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## ADDENDUM 1 - THE AUSTRALIAN LANGUAGE LEVELS ASSESSMENT CRITERIA

### *The goals of language learning*

| <i>Broad goal</i>                                                                                                                                                                                                                                                                                                                                                                                                                            | <i>Specific goals</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Communication</b><br/> <i>By participating in activities organised around the use of the target language, learners will acquire communication skills in the target language that will enable them to widen their networks of interpersonal relations, have direct access to information in the target language, and use their language skills for study, vocational, and leisure-based purposes.</i></p>                               | <p><i>To enable learners to use the target language to:</i></p> <ol style="list-style-type: none"> <li><i>1. establish and maintain relationships and discuss topics of interest, e.g. through the exchange of information, ideas, opinions, attitudes, feelings, experience, and plans</i></li> <li><i>2. participate in social interaction related to solving a problem, making arrangements, making decisions with others, and obtaining goods, services, and public information</i></li> <li><i>3. obtain information by (a) searching for specific details in a spoken or written text or (b) listening to or reading a spoken or written text as a whole, and then process and use the information obtained</i></li> <li><i>4. give information in spoken or written form, e.g. give talk, write an essay, or a set of instructions</i></li> <li><i>5. listen to, read or view, and respond personally to a stimulus, e.g. a story, play, film, song, poem, picture</i></li> <li><i>6. be involved in spoken or written personal expression, e.g. create a story, dramatic episode, poem, play</i></li> </ol> |
| <p><b>Sociocultural</b><br/> <i>Learners will develop an understanding of the culture of the target language community that they can use as a basis for informed comparison with other cultures. They will thus develop an appreciation of the validity of different ways of perceiving and encoding experience and of organising interpersonal relations, and reach a deeper appreciation of their own personal identity and value.</i></p> | <p><i>To enable learners to develop an appropriate level of knowledge and understanding of aspects of the target language community, e.g.:</i></p> <ul style="list-style-type: none"> <li><i>• how interpersonal relations are conducted</i></li> <li><i>• the everyday life patterns of their contemporary age group</i></li> <li><i>• cultural traditions and social conventions</i></li> <li><i>• historic roots, and the community's relationship with other communities</i></li> <li><i>• the economy and the world of work</i></li> <li><i>• political and social institutions</i></li> <li><i>• cultural achievements</i></li> <li><i>• current events</i></li> <li><i>• regional and geographical concepts</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Learning-how-to-learn</b><br/> <i>Learners will take a growing responsibility for the management of their own learning, so that they learn how to learn, and how to learn a language</i></p>                                                                                                                                                                                                                                           | <p><i>To enable learners to develop the:</i></p> <ul style="list-style-type: none"> <li><i>• cognitive processing skills to understand and express values, attitudes, and feelings; process information; think and respond creatively</i></li> <li><i>• learning skills to take responsibility for their own learning</i></li> <li><i>• communication strategies to sustain communication in the target language</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Language and cultural awareness</b><br/> <i>Learners will reflect upon and develop an awareness of the role and nature of language and culture in everyday life, so that they can understand the diversity of the world around them and act upon it discriminately</i></p>                                                                                                                                                             | <p><i>To enable learners to develop an understanding of, e.g.:</i></p> <ul style="list-style-type: none"> <li><i>• the 'aesthetic' features of their own language and the language(s) of others</i></li> <li><i>• the functions of language in everyday life</i></li> <li><i>• the systematic nature of language, and the way it works</i></li> <li><i>• the way that language adapts to context</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



- the concepts of accent, dialect, register, and other forms of language variation
- how language grows, borrows, changes, falls into disuse, and dies
- how language is learnt (both as a first and as a second language)
- how language is a manifestation of culture
- cultural variation, and the enriching nature of diversity
- the importance of language maintenance to members of a language community.

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### **General knowledge**

*Learners will gain knowledge and understanding of a range of subject matter related to their needs, interests, and aspirations, as well as to other areas of their formal learning.*

Specific general knowledge goals apply to language programs to varying degrees. A bilingual or ESL program, for example, will probably use the target language as a vehicle by which learners learn other subject matter, e.g. science and social studies.

