



SAMPLE ASSESSMENT TASKS

ENGLISH
GENERAL YEAR 11

Acknowledgement of Country

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Sample assessment task

English – General Year 11

Task 5 – Unit 1

Assessment type:	Responding
Conditions:	Time for the task: in class and at home Set Semester 1, Week 10, due Semester 1, Week 12 Suggested length: 500–700 words
Task weighting:	7.5% of the school mark for this pair of units

Report

(25 marks)

Examine a range of informational print texts and/or websites that compare or review a wide range of products and/or services and write a report in which you explain how **one** of these compares or reviews goods and services effectively.

You should use the following numbered headings:

1. Introduction – what is the text, when and where was it published, what is its purpose?
2. Main ideas and information – what are the main ideas and information conveyed in the text?
3. Techniques – what techniques (e.g. written and visual) are used in the text?
4. Effectiveness – is the text effective in achieving its purpose? Explain why or why not.
5. Improvements – how could the text be improved?
6. Conclusion – summarise your findings.

Pay attention to spelling, punctuation, grammar, vocabulary and text structures.

All arguments are to be supported with relevant examples and evidence. You are also required to provide evidence of your research, drafting and editing of your report.

Marking key for sample assessment task 5 – Unit 1

Description	Marks
Engagement with the report requirements	/10
Engages comprehensively with the requirements of the report as listed	9–10
Engages effectively with the requirements of the report as listed	7–8
Engages with some of the requirements of the report as listed	5–6
Engages inconsistently with the requirements of the report as listed	3–4
Engages in a limited way with requirements of the report as listed	1–2
Use of examples and supporting evidence	/5
Makes purposeful use of examples and supporting evidence	5
Makes effective use of examples and supporting evidence	4
Makes some use of examples and supporting evidence	3
Makes inconsistent use of examples and supporting evidence	2
Makes limited use of examples and supporting evidence	1
Planning, drafting, proofreading and editing	/5
Demonstrates comprehensive and reflective planning, drafting, proofreading and editing	5
Demonstrates effective planning, drafting, proofreading and editing	4
Demonstrates some planning, drafting, proofreading and editing	3
Demonstrates inconsistent planning, drafting, proofreading and editing	2
Demonstrates limited planning, drafting, proofreading and editing	1
Control of language and text structures	/5
Controls spelling, punctuation, grammar, vocabulary and text structures	5
Controls most spelling, punctuation, grammar, vocabulary and text structures	4
Controls familiar spelling, punctuation, grammar, vocabulary and text structures	3
Shows inconsistent control of familiar spelling, punctuation, grammar, vocabulary and text structures	2
Shows limited control of spelling, punctuation, grammar, vocabulary and text structures	1
Total	/25

Additional comments

Strengths:

Two targeted growth areas:

Sample assessment task

English – General Year 11

Task 7 – Unit 2

Assessment type:	Creating
Conditions:	Time for the task: in class and at home Set Semester 2, Week 1 and due Semester 2, Week 3 Suggested length: 500–700 words
Task weighting:	7.5% of the school mark for this pair of units

Feature article

(30 marks)

Create a digital or print feature article for an overseas publication in which you argue for or against a significant issue, e.g. censorship in China, gun control in America, whaling in Japan. Your article should develop ideas that are supported by relevant information and evidence.

Think about your audience, and shape the following techniques to appeal to them:

- persuasive techniques, e.g. figurative language, emotive language, symbolism, dialogue, imagery, sound devices, diction, syntax, punctuation, statistics, anecdotes, reference to experts, rhetorical questions, inclusive language, direct address, tone, register and style
- visual techniques, e.g. use of colour, salience, composition, font choice and size, use of photographs and diagrams
- text structures, e.g. introduction, resolution, juxtaposition, foreshadowing, motif, withholding, headings and subheadings, cause and effect, problem and solution.

Pay attention to spelling, punctuation, grammar, vocabulary and sentence structures.

