ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL315115)

External Assessment Specifications inform the development of external written exams. The primary audience for this document is the course Setting Examiner and Exam Critics. It may also be of use to teachers and students.

These specifications must be read in conjunction with the Course Document.

The criteria to be externally assessed are: 1, 2, 3, 4 and 5.

The format of the external assessment is:
- a 3-hour written examination
- 10-12 minute oral examination

WRITTEN EXAMINATION STRUCTURE

<table>
<thead>
<tr>
<th>Session / Part</th>
<th>Part 1: Listening and Responding (Audio examination on CD)</th>
<th>Part 2: Reading and Responding</th>
<th>Part 3: Texts</th>
<th>Part 4: Writing in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion</td>
<td>Criterion 1: Listen and respond to oral English texts</td>
<td>Criterion 3: Read and respond to written English texts</td>
<td>Criterion 2: View and respond to multimodal texts</td>
<td>Criterion 5: Create a range of written texts for different purposes and audiences</td>
</tr>
<tr>
<td>Themes / Topics</td>
<td>• Issues affecting young adults</td>
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<tr>
<td></td>
<td>• Concepts of freedom</td>
<td>• Concepts of freedom</td>
<td>• Concepts of freedom</td>
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<td></td>
<td>• The environment in Australia</td>
<td>• The environment in Australia</td>
<td>• The environment in Australia</td>
<td>• The environment in Australia</td>
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<tr>
<td></td>
<td>• A local community issue</td>
<td>• A local community issue</td>
<td>• A local community issue</td>
<td>• A local community issue</td>
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<tr>
<td></td>
<td>• Contemporary Australia</td>
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<td></td>
<td>• Australia’s place in the global community</td>
<td>• Australia’s place in the global community</td>
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<tr>
<td>Topics are chosen to constitute a representative sample* from the course content from two of themes. The Setting Examiner will determine the themes to be examined.</td>
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<td>*Representative sample – a subset of the target course areas that accurately reflects the total target course area.</td>
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</tr>
<tr>
<td>Number / Nature of questions</td>
<td>2 spoken texts in English for response in English Each spoken text: • includes introduction with reference to the reading number and spoken text number • is read 3 times - 1st reading, then gap of same length as passage - 2nd reading, then gap of same length as the passage - 3rd reading, then gap of double the length of passage • includes details / context of the scenario stated verbally on the CD and in writing in the item-and-response booklet.</td>
<td>A total of 2 texts written in English with total text of 700 - 1000 words • 2 texts written in English • at least 6 items written for each text in English for response in English</td>
<td>A total of 4 texts/stimulus written in English with total text of 650 - 800 words • 4 texts written in English at least 4 items written for each text in English for response in English</td>
<td>4 items written in English for response in English.</td>
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</tr>
<tr>
<td>Items to be answered</td>
<td>All items</td>
<td>All items</td>
<td>Choice of 4 texts</td>
<td>Choice of 1 item</td>
</tr>
</tbody>
</table>
| Item types (See Attachment 1 for definitions and exemplars) | Spoken text  
- An approximately equal balance of single-person text and dual-person text  
- Dual person text read by 1 male and 1 female  
- Use a range of text types from the following: Conversation/interview, diary/journal entry, letter/email, narrative, profile | Context of items  
All non-routine contexts  
Scenario of items  
All real-world scenarios  
Items requiring understanding  
- For each of the 2 texts, a range of at least six items, including at least two of each of the three item types (Types 1, 2 and 3 described in attachment 1)  
- Each item requiring understanding is independent | Context of items  
All non-routine contexts  
Scenario of items  
All real-world scenarios  
Items requiring understanding  
- For each of the 4 texts, a range of items, including at least one item of each of the four types (Types 1, 2 and 3 described in Attachment 1)  
- Each item requiring understanding is independent | Context of items  
All non-routine contexts  
Scenario of items  
All real-world scenarios  
Response format  
- Extended response format  
- Responses use a range of text types from the following types:  
  - imaginative  
  - interpretive  
  - analytical  
  - persuasive  
  The items provided will clarify the purpose of the text.  
Assessment of responses  
All open-ended responses. |
| Response format | All short responses  
Candidates are not required to respond in complete sentences | All short responses  
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</thead>
<tbody>
<tr>
<td>Scenario of items</td>
<td>All real-world scenarios</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response format</td>
<td>• All short responses • Candidates are not required to respond in complete sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of responses</td>
<td>All closed-ended responses.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Response Time / Length allocation</td>
<td>45 minutes</td>
<td>45 minutes</td>
<td>45 minutes</td>
<td>45 minutes Approximately 250 words</td>
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<tr>
<td>Mark / Rating allocation</td>
<td>Approximately 45 marks</td>
<td>Approximately 45 marks</td>
<td>Approximately 45 marks</td>
<td>Extended ratings of A+, A-, etc. B, B-, C+, C, C-, t+, t-, or z</td>
</tr>
</tbody>
</table>

