

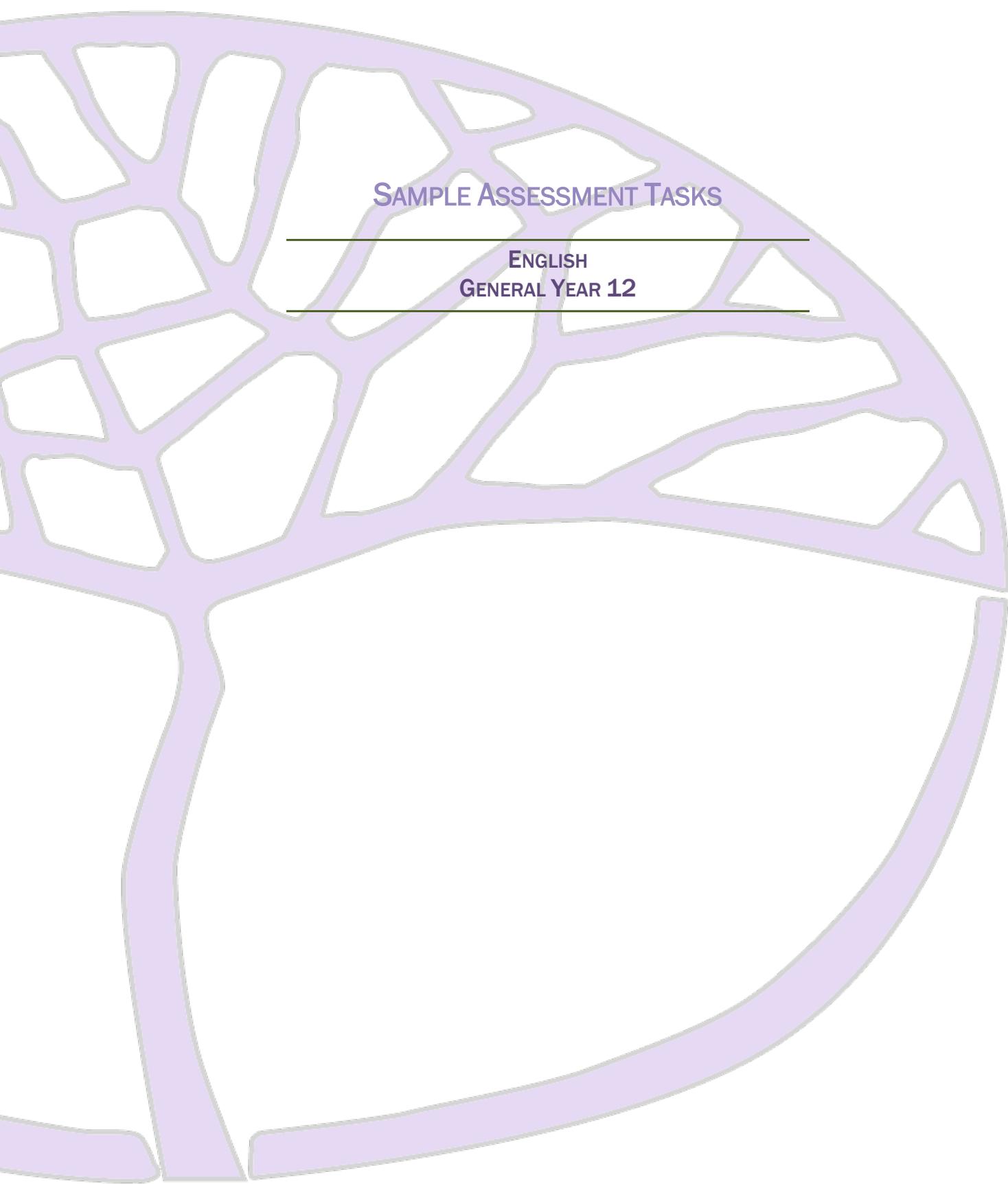


## SAMPLE ASSESSMENT TASKS

---

ENGLISH  
GENERAL YEAR 12

---



**Copyright**

© School Curriculum and Standards Authority, 2015

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](#)

**Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

## Sample assessment task and marking key

### English – General Year 12

#### Task 6 – Unit 4

**Assessment type:** Responding

#### Conditions

Time for the task: two lessons

- One page of notes no more than 200 words
- Essay and notes collected at end of first lesson and redistributed for second lesson.  
In class Term 3, Week 4

**Task weighting:** 10% of the school mark for this pair of units

Explore how some perspectives are privileged while others are marginalised or silenced in at least one reading and/or viewing text you have studied this year. (30 marks)

| Description   | Marks      |
|---|------------|
| <b>Engages with the question</b>  |            |
| Thorough and thoughtful engagement with all aspects of the question.  | 9–10       |
| Thorough and sound engagement with most aspects of the question.  | 7–8        |
| Sound engagement with aspects of the question.  | 5–6        |
| Limited engagement with the question.   | 3–4        |
| Minimal engagement with all aspects of the question.  | 1–2        |
| <b>Total</b>  | <b>/10</b> |
| <b>Uses of course concepts</b>  |            |
| Uses course terminology accurately and applies concepts with precision.   | 5          |
| Uses most terminology accurately and generally applies with precision.  | 4          |
| Uses some course terminology accurately and sometimes applies with precision.   | 3          |
| Inaccurately or incorrectly uses course terminology and concepts.   | 2          |
| Very limited or no use of course terminology and concepts.  | 0–1        |
| <b>Total</b>  | <b>/5</b>  |
| <b>Use of supporting argument and evidence</b>  |            |
| Supports ideas with clear and logical argument and provides appropriate reading and viewing evidence.                             | 5          |
| Supports ideas with generally clear and logical argument and provides reading and viewing evidence, most of which is appropriate. | 4          |
| Supports most ideas with some argument and provides reading and/or viewing evidence, some of which is appropriate.                | 3          |
| Attempts to support ideas with argument and provides some evidence.   | 2          |
| Limited or inadequate supporting argument and little or no evidence.  | 0–1        |
| <b>Total</b>  | <b>/5</b>  |

| Description   | Marks      |
|---|------------|
| <b>Structure</b>  |            |
| Provides a clear introductory paragraph outlining the main points of argument; uses clear topic sentences in logically sequenced paragraphs to develop a coherent thread of argument; provides a concluding paragraph which ties argument together. | 5          |
| Provides an introductory paragraph outlining argument; some effective topic sentences developing an argument in mostly logically sequenced paragraphs; provides a concluding paragraph which ties most of the argument together.                    | 4          |
| Provides an introductory paragraph that attempts to outline argument; some topic sentences develop an argument in paragraphs; provides a concluding paragraph which attempts to tie arguments together.   | 3          |
| May attempt an introductory paragraph to outline argument; some paragraphing with relevant points of argument; may or may not provide a concluding paragraph.   | 2          |
| Little or no introductory paragraph or body paragraphing and no clear attempt to develop an argument or provide a concluding paragraph.   | 0–1        |
| <b>Total</b>  | <b>/5</b>  |
| <b>Language control</b>   |            |
| Controls spelling, punctuation and grammar; writes in a clear and fluent style.   | 5          |
| Controls most spelling, punctuation and grammar; writing is generally clear and fluent.   | 4          |
| Some control of grammar, spelling and punctuation; attempts to write clearly and fluently but is inconsistent.  | 3          |
| Limited or simplistic control of grammar, spelling and punctuation; writing often unclear and lacks fluency.  | 2          |
| Very limited control of grammar, spelling and punctuation impairs meaning; writing unclear and difficult to follow.   | 0–1        |
| <b>Total</b>  | <b>/5</b>  |
| <b>Final total</b>  | <b>/30</b> |

## Sample assessment task and marking key

### English – General Year 12

#### Task 9 – Unit 4

**Assessment type:** Creating

**Conditions**

Time for the task: five weeks

At home and in class Term 4, due Week 15

**Task weighting:** 15% of the school mark for this pair of units

Working cooperatively and collaboratively in groups, create and publish a magazine similar in format to the *West Weekend*, targeting a specified audience. Communicate to this audience a range of relevant information using different types of texts and include original photographs and advertising.

(40 marks)

A focus of this activity is fostering effective group work practices. The project encourages individual initiative, independence and interdependence and provides opportunities for students to learn from each other.

(30 marks)

You will be assessed on your completed project and on your contribution to the team process as indicated in the marking key below.

#### Magazine production – group mark

| Description   | Marks      |
|---|------------|
| <b>Structure and layout</b>   |            |
| Conforms to the conventions of magazine structure and layout with engaging and appropriately formatted cover, contents section, lead story and a range of relevant articles in logical order. Includes original advertising and photography.  | 9–10       |
| Conforms to most conventions of magazine structure and layout with generally engaging and appropriately formatted cover, contents section, lead story and a range of relevant articles. Includes mostly original advertising and photography. | 7–8        |
| Generally adequate conformity to conventions of magazine structure and layout, content, advertising and photography.  | 5–6        |
| Inconsistency of structural and layout conventions, content, advertising and photography.   | 3–4        |
| Limited structural conventions, content, advertising and photography.   | 1–2        |
| <b>Total</b>  | <b>/10</b> |

| Description  | Marks      |
|--|------------|
| <b>Articles</b>  | 10         |
| Provides a breadth of articles, each of which conforms to the conventions of article type and includes a wide range of text structures, language features and persuasive, visual and literary elements.    | 9–10       |
| Provides articles which mostly conform to the conventions of article type and includes a range of text structures, language features and persuasive, visual and literary elements.                         | 7–8        |
| Provides articles which generally conform to the conventions of article type and includes some text structures, language features and persuasive, visual and literary elements.                            | 5–6        |
| Limited range of articles which inconsistently conform to the conventions of article type and sometimes includes text structures, language features and persuasive, visual and literary elements.          | 3–4        |
| Limited number of articles conforming to conventions of article type.  | 1–2        |
| <b>Total</b>   | <b>/10</b> |
| <b>Language</b>  | 10         |
| Consistent control of grammar, vocabulary, spelling and punctuation appropriate to the audience.   | 9–10       |
| Generally consistent control of grammar, vocabulary, spelling and punctuation appropriate to the audience.   | 7–8        |
| Satisfactory control of grammar, vocabulary, spelling and punctuation appropriate to the audience.   | 5–6        |
| Inconsistent control of grammar, vocabulary, spelling and punctuation appropriate to the audience.   | 3–4        |
| Limited control of grammar, vocabulary, spelling and punctuation appropriate to the audience.  | 1–2        |
| <b>Total</b>   | <b>/10</b> |
| <b>Audience</b>  | 5          |
| Uses a wide range of text structures, language features and persuasive, visual and literary feature article conventions to communicate information, ideas and values appropriate to the intended audience. | 4–5        |
| Uses text structures, language features and persuasive, visual and literary feature article conventions to communicate information, ideas and values generally appropriate to the intended audience.       | 2–3        |
| Uses limited text structures, language features and persuasive, visual and literary feature article conventions to communicate information, ideas and values appropriate to the intended audience.         | 0–1        |
| <b>Total</b>   | <b>/5</b>  |
| <b>Presentation</b>  | 5          |
| High quality of presentation with clarity of formatting, print and visual elements.  | 5          |
| Sound quality of presentation with clarity of formatting, print and visual elements.   | 4          |
| Satisfactory quality of presentation and formatting, print and visual elements.  | 3          |
| Limited quality of presentation, lacking clarity of formatting, print and visual elements.   | 1–2        |
| <b>Total</b>   | <b>/5</b>  |
| <b>Subtotal</b>  | <b>/40</b> |

### Teamwork – individual mark

Criteria will be commented on by the individual and the team. The teacher will allocate the final mark.

| Description   | Marks      |  |
|---|------------|--|
| <b>Cooperating: operating within the team</b>   | 10         |  |
| Contributes actively as a team member; works well with others and makes an effort to fit in; has a positive attitude; is able to negotiate solutions; is flexible and understanding in dealing with others; encourages others to contribute; values the opinions of others. | Individual |  |
|   | Team       |  |
|   | Teacher    |  |
| <b>Collaborating: contributing to the workload of the team</b>  | 10         |  |
| Participates actively within the group; shares in the workload and decision making; works effectively as a team member to achieve team goals; is self-directed; fulfills personal responsibilities and meets required deadlines.  | Individual |  |
|   | Team       |  |
|   | Teacher    |  |
| <b>Oral communication within the team</b>   | 5          |  |
| Speaks clearly and fluently; uses appropriate body language, tone and register appropriate to audience; expresses thoughts and ideas clearly and coherently; explains reasoning behind ideas and supports arguments with evidence.  | Individual |  |
|   | Team       |  |
|   | Teacher    |  |
| <b>Listening to team members</b>  | 5          |  |
| Employs active listening skills using eye contact and appropriate body language; may clarify understandings by asking appropriate questions; allows others to have their say without interruption.  | Individual |  |
|   | Team       |  |
|   | Teacher    |  |
| <b>Subtotal</b>   | <b>/30</b> |  |
| <b>Combined total</b>   | <b>/70</b> |  |