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## **Skills and strategies related to the specific learning-how-to-learn goals**

### **Cognitive processing skills**

These skills enable learners to understand and share values, attitudes, and feelings; process information; and think and respond creatively. They include the ability to:

- *recall and evaluate concepts and generalisations from personal experiences*, e.g. share ideas, illustrate knowledge and values
- *understand and express one's own feelings and opinions*
- *analyse, clarify, and develop values*, e.g. recognise and understand others' feelings and opinions, examine the consequences of acting upon a particular feeling or opinion
- *take action*, e.g. apply knowledge and values; identify with people, ideas, and events
- *use one's imagination*, e.g. think and respond creatively
- *develop strategies to internalise new language*, e.g. use mnemonic devices; order and categorise; compare and contrast; evaluate the usefulness of strategies, identifying those which are the most effective for oneself
- *analyse and judge meaning in a text and apply this understanding to one's own spoken and written language*, e.g. recognise text types and the likely function(s) of a text; recognise appropriateness; distinguish between fantasy, fact, and opinion; recognise propaganda; recognise bias, truthfulness, and validity of information
- *hypothesise and generalise from specific data, test these out, and reformulate them if necessary*
- *draw conclusions from given information*
- *recognise relationships in a text, and apply this knowledge to one's own spoken and written language*, e.g. identify the relationship(s) of the various parts of a sentence; distinguish important facts from supporting detail; identify main ideas; identify sequences; identify cause and effect; identify the relationship(s) of the different parts of a text by recognising reference markers, discourse markers, chronological sequences, etc; predict; develop ideas logically and cohesively
- *develop and modify concepts*, e.g. compare and contrast data; order and categorise data; choose appropriate labels for categories; analyse concepts in the light of new data
- *generate questions*
- *build on others' ideas.*

### **Learning-how-to-learn skills**

These skills enable learners to take responsibility for their own learning. They include the ability to:

- *manage the physical environment in which one has to work*, e.g. know how to move about the classroom purposefully and quietly, and how to keep books and folders; remember to equip oneself with the necessary writing and other materials; know how to work tape- and video-recorders, slide projectors, etc.
- *take appropriate risks and learn from mistakes*
- *work individually*

- *develop social interaction skills*, e.g. the ability to work in a group, cooperating with others, helping them, and being helped by them
- *develop one's own targets and assignments*
- *determine appropriate learning strategies and timelines*
- *use negotiating strategies*, e.g. evaluate the usefulness of particular activities and resources; evaluate one's own needs and one's own performance; express one's own opinions; fill in questionnaires and contracts
- *search for and discover information for oneself*
- *record information for oneself*
- *evaluate one's own efforts and the process(es) worked through to achieve an end*
- *continue the development of specific listening, speaking, reading, and writing skills, including early skill development for young learners as appropriate.*

#### ***Specific listening skills***

- *understand intonation and stress*
- *cope with redundancy and noise, and predict what will be said next*
- *infer from the context and knowledge of the world meanings of unfamiliar words*
- *derive meaning from figurative language, e.g. colloquialisms, similes, metaphors*
- *understand different accents*
- *use visual and environmental clues*
- *listen for specific aspects in a text, e.g. sounds and meanings.*

#### ***Specific reading skills***

- *locate information*, e.g. use a table of contents, index, glossary, encyclopaedia, maps, graphs, charts, tables, pictures, typographical aids: headings, italics, bold print
- *use additional clues in the text*, e.g. pictures, charts, labels
- *skim*, i.e. find the word or phrase required to answer a question or verify a statement
- *scan*, i.e. preview a text
- *predict what will be written next*
- *infer from the context and from knowledge of the world the meanings of unfamiliar words*
- *derive meaning from figurative language, e.g. colloquialisms, similes, metaphors.*

#### ***Specific writing skills***

- *write paragraphs*
- *develop appropriate style and tone for a range of contexts*
- *write with a range of expression*
- *write accurately*
- *develop ideas logically and cohesively throughout the text, using appropriate linking devices*
- *write in different genres, e.g. letters, narratives, reports, essays, research projects*
- *take notes*
- *summarise*
- *draft and redraft.*

#### ***Specific speaking skills***

- *use communication strategies* (see below)
- *pronounce the target language clearly and accurately*
- *convey meaning clearly and coherently.*

#### ***Communication strategies***

These are strategies which are used to organise and maintain communication. They enable learners to sustain communication in the target language.

#### ***Receptive skills***

These include the ability to:

- *recognise the context of a conversation, and the roles and relationships of the participants*
- *discern the attitude of the writer or speaker*
- *predict what will be said or written next*
- *infer from the context and knowledge of the world meanings of unfamiliar words read or heard*
- *interpret gestures, facial expressions, and other paralinguistic devices which assist meaning*
- *guess the meanings of words from roots, prefixes, suffixes, compounding, or cognates*

