



SAMPLE ASSESSMENT TASKS

ENGLISH

ATAR YEAR 12

EIGHT-TASK MODEL

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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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.

How to use this document

Background about the Eight-Task Model

The Board of the School Curriculum and Standards Authority (the Authority) has introduced an Eight-Task (maximum) Model for all courses as part of the Authority's syllabus review process. The intent of the Eight-Task (maximum) Model is to ensure that the Authority's assessment requirements do not generate workloads and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

The Eight-Task (maximum) Model is not mandated until a course has a syllabus review, and as English hasn't undergone a review, the eight-task maximum is not compulsory in English courses.

Although the English and Literature courses have not yet had syllabus reviews, the Eight-Task Models not only provide exemplars for future change but can also be used for present courses to aid student wellbeing. The intention is to improve the balance between learning and assessment. Therefore, the Eight-Task Models for English include a reduction (to eight) in the maximum number of summative assessments required and an increased emphasis on formative activities. The formative activities and the texts listed in these models are suggestions only.

Advice on use of texts in educational settings

Teachers use their professional judgement when selecting texts to use in their teaching and learning programs. They base their decisions on the requirements of the Western Australian curriculum, student data, the needs of their students and proposed learning intentions and success criteria.

When using texts in the classroom, teachers are also required to:

- conform with relevant legal requirements and Department of Education policies
- address duty of care responsibilities
- meet copyright requirements
- adhere to the requirements of classification categories.

Parent or guardian permission should be sought when showing a publication, film, video or computer game that has a PG or M classification to students under 15 years of age. Texts classified MA 15+ may not be shown to any students without parental consent, and allowances must be made in case of withdrawal. For further information, see the Department of Education policy on Use of Texts in Educational Settings at <https://www.education.wa.edu.au/web/policies/-/use-of-texts-in-educational-settings>. Schools may develop proformas for advising parents or guardians and/or seeking permission for their child to view or use a particular text, or texts, with a specific classification category.

Department of Education. (2023). *Select and use Texts in the Classroom*. Retrieved April, 2025, from <https://www.education.wa.edu.au/dl/4gr22v3>
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Sample assessment task

English – ATAR Year 12

Task 1

Assessment type	Responding
Conditions	In class and at home
Task weighting	5%
Content covered by this task	Language features; attitudes; values; perspectives; viewpoints; analysis; response

Task 1 – Short answers

Part A

Prior to the in-class part of the assessment, students select an appropriate text (200- to 300-word prose fiction excerpt) and may annotate it at home. In class, students are to use this text to concisely answer one of the following questions (200–300 words):

Explain how two language features work to convey an attitude in the text.

or

Explain how your response to the text has been influenced by two language features.

Part B

Students are to concisely answer the question not used in Part A with reference to a previously unseen prose fiction excerpt provided by the teacher.

Marking key for sample assessment task 1

The marking key below will be used twice, once for each response.

Description	Marks
Analysis of language features	
Provides a sophisticated analysis of two language features used	5
Analyses the effectiveness of two language features	4
Identifies and comments on at least two language features	3
Identifies and comments on one language feature	2
Identifies one or two language features	1
Subtotal	/5
Use of evidence	
Makes skilful use of supporting evidence, including brief quotes and/or examples	5
Makes effective use of supporting evidence, including brief quotes and/or examples	4
Makes some use of supporting evidence, including brief quotes and/or examples	3
Makes limited use of supporting evidence, including quotes and/or examples	2
Makes minimal use of supporting evidence, including quotes and/or examples	1
Subtotal	/5
Expression	
Uses clear and concise language and expression	5
Expresses ideas clearly	4
Uses purposeful but at times verbose language	3
Uses some unclear expression	2
Uses disjointed language making meaning unclear	1
Subtotal	/5
Total	/15

Additional comments

Strengths:

Three targeted growth areas:

Sample assessment task

English – ATAR Year 12

Task 2

Assessment type	Responding
Conditions	The task will commence in class and be completed at home
Task weighting	10%
Content covered by this task	Perspectives; contexts; representations; readings; interpretations; empathy; controversy; evaluating

Task 2 – Different perspectives

Students complete a take-home essay that compares two texts, responding to the question:

Evaluate how two texts you have studied present different perspectives on the same issue.

