**Sample Assessment Outline**

English

Foundation Year 11

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# Sample assessment outline

# English – Foundation Year 11

## Unit 1 and Unit 2

| Assessment  type weightings | Assessment  type and  task weighting | **Week due** | **Content** | **Assessment task** |
| --- | --- | --- | --- | --- |
| Writing  (producing, constructing,  creating and  writing texts)  35% | Writing  (2.5%) | Semester1  Week 3 | * how to brainstorm ideas * how to shape or structure a text to make it work * why a particular form is appropriate * how to use the conventions of a particular form * how to use language, including appropriate spelling, punctuation and grammar * how to shape language for particular purposes | Context: Literacy for Learning  Module: Researching and analysing a television program  **Assessment Task 1:** Create a framework for a newspaper review or a report. **Week 4** |
| Writing\*  (5%) | Semester 1  Week 5 | * how texts work * why texts use a particular form * how texts use the conventions of a particular form * how texts use language * how texts promote values and attitudes * how to discuss what has been learned about how texts work * how texts can be interpreted in different ways | Context: Literacy for Learning  Module: Researching and analysing a television program  **Assessment Task 3:** Combine your research findings into either a review for a newspaper or a report for the program selection manager at a television station. **Week 5** |
| Writing  (5%) | Semester 1  Week 8 | * how to reflect on the strengths and weaknesses of texts created   • how texts can be interpreted in different ways | Context: Literacy for Learning  Module: Researching and analysing a television program  **Assessment Task 4:** Your journal entry. **Week 8** |
| Writing  (2.5%) | Semester1  Week 10 | * how to use language, including appropriate spelling, punctuation and grammar * how to shape language for particular purposes | Context:Literacy for Learning  Module: The Wonderful World of the Sentence  **Assessment Task 5:** Write a simple sentence like the one studied, ‘James Cook died’, and as we learned to do with that sentence, make five insertions without destroying the grammatical sense. **Week 10** |
| Writing\*  (2.5%) | Semester 1  Week 15 | * how texts work * why texts use a particular form * how texts use the conventions of a particular form * how texts use language for particular purposes * how texts promote values and attitudes * how texts can be interpreted in different ways. | Context: Literacy for Work  Module:Occupational Health and Safety  **Assessment Task 8:** Work journal. **Week 15**  You will complete a work journal containing the short writing tasks completed in this module:Simple first aid; Types of fire extinguishers.  The work journal will also include a vocabulary list. |
| Writing  (2.5%) | Semester 2  Week 3 | * how to use language, including appropriate spelling, punctuation and grammar * how to shape language for particular purposes | Context:Literacy for Learning  Module: The Fantastic Flexibility of the Paragraph  **Assessment Task 10:** Three paragraphs. **Week 3**  Write three paragraphs on a topic of your choice using the TDSLC technique (or variations). |
| Writing\*  (7.5%) | Semester 2  Week 6  Week 7 | * how to shape or structure a text to make it work * how to use the conventions of a particular form * how to use language, including appropriate spelling, punctuation and grammar * how to shape language for particular purposes | Context: Literacy for Community  Module: Researching and analysing the roles and responsibilities of owning a dog or a cat  Assessment Task 12, Part A: Report on pet chosen. Week 6  Assessment Task 12, Part B: Create a chart, mindmap or structured overview. Week 7 |
| Writing\*  (7.5%) | Semester 2  Week 13 | * how to shape or structure a text to make it work * how to use the conventions of a particular form * how to use language, including appropriate spelling, punctuation and grammar * how to shape language for particular purposes | Context: Literacy for everyday personal contexts  Module: ‘Out there in the real world’  Assessment Task 14: Write your own ‘How to survive’ guide. Week 13 |
| Reading  (reading, understanding, comprehending, interpreting and analysing texts)  35% | Reading\*  (7.5%)  (including viewing) | Semester 1  Week 5 | * how texts work * why texts use a particular form * how texts use the conventions of a particular form * how texts use language * how texts promote values and attitudes * how to discuss what has been learned about how texts work * how texts can be interpreted in different ways | Context: Literacy for Learning  Module: Researching and analysing a television program  **Assessment Task 3:** Combine your research findings into either a review for a newspaper or a report for the program selection manager at a television station. **Week 5** |