## ADDENDUM 2 – AN EXAMPLE OF THE TARGET ORIENTED CURRICULUM LEARNER PROFILE (CONVERSION TO MARKS)

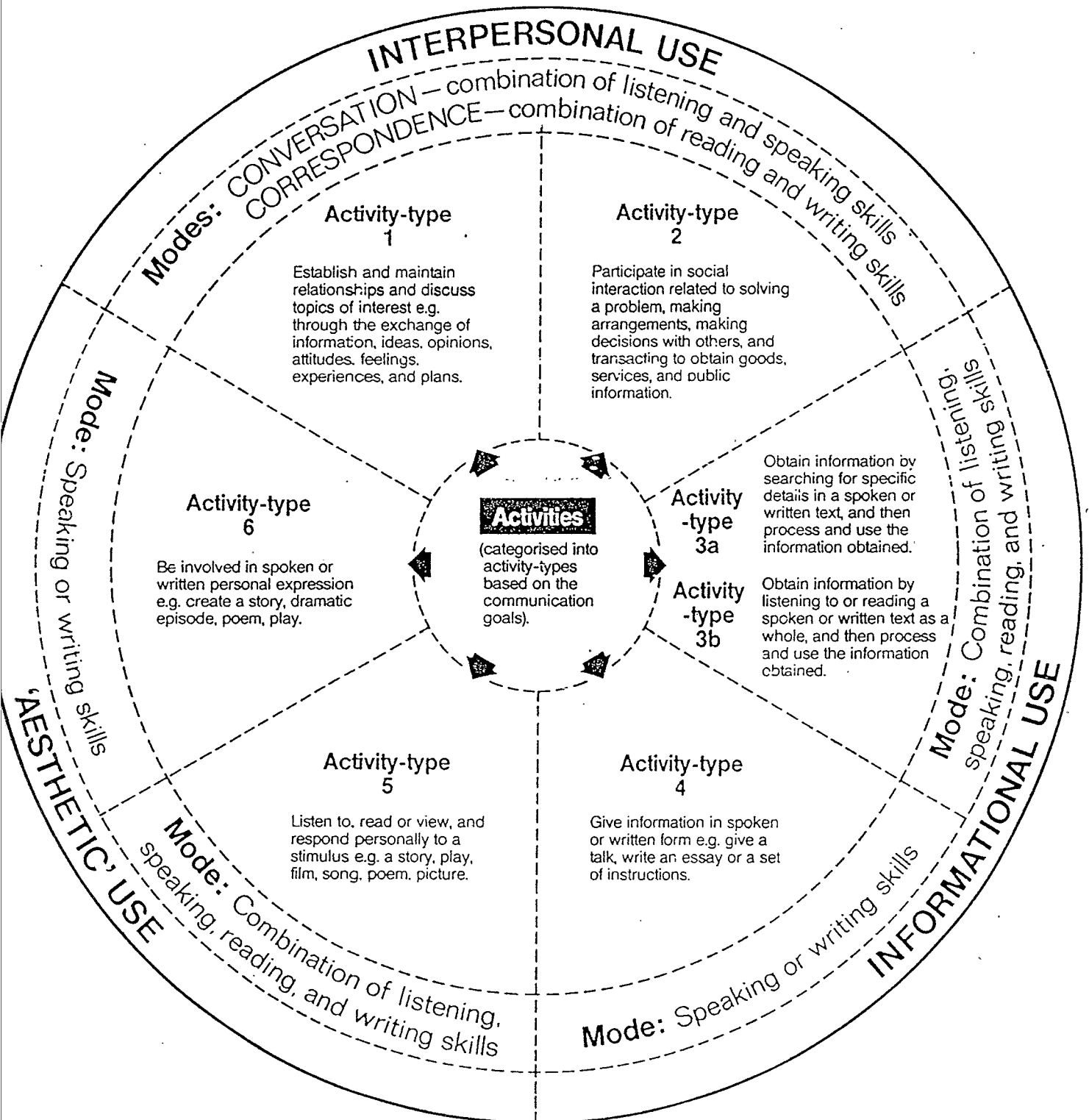
### Notes:

As mentioned in previous sections, the use of scores is discouraged in the assessment of English Language, although teachers and parents may initially feel uncomfortable without them. Without the descriptors, the scores fail to give a comprehensive picture of the learners' performance in the task. If teachers want to use scores because they are not adequately familiar with the BoP system, a score can be allocated to a band according to the expected performance of this task as shown in the table below. It is an attempt to illustrate the relationship between the aims of the assessment task, the Bands of Performance and the scoring criteria for this specific task. The assessment task is set according to the Learning Targets, and its expected performance is closely related to the Bands of Performance. The task specific criteria listed in the right hand column of the table below are developed according to the nature of the assessment task.