SPECIFIC MATERIALS AND EQUIPMENT APPROVED FOR USE BY CANDIDATES

Un-annotated English and/or English/Foreign Language paper-based dictionary/thesaurus (single book only).
## ORAL EXAMINATION STRUCTURE

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Criterion 4: Communicate in spoken English</th>
</tr>
</thead>
</table>
| Themes / Topics | Theme 1: Issues affecting young adults  
All topics for example:  
- health issues  
- social issues  
- personal issues |
| Number / Nature of items | The oral examination will consist of a general conversation between the candidate and examiners. In the conversation, the candidate and examiners will discuss the candidate’s negotiated task (as outlined in the course). |
| Item types (See Attachment 1 for definitions and exemplars) | **Context of items**  
A range of routine to non-routine contexts  
**Scenario of items**  
All real-world scenarios  
**Response format**  
A range of short to extended responses  
**Assessment of responses**  
Responses range from closed to open-ended responses |
| Response Time / Length allocation | 10 – 12 minutes |
| Mark / Rating allocation | Extended ratings of A+, A, A-, etc. B, B-, C+, C, C-, t+, t, t-, or z |
ASSESSMENT

A set of solutions or a marking tool will be developed by the Setting Examiner, provided to markers at the marking meeting that follows the external written examination; and will be available from TASC in the following year.

The external assessment must include items that, separately or together, give opportunities to demonstrate the standards from rating C to rating A.

Final results will be awarded as a rating of A, B, C, t or z in the above criteria. These ratings are used in determining the final award according to the algorithm in the course document.

CRITERIA BEING EXTERNALLY ASSESSED

The following aspects of the criteria and their standards described in the course document are externally assessed.

- **Criterion 1**: Listen and respond to oral English texts
  All aspects of Criterion 1 standards are examinable, except the aspect of requesting repetition and/or rephrasing.

- **Criterion 2**: View and respond to multimodal texts
  All aspects of Criterion 2 standards are examinable.

- **Criterion 3**: Read and respond to written English texts
  All aspects of Criterion 3 standards are examinable.

- **Criterion 4**: Communicate in spoken English
  All aspects of Criterion 4 standards are examinable.

- **Criterion 5**: Create a range of written texts for different purposes and audiences
  All aspects of Criterion 5 standards are examinable, except the aspect of developing detailed analytical interpretations or arguments. Note students will only develop/structure one suitable contextualised text appropriate to the chosen purpose and audience.
# ATTACHMENT 1

## Examination Item types

In these specifications, the term ‘item’ is defined as an individual task to be undertaken by candidates. The task may be divided into several parts. Item types can be categorised as follows:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ITEM TYPES AND DEFINITIONS</th>
<th>EXEMPLARS</th>
</tr>
</thead>
</table>
| The context of the item               | **Routine context**<br>These items require rehearsed skills in the use of language and in familiar contexts.  
**Non-routine context**<br>These items require procedures not previously encountered in expected prior learning activities. These require the combination, and sometimes the selection, of a set of skills in unfamiliar contexts. |            |
| The scenario of the item               | **Real-world scenarios**<br>These items relate the use of language to the context of the real world. |            |
| Items requiring understanding         | **Type 1:** those where the answer is readily apparent from the information directly available in one or at most two consecutive sentences of the text  
**Type 2:** those where the answer requires processing the information in a single paragraph – the required answer is not directly stated in this portion of the text  
**Type 3:** those where the answer requires an understanding of some feature of the text as a whole, and the answer is not directly stated in the text. Each comprehension item should be independent, in the sense that the correct answer to one item ought not to provide an additional clue to the required answer to | (Reference: Adapted from a sample paper for Cambridge University ‘First Certificate in English’ [http://www.cambridgeenglish.org/exams-and-qualifications/first/how-to-prepare/](http://www.cambridgeenglish.org/exams-and-qualifications/first/how-to-prepare/))

