



SAMPLE ASSESSMENT TASKS

ENGLISH
FOUNDATION YEAR 12

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Sample assessment task

English – Foundation Year 12

Task 3 – Semester 1

Assessment type: Oral communication

Conditions

Time for the task: 20 minutes in-class presentation (divided into two 10 minute blocks)

Time for completion: culmination of three-week project on job applications

Due: Week 10

Task weighting

Oral communication 10% of the school mark for this pair of units

Context: Literacy for work

(47 marks)

Module: Getting the interview and winning the position

Participating in interview scenarios.

You have selected a job vacancy and applied yourself to meeting the criteria of the advertisement. Researching your potential employer, you have created a resumé and written a letter of application. Congratulations – you have scored an interview! Now you need to assume two separate roles: you will be interviewed for the ‘vacancy’ as you attempt to present yourself as the best possible applicant; you will also have the opportunity to act as the interviewer for another student, so you need to prepare for both experiences. You will be assessed on the following aspects of your presentations:

1. Interview as candidate: engaging in a well-informed and coherent interview which clearly responds to the requirements of the job application (26 marks)
2. Interview as employer: engaging in an organised and responsive interview which encourages maximum interaction with your partner (21 marks)

Suggestion

Examine the marking key provided to understand what important requirements need to be met in the interview process; for example, when you are the interviewer you will need to carefully prepare the interview questions in advance.

Marking key for sample assessment task 3 – Semester 1

Participating in interview scenarios.

| Criteria | Category | Marks |
|--|---|-------------|
| Potential employer | | |
| Interview as potential employer: preparation | Well prepared with thoughtful questions and encouraging manner employed to engage the applicant | 4 |
| | Sound questions and approachable manner employed to engage the applicant | 3 |
| | Some interesting questions and some effort made to engage the applicant | 2 |
| | Limited effort to ask questions and/or engage the applicant | 1 |
| | Has made little or no effort to prepare for this role | 0 |
| Interview as potential employer: speaking skills | Clarity and pace | 0–3 |
| | Tone and volume | 0–3 |
| | Body language and posture | 0–3 |
| | Eye contact | 0–3 |
| Interview as potential employer: expression | Engaging and confident | 5 |
| | Competent and confident | 4 |
| | Functional | 3 |
| | Limited | 2 |
| | Rudimentary | 1 |
| | Subtotal | /21 |
| Applicant | | |
| Interview as applicant: preparation | Very well prepared, well researched and ready | 4 |
| | Well prepared overall, with a few weakness evident | 3 |
| | Adequate preparation evident with some weakness evident | 2 |
| | Preparation is inadequate with many weaknesses evident | 1 |
| | No preparation and/or incomplete task | 0 |
| Interview as applicant: content and manner | Very convincing and confident in response to questions | 4–5 |
| | Generally engaging and competent in response to questions | 3 |
| | Some weaknesses in manner or details in response to questions | 2 |
| | Unconvincing and uncertain in response to many questions | 1 |
| | Lacking in confidence and inadequate response to questions | 0 |
| Interview as applicant: speaking skills | Clarity and pace | 0–3 |
| | Tone and volume | 0–3 |
| | Body language and posture | 0–3 |
| | Eye contact | 0–3 |
| Interview as applicant: expression | Engaging and confident | 5 |
| | Competent and confident | 4 |
| | Functional | 3 |
| | Limited | 2 |
| | Rudimentary | 1 |
| | Subtotal | /26 |
| | Final total | /47 |
| | Mark converted to percentage out of 10% for this pair of units | /10% |

Sample assessment task

English – Foundation Year 12

Task 6 – Semester 2

Assessment type: Writing

Conditions

Time for the task: four weeks

Due: Week 4

Task weighting

7.5% of the school mark for this pair of units

Context: Literacy for community participation

(102 marks)

Module: ‘I Protest’: a local or community issue

Select an issue within your local or wider community which you believe has created a problem. You will propose a solution that requires a change in government policy or in the actions of a government agency, an industry or a private company.

Some of the types of issues you may wish to address could be:

1. Racial prejudice towards a minority group
2. Unfairness in access to facilities or opportunities
3. Need for improvement in the management of a local service or facility
4. A specific form of mistreatment of animals
5. Vilification of asylum seekers/refugees
6. Discrimination towards older people
7. Discrimination towards younger people
8. Lack of understanding/prejudice towards people with disabilities/specific conditions.

Consultation with your teacher might allow you to research an alternative topic.

Prepare three items that will convince others to support your views. Produce **at least one item from each list**. Your material should highlight the problems with the current situation and describe what action you feel is required for this issue to be resolved.