| Parts | Aims of Assessment                                                                                                                                    | Expected Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Task Specific Criteria                                                                                                                                                                                                                                                            |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | converse about plans<br>(Interpersonal Dimension)<br>participate in making decisions for<br>carrying out events<br>(Interpersonal Dimension)          | <p><b>Band 4 (20 marks)</b><br/>understanding what others say and responding in an appropriate way and at appropriate times<br/>using appropriate conversational strategies to maintain relationships and to participate in planning and carrying out events</p> <p><b>Band 3 (10 marks)</b><br/>understanding and responding appropriately to questions.<br/>using appropriately a range of expressions to establish and maintain routines and relationships in familiar settings</p>                                          | <ul style="list-style-type: none"> <li>all appropriate responses, demonstrating an understanding of what others say</li> <li>succeeding to decide on the day and time to visit the library</li> <li>using correct words and tenses</li> <li>spelling generally correct</li> </ul> |
| 2     | provide, find out and present information on familiar topics<br>(Knowledge Dimension)<br>interpret and use given information<br>(Knowledge Dimension) | <p><b>Band 4 (30 marks)</b><br/>acquiring, selecting and reordering information from a range of texts<br/>employing a wider range of connectives to express sequence<br/>using writing to assemble ideas and information prior to producing a draft text</p> <p><b>Band 3 (15 marks)</b><br/>acquiring factual information from a range of texts selected by the teacher<br/>varying sentence and verb forms appropriately to produce statements<br/>developing an initial draft and revising it to achieve greater clarity</p> | <ul style="list-style-type: none"> <li>selecting and providing correct answers or information</li> <li>using appropriate words and terms</li> <li>spelling generally correct</li> <li>using punctuation correctly</li> </ul>                                                      |
| 3     | respond to events in imaginative texts<br>(Experience Dimension)                                                                                      | <b>Band 3 (10 marks)</b><br>understanding in short and appropriately selected imaginative texts the sequence of events                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>all pictures are correctly matched</li> </ul>                                                                                                                                                                                              |

The bullet items under 'Task Specific Criteria' column of the table should not be used as a checklist. They are there only to help teachers make a holistic judgement on the learner's performance in the task. The marks in this table are allocated arbitrarily. Schools that to give marks in the assessment have to work out a marking scheme for their specific assessment tasks. They must ensure that there is balanced emphasis on all the major learning areas in the assessment papers.

ADDENDUM 3- THE AUSTRALIAN LANGUAGE LEVELS 'TABLE OF LANGUAGE USE'



## EXPERIENCE DIMENSION

| Band | Target Description                                                                                                                                                                                                                                                                                                | Skills Descriptors - Performance in the Target could include the following:                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      |                                                                                                                                                                                                                                                                                                                   | Listening                                                                                                                                                                                                                                                                                                                                                                            | Speaking                                                                                                                                                                                                                                                                                                                                                                                              | Reading                                                                                                                                                                                                                                                                                                                          | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1    | Learners are able to appreciate short, simple imaginative texts read or told by the teacher, usually with strong visual support; and to recognize some rhyming words and patterns while participating in action rhymes and singing games.                                                                         | <ul style="list-style-type: none"> <li>following a simple narrative told by the teacher with the help of pictures;</li> <li>appreciating the sound patterns of simple rhyming words;</li> <li>understanding the instructions for participating in action rhymes and other similar activities.</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>responding briefly to teacher's simple questions about their personal experiences;</li> <li>participating in the shared telling of stories and the reciting and performing of rhymes and songs.</li> </ul>                                                                                                                                                     | <ul style="list-style-type: none"> <li>recognizing some basic vocabulary items in stories and rhymes, including the names of characters;</li> <li>enjoying, while following the text, simple rhymes including action rhymes;</li> <li>recognizing repeated phrases in stories and other imaginative texts.</li> </ul>            | <ul style="list-style-type: none"> <li>supplying captions or labels for pictures or picture sequences that portray events or characters;</li> <li>giving expression to their own experience by supplying labels or captions to their own illustrations of events or situations.</li> </ul>                                                                                                                                                                             |
| 2    | Learners are able to respond with enjoyment to short imaginative texts with support from the teacher; to give expression by simple means and based normally on given models to imaginative ideas and their own experiences; and to appreciate, participate in and produce with appropriate support simple rhymes. | <ul style="list-style-type: none"> <li>appreciating the main events in simple narratives read or told by the teacher and reinforced by visual and other means;</li> <li>anticipating repeated sentences or events in stories that are read or told to them;</li> <li>recognizing and enjoying the effects of sound patterns in rhymes (such as rhyming words and rhythm).</li> </ul> | <ul style="list-style-type: none"> <li>retelling with prompts the events of a simple narrative;</li> <li>describing, in response to teacher's prompts, a short pictorial sequence of events;</li> <li>giving, usually through simple question and answer routines, some information about their personal experiences;</li> <li>participating in the choral performance of songs and poems.</li> </ul> | <ul style="list-style-type: none"> <li>understanding independently the main events in simple stories supported by pictures;</li> <li>appreciating simple poems and rhymes with support such as illustrations;</li> <li>anticipating repeated patterns in the words and events of stories and other imaginative texts.</li> </ul> | <ul style="list-style-type: none"> <li>supplying appropriate phrases and sentences to describe the events in a given picture sequence;</li> <li>creating a picture story sequence using simple sentences or phrases to describe the main events;</li> <li>creating, with support and based on given models, simple poems and rhymes;</li> <li>participating with others in the creation of short imaginative texts using a variety of supports and stimuli.</li> </ul> |