I shifted uncomfortably inside my best suit and eased a finger inside the tight white collar. It was hot in the little bus and I had taken a seat on the wrong side where the summer sun beat on the windows. It was a strange outfit for the weather, but a few miles ahead my future employer might be waiting for me and I had to make a good impression.

There was a lot depending on this interview. Many friends who had qualified with me were unemployed or working in shops or as labourers in the shipyards. So many that I had almost given up hope of any future for myself as a veterinary surgeon. There were usually two or three jobs advertised in the Veterinary Record each week and an average of eighty applicants for each one. It hadn’t seemed possible when the letter came from Darrowby in Yorkshire. Mr S. Farnon would like to see me on the Friday afternoon; I was to come to tea and, if we were suited to each other, I could stay on as his assistant. Most young people emerging from the colleges after five years of hard work were faced by a world unimpressed by their enthusiasm and bursting knowledge. So I had grabbed the lifeline unbelievably.
The driver crashed his gears again as we went into another steep bend. We had been climbing steadily now for the last fifteen miles or so, moving closer to the distant blue of the Pennine Hills. I had never been in Yorkshire before, but the name had always raised a picture of a region as heavy and unromantic as the pudding of the same name; I was prepared for solid respectability, dullness and a total lack of charm. But as the bus made its way higher, I began to wonder. There were high grassy hills and wide valleys. In the valley bottoms, rivers twisted among the trees and solid grey stone farmhouses lay among islands of cultivated land, which pushed up the wild, dark hillsides.

Suddenly, I realised the bus was clattering along a narrow street which opened onto a square where we stopped. Above the window of a small grocer’s shop I read ‘Darrowby Co-operative Society’. We had arrived. I got out and stood beside my battered suitcase, looking about me. There was something unusual and I didn’t know what it was at first. Then it came to me. The other passengers had dispersed, the driver had switched off the engine and there was not a sound or a movement anywhere. The only visible sign of life was a group of old men sitting round the clock tower in the centre of the square, but they might have been carved of stone.

Darrowby didn’t get much space in the guidebooks, but where it was mentioned it was described as a grey little town on the River Arrow with a market place and little of interest except its two ancient bridges. But when you looked at it, its setting was beautiful. Everywhere from the windows of houses in Darrowby you could see the hills. There was a clearness in the air, a sense of space and airiness that made me feel I had left something behind. The pressure of the city, the noise, the smoke – already they seemed to be falling away from me.

Trengate Street was a quiet road leading off the square and from there I had my first sight of Skeldale House. I knew it was the right place before I was near enough to read S. Farnon, Veterinary Surgeon on the old-fashioned brass nameplate. I knew by the ivy, which grew untidily over the red brick, climbing up to the topmost windows. It was what the letter had said – the only house with ivy; and this could be where I would work for the first time as a veterinary surgeon. I rang the doorbell.