(900–1200 words, not including the reference list/bibliography)

Marking key for sample assessment Task 2

Description	Marks
Engagement with question	
Provides a highly thoughtful evaluation of the texts' perspectives	5
Provides a thoughtful evaluation of the texts' perspectives	4
Provides a sound evaluation of the texts' perspectives	3
Provides a limited discussion of the texts' perspectives	2
Provides a minimal discussion of the texts' perspectives	1
Subtotal	/5
Value (mark x 10)	/50
Quality of the expression of ideas	
Expresses ideas in a highly effective and lucid style with a strong control of language and vocabulary	5
Expresses ideas in an effective manner with good control of language and vocabulary	4
Expresses ideas clearly with sound control of language and vocabulary	3
Expresses some ideas clearly	2
Expresses ideas in a manner that is unclear	1
Subtotal	/5
Value (mark x 3)	/15
Use of supporting evidence	
Makes skilful use of supporting evidence, including brief quotes and/or examples	5
Makes effective use of supporting evidence, including brief quotes and/or examples	4
Makes some use of supporting evidence, including quotes and/or examples	3
Makes limited use of supporting evidence, including quotes and/or examples	2
Makes minimal use of supporting evidence	1
Subtotal	/5
Value (mark x 3)	/15
Control of comparative writing form	
Seamlessly incorporates both texts in the comparative discussion	5
Moves comfortably from one text to the other and back again	4
Moves in a methodical manner from one text to the other	3
Moves from one text to the other without providing links/comparisons	2
Does not provide comparisons/contrasts of the two texts	1
Subtotal	/5
Value (mark x 4)	/20
Total	/100

Additional comments

Strengths:

Three targeted growth areas:

Sample assessment task

English – ATAR Year 12

Task 3

Assessment type	Creating
Conditions	Take-home task
Task weighting	17%
Content covered by this task	Genre; conventions of genre; language features; structural choices; stylistic choices; attitudes; values; perspectives; representations; reflection; narrative point of view; use of voice

Task 3 – Narrative

Part A

Create a short narrative text or excerpt, incorporating two to three characters, which evokes a strong sense of place. (800–1000 words)

Part B

Submit a short reflection on your representation of place within the narrative. (150 words)

Marking key for sample assessment Task 3

Description	Marks
Evocation and/or representation of place (Part A)	
Encapsulates an evocative representation of place	5
Evokes an effective representation of place	4
Evokes a serviceable representation of place	3
Evokes an ineffective representation of place	2
Evokes very little sense of place	1
Subtotal	/5
Value (marks x 5)	/25
Quality of narrative (Part A)	
Uses/manipulates language and stylistic features to create a highly effective narrative	5
Uses language and stylistic features to create an effective narrative	4
Uses language and stylistic features to create a serviceable narrative	3
Uses language and stylistic features in a limited manner	2
Uses language and stylistic features in an ineffective manner	1
Subtotal	/5
Value (marks x 6)	/30
Structure (Part A)	
Employs a highly effective structure	5
Employs an effective structure	4
Employs a serviceable structure	3
Employs an ineffective structure	2
Employs minimal structure	1
Subtotal	/5
Value (marks x 5)	/25
Quality of reflection (Part B)	
Provides a highly thoughtful and insightful reflection on representation of place	5
Provides a thoughtful reflection on representation of place	4
Provides a serviceable reflection on representation of place	3
Provides a reflection on place that is limited	2
Provides a reflection on place that is minimal	1
Subtotal	/5
Value (marks x 2)	/10

Description	Marks
Control of mechanics (spelling, punctuation and grammar) (Parts A and B)	
Demonstrates an exemplary control of mechanics	5
Demonstrates a strong control of mechanics	4
Demonstrates a reasonable control of mechanics	3
Demonstrates a limited control of mechanics	2
Demonstrates a minimal control of mechanics	1
Subtotal	/5
Value (marks x 2)	/10
Total	/100

Additional comments

Strengths:

Three targeted growth areas:

Sample assessment task

English – ATAR Year 12

Task 4

Assessment type	Responding
Conditions	Presented in class
Task weighting	10%
Content covered by this task	Mode; genre; conventions of genre; contexts; audience expectations of genre; meaning; interpretation; compare and contrast distinctive features of genre; analysis of audience response; responses to texts and genre; role of audience in making meaning; expectations of genre; and manipulation of genre

Task 4 – Comparison of texts

In a multimodal presentation, compare how one scene from a text of your choice and one scene from the text studied in class manipulate the conventions associated with their genres, and discuss how audiences might react when their expectations of the genre are or are not met.