| Band | Target Description                                                                                                                                                                                                                                              | Skills Descriptors - Performance in the Target could include the following:                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                               |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      |                                                                                                                                                                                                                                                                 | Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                             | Reading                                                                                                                                                                                                                                                                                                                                                             | Writing                                                                                                                                                                                                                                                                                                                                                                                                       |
| 3    | Learners are able to understand and respond with enjoyment to imaginative texts with increasing independence; to give expression to imaginative ideas and their own experience in short descriptions, narratives and poems based on given models with guidance. | <ul style="list-style-type: none"> <li>responding to imaginative and other texts (told or read aloud) with some understanding of the sequence of events;</li> <li>anticipating the likely outcome of stories that are familiar;</li> <li>appreciating the general structural pattern in simple poems and rhymes (such as the use of simple verse forms and repetitions) and understanding the meaning of these poems and rhymes.</li> </ul>                                            | <ul style="list-style-type: none"> <li>expressing brief response to simple descriptions of experiences;</li> <li>describing aspects of personal experience in simple terms and usually related to a picture or picture sequence;</li> <li>expressing imaginative ideas in simple terms through description of a picture or picture sequence;</li> <li>participating in the performance of simple poems, rhymes and songs.</li> </ul> | <ul style="list-style-type: none"> <li>understanding in short and appropriately selected imaginative and other narrative texts the sequence of events, and the behaviour of characters;</li> <li>anticipating in their reading the likely outcome of simple stories;</li> <li>appreciating and understanding selected simple poems and rhymes.</li> </ul>           | <ul style="list-style-type: none"> <li>writing an appropriate text to accompany a picture sequence; expressing their own imaginative ideas in simple narratives with supporting illustrations;</li> <li>writing independently simple rhymes and poems based on models;</li> <li>writing both independently and with others imaginative texts based on a variety of stimuli.</li> </ul>                        |
| 4    | Learners are able to respond to imaginative experiences in stories with increasing empathy and understanding; and to give expression to their own experience and imaginative ideas in simple narratives and poems based on models.                              | <ul style="list-style-type: none"> <li>responding to imaginative and other narrative texts (told or read aloud) with an understanding of the significance of the main events and characters;</li> <li>predicting the likely outcome of stories that are read or told to them;</li> <li>appreciating some of the language patterns (such as the choice of descriptive words and the play on sounds) and their meaning in simple advertisements and poems on familiar topics.</li> </ul> | <ul style="list-style-type: none"> <li>expressing personal response to descriptions of experiences;</li> <li>describing personal experience through simple description of real events and/ or characters;</li> <li>expressing imaginative ideas through simple description of some events and/ or characters;</li> <li>participating in the performance of appropriately chosen poems, rhymes and songs.</li> </ul>                  | <ul style="list-style-type: none"> <li>understanding in straight-forward and short imaginative and other narrative texts some of the interrelationships between events and between characters and events;</li> <li>predicting the development of a simple story and its likely outcome;</li> <li>appreciating and understanding a range of simple poems.</li> </ul> | <ul style="list-style-type: none"> <li>expressing their own experiences by writing short written accounts of actual events;</li> <li>expressing their own experiences, observations and imaginative ideas through simple poems based on given models;</li> <li>writing narrative texts, expressing their own imaginative ideas, that have the formal elements of setting, events and a resolution.</li> </ul> |