| Reading  (2.5%) | Semester 1  Week 12 | * how texts work * why texts use a particular form * how texts use the conventions of a particular form * how texts use language for particular purposes * how to discuss what has been learned about how texts work | Context: Literacy for Work  Module:Occupational Health and Safety  **Assessment Task 6:** Comprehension of Emergency evacuation procedures. **Week 12** |
| Reading  (2.5%) | Semester 1  Week 14 | * how texts work * how texts use the conventions of a particular form * how texts use language for particular purposes * how to discuss what has been learned about how texts work | Context: Literacy for Work  Module:Occupational Health and Safety  **Assessment Task 7:** Accident form assessment. **Week 14** |
| Reading\*  (5%) | Semester 1  Week 15 | * how texts work * why texts use a particular form * how texts use the conventions of a particular form * how texts use language for particular purposes * how texts promote values and attitudes * how texts can be interpreted in different ways. | Context: Literacy for Work  Module:Occupational Health and Safety  **Assessment Task 8:** Work journal. **Week 15**  You will complete a work journal containing the short writing tasks completed in this module:Simple first aid; Types of fire extinguishers.  The work journal will also include a vocabulary list. |
| Reading  (7.5%) | Semester 2  Week 4 | * how texts use language * why texts use a particular form * how texts use the conventions of a particular form * how texts promote values and attitudes. | Context: Literacy for Community  Module: Researching and analysing the roles and responsibilities of owning a dog or a cat  **Assessment Task 11:** Profile of pet and bibliography. **Week 4** |
| Reading\*  (5%) | Semester 2  Week 6  Week 7 | * how to shape or structure a text to make it work * how to use the conventions of a particular form * how to use language, including appropriate spelling, punctuation and grammar * how to shape language for particular purposes | Context: Literacy for Community  Module: Researching and analysing the roles and responsibilities of owning a dog or a cat  Assessment Task 12, Part A: Report on pet chosen. Week 6  Assessment Task 12, Part B: Create a chart, mindmap or structured overview. Week 7 |
| Reading\*  (5%) | Semester 2  Week 13 | * how to shape or structure a text to make it work * how to use the conventions of a particular form * how to use language, including appropriate spelling, punctuation and grammar * how to shape language for particular purposes | Context: Literacy for everyday personal contexts  Module: ‘Out there in the real world’  Assessment Task 14: Write your own ‘How to survive’ guide. Week 13 |
| Oral communication  (speaking and listening skills)  30% | Oral  communication  (7.5%) | Semester1  Week 4 | When speaking and listening, students learn   * how to shape or structure an oral text * how to use the conventions of a particular form * how to use spoken language conventions * how to listen attentively and with understanding * how to engage in a variety of speaking and listening scenarios | Context: Literacy for Learning  Module: Researching and analysing a television program  **Assessment Task 2:** Two character role plays. **Week 4** |
| Oral  communication  (7.5%) | Semester 1  Week 15 | * how to use spoken language conventions * how to listen attentively and with understanding * how to promote values and attitudes * how to engage in a variety of speaking and listening scenarios * how to shape or structure an oral text | Context: Literacy for Work  Module:Occupational Health and Safety  Assessment Task 9: ‘How to call an ambulance’ role play. Week 15 |
| Oral  communication  (7.5%) | Semester 2  Week 9 | * how to shape or structure an oral text * why a particular form is appropriate * how to use the conventions of a particular form * how to use spoken language conventions * how to listen attentively and with understanding * how to promote values and attitudes * how to engage in a variety of speaking and listening scenarios | Context: Literacy for Community  Module: Researching and analysing the roles and responsibilities of owning a dog or a cat  **Assessment Task 13:** Role play: phone call with a vet. **Week 9** |
| Oral  communication  (7.5%) | Semester 2  Week 15 | * how to use spoken language conventions * how to reflect on the strengths and weaknesses of texts created * how texts can be interpreted in different ways | Context: Literacy for everyday personal contexts  Module: ‘Out there in the real world’  **Assessment Task 15:** Oral presentation: ‘How to survive interstate’. **Week 15** |
| 100% | 100% |  |  |  |

\*An asterisk next to ‘Writing’ or ‘Reading’ in the table above indicates that a single task involved assessment of both writing and reading so that task is represented twice in the right hand column.