Students will:

- deliver a multimodal presentation based on the question (5–6 minutes, not including example scenes)
- submit a script and a copy of visual aids used in the presentation.

Marking key for sample assessment Task 4

Description	Marks
Use of multimodal techniques to engage an audience	
Uses multimodal techniques to engage an audience in an exemplary manner	9–10
Uses multimodal techniques to engage an audience in an effective manner	7–8
Uses multimodal techniques to engage an audience in a serviceable manner	5–6
Uses multimodal techniques to engage an audience to a limited degree	3–4
Uses multimodal techniques to engage an audience to a minimal degree	1–2
Subtotal	/10
Understanding of generic conventions	
Explains and astutely compares how generic conventions are manipulated in both texts	5
Explains and compares, in some detail, how generic conventions are manipulated in both texts	4
Comments briefly on how generic conventions are manipulated in both texts	3
Comments, for one text, on how generic conventions are manipulated	2
Mentions generic conventions	1
Subtotal	/5
Explanation of how audiences might react to use of generic conventions	
Insightfully explains and compares how audiences might react when their expectations of the genre are or are not met in both texts	5
Effectively explains and compares how audiences might react when their expectations of the genre are or are not met in both texts	4
Comments briefly, for both texts, on how audiences might react when their expectations of the genre are or are not met	3
Comments, for one text, on how audiences might react when their expectations of the genre are or are not met	2
Makes little mention of how audiences might react when their expectations of the genre are or are not met	1
Subtotal	/5
Control of the act of comparison	
Seamlessly compares the two texts under discussion	5
Moves comfortably from one text to the other and back again	4
Moves in a methodical manner from one text to the other	3
Moves from one text to the other without providing links/comparisons	2
Does not provide comparisons/contrasts of the two texts	1
Subtotal	/5
Total	/25

Additional comments

Strengths:

Three targeted growth areas:

Sample assessment task

English – ATAR Year 12

Task 5

Assessment type	Creating
Conditions	In class and at home
Task weighting	18%
Content covered by this task	Conventions of genre; innovative and imaginative use of text structures and language features; voice; narrative point of view; content; purpose; stylistic choices; structural choices; perspectives; interpretations; using strategies for planning, drafting, editing and proofreading; reflection

Task 5 – Extended writing

Part A (formative – not marked): In a form of your choice, compose the exposition for a persuasive, interpretive or narrative text, sustaining a voice. (250–300 words)

Part B (summative): Work in a small group of four students.

- Present a written copy of the exposition to the other members of your group and read your exposition aloud.
- Conduct a discussion (5–10 minutes per presenter) in which you explain how and why you wrote your text that way; for example, comments about ideas, genre, generic conventions, techniques, language features, tone, style etc. Actively listen to feedback from your peers. (Note: this discussion will be recorded and used as part of the speaking and listening component of this task.)
- Encourage responses from your peers by asking questions like:
 - What is your understanding or interpretation of my text?
 - What are some suggestions for improvement?
 - How could the remainder of my text have more impact?
- Your peers are encouraged to ask you questions like:
 - What themes were you developing and what meaning were you trying to convey?
 - What features or techniques did you use to sustain the voice?
 - Why did you ... (do such and such) in your text?