| Band | Target Description                                                                                                                                                                                                                                                                                                            | Skills Descriptors - Performance in the Target could include the following:                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      |                                                                                                                                                                                                                                                                                                                               | Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                        | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 5    | Learners are able to respond to a range of imaginative texts demonstrating some simple critical reactions; and to give expression to their own experiences and imaginative ideas in spoken and written texts that show some awareness of how to make the expression of these ideas and experiences interesting and effective. | <ul style="list-style-type: none"> <li>responding to imaginative and other narrative texts (told, broadcast or read aloud) with an understanding of the characters and events and the main interactions between them;</li> <li>anticipating the development and likely outcome of stories and dramatic episodes;</li> <li>understanding and appreciating the effect of sound patterns and word choice (such as simple alliterations and onomatopoeic words) in advertisements and selected poems and lyrics on familiar themes.</li> </ul> | <ul style="list-style-type: none"> <li>expressing personal response to descriptions of experiences with some evaluative comments;</li> <li>describing personal experiences through simple but complete and sequenced description of events and characters;</li> <li>expressing imaginative ideas through description of simple sequences of events and/ or characters;</li> <li>participating in the performance of poems, lyrics and appropriately chosen simple dialogues and dramatic scenes.</li> </ul> | <ul style="list-style-type: none"> <li>appreciating in selected straightforward imaginative and other narrative texts the interactions between events and characters;</li> <li>predicting the development and outcome of appropriately selected stories;</li> <li>appreciating and understanding a range of poems and lyrics on familiar themes;</li> <li>participating in the performance of simple dialogues and dramatic scenes.</li> </ul> | <ul style="list-style-type: none"> <li>expressing their own experiences through short descriptive and narrative texts which include sequences of events and some details of people and places;</li> <li>expressing their own experiences, observations and imaginative ideas through simple poems and lyrics sometimes using models;</li> <li>writing narrative texts expressing their own imaginative ideas in which there are elements of setting, a sequence of events and an appropriate conclusion.</li> </ul> |

ADDENDUM 5 - AN EXAMPLE OF A TARGET ORIENTED CURRICULUM  
ASSESSMENT TASK

Exemplar Assessment Task 1  
Stanley Summer Camp

Teacher's Notes

- A. Level
- . Key Stage 2, Primary 6
  - . Expected level of performance: Bands 3 to 4
- B. Time Limit
- 45 minutes
- C. Aims
- This assessment task assesses learners' ability to:
- (A) interpret simple information (Knowledge Dimension)
  - (B) use simple information (Knowledge Dimension)
  - (C) state opinions (Knowledge Dimension)
  - (D) maintain relationship in a familiar setting (Interpersonal Dimension)
- D. Materials required
- 1) Test paper
  - 2) Tape
  - 3) Tapescript
- E. Procedure
- 1) Part 1 - learners do a listening task  
Part 2 - learners write a message after reading a given text
  - 2) The teacher introduces the context of a summer camp and introduces the three characters in the listening text.
  - 3) All instructions for Part 1 are built into the tape.
  - 4) In Part 2, learners read an extract of a weather report for the next day. They are then required to write a note inviting a friend to join in two activities in the summer camp. A suggested list of camp activities is provided.
  - 5) The teacher reminds the learners of the importance of planning and revising their work.



### Exemplar Assessment Task 1 --- Tapescript

Simon and May are at the Stanley Summer Camp. It is the end of the day. Simon and May are telling their teacher, Mr. Johnson, about the games they played. Listen to their conversation and put a ( ✓ ) next to the games they played. Now you will have 1 minute to study the pictures on your answer sheets.

(pause)

The conversation will begin now. The first one is done for you as an example.

\* \* \*

- May : Hello, Mr Johnson. Why is your face so red?
- Mr Johnson : Oh, hello, May. I went cycling with some of the children.
- Simon : I'm glad I didn't go. It was too hot for cycling today.
- Mr Johnson : I think you're right, Simon. Anyway what did you two do today? Did you have a good time?
- Simon : Yes, it was great! I went roller skating this morning. I've never skated before but it was good; I didn't fall once.
- Mr Johnson : Did you go roller skating as well, May?
- May : Yes, it was really fun. But I skated too fast and fell down twice.
- Mr Johnson : You must be careful, it's easy to get hurt. So what did you do after lunch?
- May : First I played badminton with my friends and that was fun too. Then I went swimming because I was all hot. The swimming pool was a bit small though.
- Simon : I wanted to play badminton but there were too many people, so I didn't play. So I went to the Game Centre instead and played TV Games. They had my favourite game, Super Mario Brothers; I'm really good at that.
- Mr Johnson : Did you stay in the Games Centre all afternoon, Simon?
- Simon : No I went to the library for an hour and read a book about football.

\* \* \*

You are now going to hear the conversation again. check your information.