(See table next page)

'1 Protest' items/materials

| List A | List B |
|---|--|
| A petition and preamble which need to use appropriate, formal language. Check the format of an official petition using a site like www.gopetition.com.au . | A poster outlining your concerns about this issue and challenging people to think differently about the problem. |
| An opinion piece for a local newspaper in which you explain your concerns and suggestions. | An advertisement for a newspaper to publish. (Include information about the cost of advertising in your local paper.) |
| A media release to ensure that you get coverage of your campaign. The media release will need to be written in a form that the media outlets will be able to use with minimal alterations. | A flyer or poster for a public meeting, to be held in a suitable public venue in the local area. (Explain the laws in your local area that control the posting of notices.) |
| The script of a speech you could make at a public meeting or rally to encourage supporters and win over opponents. | A PowerPoint or Prezzi with images and brief statements. (You may wish to link the slides with the script of a speech from List A.) |
| A formal letter to the appropriate authority that can address your issue. | Opening pages for a website for your 'protest' group. |
| A letter to the editor of a newspaper. | A YouTube-style segment encouraging others to support your views. |

You may include another item/other material instead of selecting from the above, if you have negotiated this change with your teacher.

Marking key for sample assessment task 6 – Semester 2

‘1 Protest’: a local or community issue. Select an issue within your local or wider community that you believe has created a problem. You will propose a solution that requires a change in government policy or in the actions of a government agency, an industry or a private company.

Use the marking key below for the three items created.

| Criterion | Categories: The item created... | Marks Item 1 | Marks Item 2 | Marks Item 3 |
|--|--|--------------|--------------|--------------|
| Intellectual appeal of material | presents a totally convincing conceptual perspective on the issue | 5 | 5 | 5 |
| | creates a positive conceptual impression | 4 | 4 | 4 |
| | engages the reader’s/viewer’s attention to the argument | 3 | 3 | 3 |
| | presents some valid points of the argument | 2 | 2 | 2 |
| | presents an unconvincing argument | 1 | 1 | 1 |
| Emotional appeal of material | effectively uses emotional appeal to totally sway the reader | 5 | 5 | 5 |
| | appeals to the emotions with some success | 4 | 4 | 4 |
| | has some emotional appeal | 3 | 3 | 3 |
| | is emotive without appealing to the emotions | 2 | 2 | 2 |
| | lacks emotional appeal | 1 | 1 | 1 |
| Use of conventions for the selected genres | demonstrates complete mastery of the associated generic conventions | 5 | 5 | 5 |
| | uses several conventions in effective ways | 4 | 4 | 4 |
| | uses several conventions | 3 | 3 | 3 |
| | abides by one or two conventions | 2 | 2 | 2 |
| | pays little regard to the conventions of the genre | 1 | 1 | 1 |
| Choice of expression | uses lively vocabulary and interesting phrasing to effectively engage the reader | 5 | 5 | 5 |
| | engages the reader through choice of expression | 4 | 4 | 4 |
| | shows some thought in choice of expression | 3 | 3 | 3 |
| | uses a bland and limited vocabulary | 2 | 2 | 2 |
| | uses expression that is inadequate for the task | 1 | 1 | 1 |
| Control of grammar | makes effective use of grammar to persuade the reader | 5 | 5 | 5 |
| | exhibits correct grammar throughout | 4 | 4 | 4 |
| | shows reasonable control of grammar | 3 | 3 | 3 |
| | makes a few grammatical errors | 2 | 2 | 2 |
| | lacks grammatical control | 1 | 1 | 1 |
| Use of punctuation | uses punctuation in innovative and effective ways | 5 | 5 | 5 |
| | always uses punctuation correctly | 4 | 4 | 4 |
| | frequently uses punctuation correctly | 3 | 3 | 3 |
| | uses some punctuation correctly | 2 | 2 | 2 |
| | uses punctuation ineffectively | 1 | 1 | 1 |
| Spelling | spells all words correctly | 4 | 4 | 4 |
| | spells key words correctly and minimises minor errors | 3 | 3 | 3 |
| | spells key words correctly but makes some minor errors | 2 | 2 | 2 |
| | includes few examples of correct spelling | 1 | 1 | 1 |
| | Total | /34 | /34 | /34 |

| | | |
|---------|---------------------------------|--------------|
| Summary | Total out of 34 for Item 1 | /34 |
| | Total out of 34 for Item 2 | /34 |
| | Total out of 34 for Item 3 | /34 |
| | Total out of 102 | /102 |
| | Total out of 7.5% for this task | /7.5% |

Sample assessment task

English – Foundation Year 12

Task 4 – Semester 1

Assessment type: Reading

Conditions

Time for the task: three weeks

Period allowed for completion of the task: one week preparation time

Due: Week 14

Task weighting

10% of the school mark for this pair of units

Context: Literacy for learning

(56 marks)

Module: Viewing a documentary

Students are to choose a documentary from iView or SBS on Demand and, in pairs, create a report using the following bullet points of the syllabus as the subheadings. (Note – the bullet points have been aligned with a criterion in the attached marking key.)