Part C (summative): Using the feedback provided during the presentation, complete your piece of writing with particular attention to the employment of voice throughout your piece. (900–1100 words, including the 250–300 words of the exposition)

Marking key for sample assessment Task 5

Description	Marks
Speaking: engage an audience (Part B)	
Makes highly effective language choices to engage an audience	5
Makes effective language choices to engage an audience	4
Makes reasonable language choices to engage an audience	3
Makes ineffective language choices to engage an audience	2
Makes minimal language choices to engage an audience	1
Subtotal	/5
Value (mark x 4)	/20
Listening: evidence of having listened carefully to audience feedback (Part C)	
Provides exemplary evidence of having listened carefully to audience feedback	5
Provides strong evidence of having listened carefully to audience feedback	4
Provides some evidence of having listened carefully to audience feedback	3
Provides limited evidence of having listened carefully to audience feedback	2
Provides minimal evidence of having listened carefully to audience feedback	1
Subtotal	/5
Value (mark x 4)	/20
Employment of voice (Part C)	
Employs voice in a highly effective manner	5
Employs voice effectively	4
Employs voice in a serviceable manner	3
Employs voice ineffectively	2
Employs voice minimally	1
Subtotal	/5
Value (mark x 6)	/30
Use of form and structure (Part C)	
Uses form and structure in a highly effective manner	5
Uses form and structure effectively	4
Uses form and structure in a serviceable manner	3
Uses form and structure ineffectively	2
Uses form and structure minimally	1
Subtotal	/5
Value (mark x 4)	/20

Mechanics of spelling, punctuation and grammar (Part C)	
Demonstrates exemplary control of mechanics	5
Demonstrates strong control of mechanics	4
Demonstrates reasonable control of mechanics	3
Demonstrates limited control of mechanics	2
Demonstrates minimal control of mechanics	1
Subtotal	/5
Value (mark x 2)	/10
Total	/100

Additional comments

Strengths:

Three targeted growth areas:

Sample assessment task

English – ATAR Year 12

Task 6

Assessment type	Responding
Conditions	In class during one lesson, questions previously unseen
Task weighting	10%
Content covered by this task	Narrative point of view; voice; values; conventions of genre; context; controversy; assumptions and perspectives; empathy; response; interpretations; questioning assumptions in texts; questioning perspectives in texts; audience response

Task 6 – Analytical essay

With reference to the novel studied, respond to **one** of the following questions.

1. Explain how narrative voice shapes your understanding of values in the text.
2. Evaluate how the text engages with the conventions of the genre.
3. Explain how your context influences your response to a character in the text.
4. Examine how you are positioned to respond to a controversial issue in the text.
5. Show how different interpretations of one text are possible by questioning the text's assumptions and/or perspectives.
6. Evaluate how the construction of voice is used to create an empathetic response from the reader.

Marking key for sample assessment Task 6

Description	Marks
Engagement with question	
Provides an astute and convincing discussion on all the elements of the question	5
Provides a strong discussion on all elements of the question	4
Provides a sound discussion on all elements of the question	3
Provides limited discussion or may answer only one element of the question	2
Provides minimal discussion or does not address the question's elements	1
Subtotal	/5
Value (mark x 6)	/30
Engagement with novel	
Provides comprehensive and convincing discussion of the novel with relation to the question	5
Provides strong and specific discussion of the novel with relation to the question	4
Provides sound discussion of the novel	3
Provides limited discussion of the novel	2
Provides minimal discussion of the novel	1
Subtotal	/5
Value (mark x 4)	/20
The quality of the expression of ideas	
Expresses ideas in a highly thoughtful and lucid style	5
Usually expresses ideas clearly	4
Often expresses ideas clearly	3
Expresses some ideas clearly	2
Expresses ideas in a manner that is unstructured and unclear	1
Subtotal	/5
Value (mark x 4)	/20
Use of supporting evidence	
Makes skilful use of supporting evidence, including brief quotes and/or examples, and/or nominalises evidence to attach meaning	5
Makes effective use of supporting evidence, including brief quotes and/or examples, and/or may nominalise some evidence to attach meaning	4
Makes some use of supporting evidence, including quotes and/or examples	3
Makes limited use of supporting evidence, including quotes and/or examples	2
Makes minimal use of supporting evidence, including quotes and/or examples	1
Subtotal	/5
Value (mark x 3)	/15

Structure	
Employs a highly effective structure	5
Employs an effective use of structure	4
Employs a serviceable use of structure	3
Employs a limited use of structure	2
Employs a minimal use of structure	1
Subtotal	/5
Value (mark x 3)	/15
Total	/100

Additional comments

Strengths:

Three targeted growth areas: