Orangutans (rehabilitating 200 orangutans)  Coaching (coaching soccer in 15 villages) |
| University students who want to help others/ Americans/ American University students | Quote by Sarah, university student |
| Healthy people | Who can build houses or coach |
| Teachers | Teach English |

Most students were able to answer this question correctly and were specific when it came to the target audience. The better answers were narrowed to an aspect like age, hobbies/interests, values, occupation and looked for evidence to support their claim. Some students just mentioned the title of the text and the definition given e.g. volunteer & tourism as the purpose.

***8. Identify three different persuasive techniques used in Text 3. Give an example from Text 3 of each of these techniques and explain how they are persuasive. (6 marks)***

Possible persuasive techniques and examples could include:

|  |  |
| --- | --- |
| **PERSUASIVE TECHNIQUE** | **EXAMPLE & HOW THEY ARE PERSUASIVE** |
| Rhetorical questions | *‘Want to make a difference?’* Get people to be motivated for action  ‘Want to travel the world?’ |
| Use of images | Female hiker, smiling, in forest – happy/ engaged, looking up at nature  Brazilian rainforest – lush, green generates interest/ interests the reader  Picture of university student discovering a new place  Visual image = map. Contributing to the world |
| Expert opinion | Quote from RFK – world leader |
| Statistics | 50 houses built for needy families, coaching soccer in 15 villages, remediating 200 000 km2 of rainforest, rehabilitating 200 orangutans, teaching English to 3000 children  Have an impact on the reader  Take it seriously  Sounds impressive |
| Appeal to emotions | *‘You can change the world’* |
| Similes | *‘Like a stone thrown into a lake’*  Engages reader, spurs them into action |
| Inclusive language | ‘Our world, your contribution’  ‘You can change the world’  ‘What are you waiting for?’  Engages readers, feel included and that they can be valued |
| Use of colour | Blue – World map – title bar + application  bar = peaceful, uniting  Natural colours – blue, green, brown, white = appeals to natural instincts  Green = nature/ can help the world be healthy |
| Quote (Senator Robert F Kennedy) | celebrity endorsement/ famous person |
| Call to Action |  |
| Keywords |  |

There was a significant range of responses to this question, which demonstrates the exciting breadth of teaching being undertaken around ‘persuasion’. The best responses were able to name the technique and then demonstrate their understanding of the terms they were using. Many students referred to ‘pathos’ (appeal to emotion), ‘logos’ (appeal to logic) and ‘ethos’ (establishing author’s credibility) and this seemed to work very well.

The less successful answers mentioned the persuasive techniques and gave examples but did not explain why the techniques were persuasive. Some students used very unusual or abstract techniques which did not relate to the text provided; they seemed to be memorized but did not fit the evidence. The less successful students were not able to demonstrate their understanding of the effect of the technique. More examples of persuasive techniques need to be taught explicitly and students need to understand, and be able to explain, how these techniques persuade.

As part of this analysis students were required to explore why the technique was used. The best responses were related to the text and not standard responses that could have been used regardless of the text. In their responses, students also needed to organize their ideas. The easiest way to do this was to separate the answer into 3 paragraphs, but students were also able to clearly organize their ideas in a single paragraph.

**9. Would Text 2 or Text 3 have a greater influence on you deciding to be a voluntourist? Give evidence from the texts to support your answer. (6 marks)**

Answers could include the following information:

**Text 2**

(+) More detail than Text 3

(+) Expert/ Leader in field – Professor Ali Abbruzzi

(+) Based on a published study – sounds factual and convincing

(+) Sound of voice

(-) Radio programs – are they reliable?

Considers both sides – benefits (cultural)/ challenges? (unqualified)

Reality check – short term help/ agents get rich/ money

Provides interesting statistics – 80% of money goes to travel agents

**Text 3**

Appeals more to emotions – smiling girl looking up into nature

Focusses on young university audience – university attended university as below

Addresses need to help others – make a difference

Visuals are engaging – simple clear pictures

Gives several options – education/ sport

Addresses intended audience more clearly (university students)

Uses statistics to make it sound like a successful program

Appeals to my age group – picture of girl/ am a future university student

Money – is a business “As well as program fee. You will need to raise $400 per week”) makes me suspicious

Is more like an advertisement – just referring to the positive side of the issue – not a balanced discussion

The most successful answers were written in a cohesive paragraph which integrated their understanding of the texts, the persuasive techniques and the structure of extended prose.

A number of students didn’t carefully read the question. Their responses were answered without comparing texts and were very general about their choice to be a voluntourist.

A number of responses were also very confused between the texts and mislabeled text 2 and text 3. It was sometimes possible to work out what the student meant, but at other times it caused the cohesion and structure of the answer to collapse and the meaning was lost.

Section 2: Written paper

For more information about assessment of the written section of the exam paper see the following link.

<https://www.sace.sa.edu.au/documents/652891/519ec893-8491-c679-8ad6-51c3b7243f1c>

The more successful responses commonly:

* used the information and opinions in the texts to produce an extended written response which developed a point of view
* made it clear, either implicitly or explicitly, which text type and structure they had chosen to write
* showed a clear understanding of the question and were able to effectively rephrase ideas from the source texts and maintain the original meaning
* synthesized information from the texts and used academic language where appropriate
* combined information from more than one source text
* applied the chosen style consistently throughout the piece. For example, if a first person, informal style is adopted this should be evident in every paragraph. Similarly, if an impersonal, objective tone is adopted this must be sustained.
* were judicious and critical in their selection and incorporation of evidence from the texts. The survey data from the texts gave statistics about opinions among the general population. While stronger students recognised this, and used the information as evidence of people’s feelings, many used these numbers inappropriately as though they were somehow facts about driverless cars themselves.
* when writing an argumentative essay presented their position using formal and relatively objective language
* when writing in text types other than essays made their choice explicit by writing the text-type and context at the top (for example, “persuasive speech given to leaving year 12s at an end of year assembly”) or made it clear through the introduction (for example, “Good evening fellow students, and thank you for gathering in the hall today, before we depart this school for the very last time.”)
* were careful only to copy some key words and phrases
* may have successfully used creative options such as a speech given as the CEO of TESLA
* chose a referencing style like the Harvard (Author, Year) referencing conventions and applied it consistently where appropriate
* showed a greater understanding of referencing by varying the way references were included in sentences. Rather than using only brackets at the end of a sentence, some students were able to integrate the author’s name into the sentence itself.
* were careful not to over-reference when exploring general points
* used the [first-person point of view](https://www.thoughtco.com/first-person-point-of-view-1690861) (*I, we*), the [second-person](https://www.thoughtco.com/second-person-point-of-view-1692075) (*you, your*), or the [third-person](https://www.thoughtco.com/third-person-point-of-view-1692547) (*he, she, it, they*) consistently. For example, a persuasive piece may be written in the first person, but a report would usually be written in the third person.
* used the personal pronoun and personal opinions in the appropriate context.

The less successful responses commonly:

* wrote loosely or without structure, confused structures and used an inconsistent form
* did not develop a point of view as required by the question
* copied entire sentences or consecutive phrases directly from the texts impacting achievement in the Application criterion
* did not use appropriate in-text referencing conventions. Text-types which may not normally include academic in-text referencing (such as a blog) should nevertheless use it for the purposes of this assessment task
* referenced too much as every sentence in their written response referred to a text.