COPYMASTER  
Assessment Paper

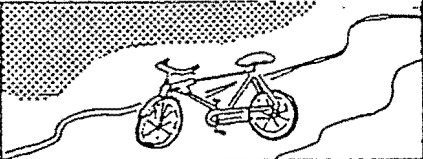
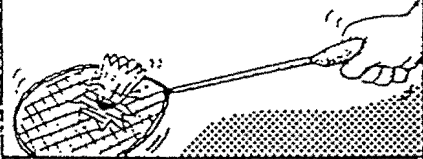
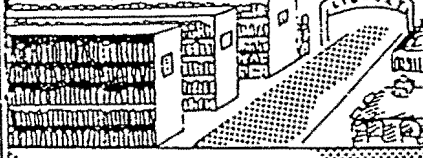
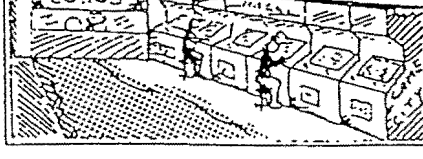
Class: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Part 1 (12 marks)**

Simon and May are at the Stanley Summer Camp. It is the end of the day. Simon and May are telling their teacher, Mr. Johnson, about the games they played. Listen to their conversation and put a ( ✓ ) next to the games they played. You will hear the conversation again so that you can check your information.

|                                                                                     | Mr. Johnson | Simon | May |
|-------------------------------------------------------------------------------------|-------------|-------|-----|
|  | ✓           |       |     |
|  |             |       |     |
|  |             |       |     |
|  |             |       |     |
|  |             |       |     |
|  |             |       |     |

**Part 2 (38 marks)**

You want to decide what to do on the second day at the camp. So you read the weather report in the newspaper to help you make a decision. Here is the weather report:

**Weather for tomorrow**

It will be sunny in the morning.  
The temperature will be around 30°C.  
It may rain in the afternoon.  
It will be humid all day.

Here is the list of Stanley Summer Camp activities:

**Stanley Summer Camp Activities**

|          |                |
|----------|----------------|
| reading  | roller-skating |
| cycling  | TV games       |
| swimming | badminton      |

Simon is not here with you. You would like him to join you in the activities. Leave him a short note of about 30 words. Tell him which two games you want to play on the second day and why, and invite him to join you.

---

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## ADDENDUM 6

## DEPARTMENT OF ENGLISH

## POTCHEFSTROOM COLLEGE OF EDUCATION

## OBSERVATION FORM - CLASSROOM PRACTICE

YOU MUST OBSERVE AND REPORT ON (PREFERABLY CONSECUTIVE) 10 ENGLISH LESSONS  
CONTENT OF LESSONS

1. Lesson number \_\_\_\_\_ Std/Grade \_\_\_\_\_
2. Lesson type (e.g. poetry/prose/grammar/dialogue) \_\_\_\_\_
3. Theme (e.g. health) \_\_\_\_\_
4. Topic (e.g. Going to the doctor) \_\_\_\_\_
5. Situation (e.g. the doctor examines John) \_\_\_\_\_
6. What theme and topic and situation do the pupils seem to enjoy most?  
-----  
-----  
-----
7. What theme and topic and situation do the pupils seem to enjoy least?  
-----  
-----  
-----
8. Are the majority of pupils in this class English-speaking?  
YES / NO
9. Indicate by writing down a percentage (e.g. 25%) how much of the time during the lesson (approximately) is spent on the following activities and what the teacher and pupils do e.g. explain/drill/sing/write sentences etc.

% time      What does the he/she/they DO?

|                                  |  |  |
|----------------------------------|--|--|
| Teacher talk                     |  |  |
| Pupil talk                       |  |  |
| Drill                            |  |  |
| Peer/fellow pupils interaction   |  |  |
| Interaction with teacher         |  |  |
| Interaction with text/media      |  |  |
| Doing a purposeful activity/task |  |  |
| Other (specify)                  |  |  |

10. What activities are the pupils most enthusiastic about?  
\_\_\_\_\_

## ABSTRACT

English is the second language of almost 89,9% of all South Africans (Bull, 1990:3). A concern about the low levels of proficiency in English in South African primary schools prompted this study. The majority of pupils (both in schools that use English as medium of instruction and schools that offer English as a subject only), as well as many teachers of English are not proficient in English. The aim of this study is to design a task-based syllabus for English in South African primary schools that will address this problem through its potential to provide extensive support for the teaching and learning of English.

The syllabus is the single most influential document all English Second Language (ESL) teachers receive, as it directs and guides teaching. In order to propose a syllabus for ESL in primary schools, the following aspects were investigated in this study: the teaching and learning of ESL in the primary school, approaches to syllabus design, task-based approaches to syllabus design, current language syllabuses and the present situation in South African primary schools.

Task-based approaches to language learning are increasingly proposed as a viable option for syllabus design. There is a firm theoretical rationale for task-based approaches to language learning. Task-based models proposed by Prabhu, Breen and Candlin and Long and Crookes have been influential in the design of task-based syllabuses for language learning.

A survey was undertaken to ascertain to what extent language syllabuses from various countries can be regarded as task-based, and what information they specify. Seven representative task-based syllabuses were studied, namely Graded Levels of Achievement for Foreign Language Learning (GLAFLL), the Alabama Course of Study - English Language Arts and the Alaska Model Curriculum Guide: Language Arts (both for English as L1), and the Dutch Syllabus for ESL, the Botswana Syllabus for ESL, the Australian Language Levels (ALL) Project and the The Target Oriented Curriculum (TOC) of Hong Kong.