When reading texts, students learn

- how texts work, for example, their structures, conventions, techniques (criterion 1)
- why texts use a particular form, for example, how a news article differs from a feature article (criterion 3)
- how texts use the conventions of a particular form, for example, a script versus a prose fiction narrative versus a documentary versus a sitcom (criterion 4)
- how texts use language for particular purposes and audiences, for example, to tell the story, to create an image (criterion 5)
- how texts promote values and attitudes, for example, how people are represented in texts (criterion 6)
- how to discuss what has been learned about how texts work, for example, learning some terms, such as introduction, exposition, complication, climax, resolution (criterion 2)
- how texts can be interpreted in different ways, for example, how interpretations differ depending on the gender of the reader or writer (criterion 7)

Marking key for sample assessment task 4 – Semester 1

Reading: Viewing a documentary. Students are to choose a documentary from iView or SBS on Demand and, in pairs, create a report using the stated bullet points of the syllabus as the subheadings.

| Criterion: how well your report explains... | Categories of performance: the report provides... | Marks |
|---|---|-------|
| Criterion 1 – how the documentary works | an exemplary explanation | 6 |
| | an explanation that is logical, credible and difficult to dispute | 5 |
| | an explanation that is logical and credible | 4 |
| | an explanation that is logical | 3 |
| | the rudiments of an explanation | 2 |
| | one valid point | 1 |
| | no explanation | 0 |
| Criterion 2 – how this documentary is structured | an exemplary explanation | 6 |
| | an explanation that is logical, credible and difficult to dispute | 5 |
| | an explanation that is logical and credible | 4 |
| | an explanation that is logical | 3 |
| | the rudiments of an explanation | 2 |
| | one valid point | 1 |
| | no explanation | 0 |
| Criterion 3 – why the documentary form was used | an exemplary explanation | 6 |
| | an explanation that is logical, credible and difficult to dispute | 5 |
| | an explanation that is logical and credible | 4 |
| | an explanation that is logical | 3 |
| | the rudiments of an explanation | 2 |
| | one valid point | 1 |
| | no explanation | 0 |
| Criterion 4 – how the conventions of documentaries are employed in this documentary | an exemplary explanation | 6 |
| | an explanation that is logical, credible and difficult to dispute | 5 |
| | an explanation that is logical and credible | 4 |
| | an explanation that is logical | 3 |
| | the rudiments of an explanation | 2 |
| | one valid point | 1 |
| | no explanation | 0 |
| Criterion 5 – how language in the documentary is used for a particular purpose and audience | an exemplary explanation | 6 |
| | an explanation that is logical, credible and difficult to dispute | 5 |
| | an explanation that is logical and credible | 4 |
| | an explanation that is logical | 3 |
| | the rudiments of an explanation | 2 |
| | one valid point | 1 |
| | no explanation | 0 |
| Criterion 6 – how this documentary promotes particular values and attitudes | an exemplary explanation | 6 |
| | an explanation that is logical, credible and difficult to dispute | 5 |
| | an explanation that is logical and credible | 4 |
| | an explanation that is logical | 3 |
| | the rudiments of an explanation | 2 |
| | one valid point | 1 |
| | no explanation | 0 |

| Criterion: how well your report explains... | Categories of performance: the report provides... | Marks |
|---|--|-------------|
| Criterion 7 – how this documentary can be interpreted in different ways | an explanation that is logical and credible | 4 |
| | an explanation that is logical | 3 |
| | the rudiments of an explanation | 2 |
| | one valid point | 1 |
| | no explanation | 0 |
| | Subtotal | /40 |
| Literacy skills | The report... | |
| Choice of expression | engages the reader through choice of expression | 4 |
| | shows some thought in choice of expression | 3 |
| | uses a bland and limited vocabulary | 2 |
| | uses expression that is inadequate for the task | 1 |
| Control of grammar | exhibits correct grammar throughout | 4 |
| | shows reasonable control of grammar | 3 |
| | makes a few grammatical errors | 2 |
| | lacks grammatical control | 1 |
| Use of punctuation | always uses punctuation correctly | 4 |
| | frequently uses punctuation correctly | 3 |
| | uses some punctuation correctly | 2 |
| | uses punctuation ineffectively | 1 |
| Spelling | spells all words correctly | 4 |
| | spells key words correctly | 3 |
| | spells key words correctly but makes some minor errors | 2 |
| | includes few examples of correct spelling | 1 |
| | Subtotal | /16 |
| | Subtotal | /56 |
| | Total out of 10% for this task | /10% |