Why did the writer regret his choice of seat as he travelled? [It was on the sunny side and hot.] (Type 1; 2 marks)

What was the writer wearing? [His best suit] (Type 1; 1 mark)
<table>
<thead>
<tr>
<th>The format of response</th>
<th>Short response format</th>
</tr>
</thead>
<tbody>
<tr>
<td>These items are composed of a brief prompt that demands a response to some stimulus material that varies from a single response to a few written points. This sort of item is suited to assessing the candidate’s ability to:</td>
<td></td>
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<tr>
<td>recall specific information and methods related to key content</td>
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<tr>
<td>apply rehearsed methods to familiar situations</td>
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<tr>
<td>demonstrate understanding of key concepts in previously unseen stimulus material.</td>
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</tr>
</tbody>
</table>

<p>| Extended response format | For example: A response to an item in the writing section. |</p>
<table>
<thead>
<tr>
<th>Assessment of response</th>
<th>Closed-ended response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>These are items for which there is a single ‘correct’ or ‘best’ response.</td>
</tr>
<tr>
<td>Open-ended response</td>
<td>These are items for which there may be multiple correct responses OR in which the quality of the argument and/or the expression is being assessed.</td>
</tr>
</tbody>
</table>

These items involve lengthy structured responses. Greater complexity may be due to one or more of, but not limited to, the following:

- a greater cognitive demand of English language concepts
- the necessity to select appropriate information
- justification of a response via a logical line of reasoning,
WRITTEN EXAMINATION CHECKLIST

PART ONE – LISTENING AND RESPONDING

☐ Assesses all aspects of Criterion 1, except the aspect of requesting repetition and/or rephrasing
☐ Items give opportunities to demonstrate standards from rating C to rating A
☐ Includes course content from the themes outlined in the course document
☐ Includes course content from a representative sample of topics
☐ There are 2 spoken texts are in English
☐ Texts use a range of text types from the following: Conversation/interview, diary/journal entry, letter/email, narrative, profile
☐ Includes a balance of items ranging from short to extended response formats
☐ Items includes a range of routine and non-routine contexts
☐ All items are real-world scenarios
☐ Responses to all items are closed-ended
☐ Instruction is given that candidates are not required to respond in complete sentences
☐ Spoken texts are introduced with reference to the reading/spoken text numbers
☐ Spoken texts have approximately equal numbers of single-person and dual person texts
☐ All dual-person spoken texts are read by 1 male and 1 female
☐ Spoken texts are read 3 times
☐ 1st reading – gap of same length as passage
☐ 2nd reading – gap of same length as the passage
☐ 3rd reading – gap of double the length of passage
☐ The details/context of the scenario of the spoken texts are stated verbally on the CD and in writing in the item-and-response booklet.
☐ The listening time for 1 reading of a spoken text lies between 5 to 8 minutes per text.

PART 2 – READING AND RESPONDING

☐ Assesses all aspects of Criterion 3
☐ Items give opportunities to demonstrate standards from rating C to rating A
☐ Includes course content from the themes outlined in the course document
☐ Includes course content from a representative sample of topics
☐ There are 2 texts in English with a total of 700 – 1000 words
☐ There are least 6 items per text
☐ All texts in English
☐ Items are written in English
☐ Items call for a response in English
☐ Include a balance of items ranging from short to extended response formats
☐ Items include a range of routine and non-routine contexts
☐ All items are real-world scenarios
☐ Include at least one item of each of the three types described in Attachment 1
☐ Each item requiring understanding is independent
☐ Responses to all items are closed-ended
☐ Candidates are not required to respond in complete sentences.
PART 3 – TEXTS:

- Assesses all aspects of Criterion 2
- Items give opportunities to demonstrate standards from rating C to rating A
- Includes course content from the themes outlined in the course document
- Includes course content from a representative sample of topics
- There are 4 texts in English with a total of 650 – 800 words
- There are least 4 items per text
- Items are written in English
- Items call for a response in English
- Include a balance of items ranging from short to extended response formats
- Items include a range of routine and non-routine contexts
- All items are real-world scenarios
- Include at least one item of each of the four types described in Attachment 1
- Each item requiring understanding is independent
- Responses to all items are closed-ended
- Candidates are not required to respond in complete sentences.

PART 4 – WRITING IN ENGLISH

- Assesses all aspects of Criterion 5
- Items give opportunities to demonstrate standards from rating C to rating A
- Includes course content from the themes outlined in the course document
- Includes course content from a representative sample of topics
- There are 4 items written in English
- One text type for each of the following: imaginative, interpretive, analytical, persuasive
- All items are real-world scenarios
- Responses to all items are open-ended.
- All items provided with clarify the purpose of the text.