The Target Oriented Curriculum (TOC) of Hong Kong is regarded as the most suitable model on which to base a task-based model for language teaching and learning in South African primary schools. Not only does it provide firm support for classroom practice in a teacher-friendly and concise manner, but it also provides examples of how the various components of the syllabus can be integrated in the planning of a scheme of work.

A core task-based syllabus for English in South African primary schools is proposed. It consists of a situation analysis, the aims and objectives of the course, its content, teaching-learning opportunities and guidelines for assessment.

*Descriptors:* Task-based Language Learning, Syllabus, Syllabus Design, Task-based Syllabus Design, Primary Schools, Primary School Students, English Second Language, Second Language Acquisition, Second Language Learning, Second Language Instruction, Learning Outcomes.

## ABSTRAK

Engels is die tweede taal van 'n geraamde 89,9% van alle Suid-Afrikaners (Bull, 1990:3). Kommer oor die lae vlakke van bedrewenheid in Engels in laerskole het hierdie studie gemotiveer. Die meerderheid van alle leerlinge (beide in skole met Engels as medium en skole wat Engels slegs as vak aanbied), asook onderwysers van Engels, is nie bedrewe in Engels nie. Die doel van hierdie studie is om 'n taakgebaseerde sillabus vir Engels Tweedetaal (T2) te ontwerp wat moontlik mag bydra tot suksesvolle onderrig en bedrewenheid verbeter.

Die sillabus is die mees invloedryke dokument wat alle onderwysers van Engels hanteer. Dit verskaf nie alleen riglyne vir onderrig nie, maar ook ondersteuning in die vorm van doestellings en doelwitte, inhoudseleksie, die organisasie van onderrig-leersituasies en die implikasies vir evaluering. Ten einde 'n sillabus vir Engels T2 daar te stel, is die volgende aspekte in hierdie studie ondersoek: Engels T2 in die laerskool, benaderings tot sillabusontwerp, taakgebaseerde benaderings, die analise van resente sillabusse en 'n evaluering van die huidige situasie in Engels T2 klasse in Suid-Afrikaanse laerskole.

Taakgebasseerde bendarings tot taalverwerwing word toenemend as 'n opsie vir sillabusontwerp voorgelê. Daar is 'n grondige teoretiese grondslag vir taakgebaseerde benaderings tot taalverwerwing. Modelle vir taakgebaseerde benaderings tot taalverwerwing deur veral Prabhu, Breen en Candlin en Long en Crookes het 'n invloed gehad op die ontwerp van taakgebaseerde sillabusse.

'n. Ondersoek is onderneem om die omvang van taakgebaseerde sillabusse te bepaal, asook om vas te stel wat in sulke sillabusse gespesifiseer word. Sewe verteenwoordigende taakgebaseerde taalsillabusse van verskeie lande is ondersoek. Hulle is *Graded Levels of Achievement for Foreign Language Learning (GLAFLL)*, die *Alabama Course of Study - English Language Arts* en die *Alaska Model Curriculum Guide: Language Arts* (beide vir Engels as T1), en die *Dutch Syllabus for ESL*, die *Botswana*

*Syllabus for ESL, die Australian Language Levels (ALL) Project en die Target Oriented Curriculum (TOC) van Hong Kong.*

Die *Target Oriented Curriculum (TOC)* van Hong Kong word beskou as die mees geskikte sillabus vir Engels T2 waarop 'n taakgebaseerde sillabus Engels T2 vir laerskole in Suid-Afrika gebaseer kan word. Dit verskaf uitgebreide ondersteuning vir klaskamerpraktyk, maar ook voorbeelde van hoe die verskillende sillabuskomponente geïntegreer sou kon word op die vlak van beplanning (of werkskemavlak).

'n Kernsillabus vir Engels T2 vir laerskole in Suid-Afrika word voorgestel. Dit bestaan uit 'n situasie-analise, die doestellings en doelwitte van die kursus, leerinhoud, onderrig-leer situasies en riglyne vir evaluering.

*Trefwoorde:* Taakgebaseerde Taalverwerwing, Sillabus, Sillabusontwerp, Taakgebaseerde Sillabusontwerp, Laerskole, Primêre Skole, Laerskoolleerlinge, Primêre Skoolleerlinge, Engels Tweede Taal, Engels Tweedetaalverwerwing, Tweedetaalleer, Tweedetaal Onderrig, Kriteriumtoetsitems, Leeruitkomste, Leeruitkoms-gebaseerde Onderrig.