Sample assessment task

English – Foundation Year 12

Task 11 – Semester 2

Assessment Type: Reading

Conditions

Period allowed for completion of the task: four weeks

Due: Week 14

Task weighting

10% of the school mark for this pair of units

Context: Literacy for community participation

(25 marks)

Module: Attending a cultural event

Preparing for the Southbound Festival

Imagine that you and three of your friends have graduated from school, that three of you have turned 18 and that you have decided that you would like to attend a music festival. The Southbound Music Festival takes place in Busselton and it runs over a period of two days. To be really prepared for this experience, you have to complete some research.

(a) Southbound Camping

First of all, you need to work out your accommodation for the period of your stay. Use the Southbound website and give detailed answers to the following questions:

1. How much space are you allocated for your campsite?
2. What are some important details you will need to consider before you decide what car and tent you are going to use?
3. If you are wanting to camp next to your friends, what is the best way of doing this?
4. What are the recommendations about car-pooling and why?
5. What are the rules on bringing alcohol into the campsite? What are the consequences for breaking these rules?
6. How would you find out more information about camping at Southbound?
7. What factors will affect your eating and sleeping arrangements?

(b) Southbound Budget

The next part of the task is to find out how much this is going to cost you.

You need to make a list of the food you are going to take for your trip and calculate the cost of this. Find out the cost of fuel, tickets, camping fees and other incidental costs you need to cover. Prepare this as a budget remembering that you are catering for a number of people. Useful sites for this information would be the Coles/Woolworths home delivery site and the Southbound site.

(c) Festival Rules Report

The last part of the task is to find out what you are allowed and not allowed to do. You need to prepare a report which gives all of the important information of what you are permitted to do at the festival. This should include age restrictions; what happens if it is raining; issues regarding dress and behaviour; and information about safety, including information about drugs and alcohol and information about sun protection.

This information should be expressed clearly and presented using the conventions of a report.

What you need to hand in:

1. Answers to the Southbound Camping questions (7 marks)
2. Southbound Budget (5 marks)
3. Festival Rules Report (Note: You must use the conventions of a report) (5 marks)
4. A list of the website links used (2 marks)

Marking key for sample assessment task 11 – Semester 2

Preparing for the Southbound Festival

| Criteria | The response... | Marks |
|---|---|-------------|
| Answers to the Southbound Camping questions | provides seven accurate or feasible answers | 7 |
| | provides six accurate or feasible answers | 6 |
| | provides five accurate or feasible answers | 5 |
| | provides four accurate or feasible answers | 4 |
| | provides three accurate or feasible answers | 3 |
| | provides two accurate or feasible answers | 2 |
| | provides one accurate or feasible answer | 1 |
| | provides no accurate or feasible answers to the seven questions | 0 |
| Researching costs: Southbound Budget | produces a comprehensive budget detailing all possible costs and accurate totals | 5 |
| | lists estimates and evidence of the costs associated with the activity | 4 |
| | provides some estimated costs and an educated guess regarding total cost but fails to provide evidence for some estimates | 3 |
| | provides some estimated costs and an educated guess regarding total cost | 2 |
| | estimates one cost for one element of the budget | 1 |
| | provides no budget | 0 |
| Using the conventions of a report | produces a comprehensive report of the festival rules using all the relevant conventions | 5 |
| | uses many of the conventions of a report. | 4 |
| | uses some conventions of a report (but not all) | 3 |
| | uses very few conventions of a report | 2 |
| | uses a list instead of following the conventions of a report | 1 |
| | provides no information | 0 |
| Researching festival rules | produces a comprehensive report of the festival rules and how those rules are likely to affect the group's decisions | 5 |
| | clearly sets out the rules of the festival | 4 |
| | focuses on many relevant rules (but not all) | 3 |
| | mentions only a few rules | 2 |
| | mentions only one rule | 1 |
| | mentions no rules | 0 |
| List of website references | creates an excellent, ordered, annotated bibliography | 3 |
| | lists a reasonable number of websites but lacks a logical order | 2 |
| | lists one or two websites | 1 |
| | provides no list | 0 |
| Total | | /25 |
| Mark out of 10% for the task | | /10% |