You must submit note-making retrieval charts, plans and drafts with your final copy.

Marking key for sample assessment task 7 – Unit 2

Description	Marks
Development of ideas	/5
Develops purposeful and thoughtful ideas	5
Develops effective ideas	4
Develops some general ideas	3
Develops inconsistent ideas	2
Develops limited ideas	1
Use of persuasive techniques	/5
Uses persuasive techniques purposefully to engage an audience	5
Uses persuasive techniques effectively to engage an audience	4
Uses some persuasive techniques engage an audience	3
Uses persuasive techniques inconsistently	2
Uses limited persuasive techniques	1
Use of visual techniques	/5
Uses visual techniques purposefully to engage an audience	5
Uses visual techniques effectively to engage an audience	4
Uses some visual techniques to engage an audience	3
Uses visual techniques inconsistently	2
Uses limited visual techniques	1
Language control	/5
Controls spelling, punctuation and grammar and uses appropriate vocabulary and sentence structures	5
Controls most spelling, punctuation and grammar and often uses appropriate vocabulary and sentence structures	4
Controls familiar spelling, punctuation and grammar and uses some appropriate vocabulary and sentence structures	3
Shows inconsistent control of familiar spelling, punctuation, grammar, vocabulary and sentence structures	2
Shows limited control of spelling, punctuation, grammar and sentence structures	1
Use of information and evidence	/5
Makes purposeful use of information and evidence	5
Makes effective use of information and evidence	4
Makes some use of information and evidence	3
Makes use of information and evidence inconsistently	2
Makes limited use of information and evidence	1
Structure of feature article	/5
Uses persuasive feature article text structures purposefully to engage an audience	5
Uses persuasive feature article text structures effectively to engage an audience	4
Uses some persuasive feature article text structures to communicate some ideas	3
Uses persuasive feature article text structures inconsistently	2
Uses limited persuasive feature article text structures	1
Total	/30

Additional comments

Strengths:

Two targeted growth areas:

Sample assessment task

English – General Year 11

Task 12(b) – Unit 2

Assessment type:	Responding
Conditions:	Time for the task: in class and at home Set Semester 2 Week 13, due Semester 2 Week 16
Task weighting:	7.5% of the school mark for this pair of units

Oral presentation

(25 marks)

You are to design a multimodal presentation explaining how one villain/villainess in a superhero text has been constructed to create an audience response to them and why they may be loved and/or hated. You should incorporate relevant supporting evidence and examples from the text.

Your presentation should run for between 5 and 10 minutes.

When delivering your presentation to the class, you should focus on speaking skills, such as modulating volume, tone, emphasis, pitch, pace, intonation, body language, stance, gestures and eye contact.

Your presentation must include relevant multimodal elements, such as a PowerPoint, a poster, handout/s, video and/or audio.

In your presentation you should consider:

- What emotions does the villain/villainess evoke in the audience?
- Identify what techniques help to construct the villain/villainess.
- Explain how these techniques position the audience to respond to the villain/villainess.
- What is your personal response and how might others respond to the villain/villainess?

Marking key for sample assessment task 12(b) – Unit 2

Description	Marks
Audience response	/10
Communicates a clear and thoughtful explanation about audience response	9–10
Communicates an effective explanation about audience response	7–8
Communicates a general explanation about audience response	5–6
Communicates an inconsistent explanation about audience response	3–4
Communicates a limited explanation about audience response	1–2
Use of examples and supporting evidence	/5
Makes purposeful use of examples and supporting evidence	5
Makes effective use of examples and supporting evidence	4
Makes some use of examples and supporting evidence	3
Makes inconsistent use of examples and supporting evidence	2
Makes limited use of examples and supporting evidence	1
Use of multimodal techniques	/5
Makes purposeful use of multimodal techniques to engage an audience	5
Makes effective use of multimodal techniques to engage an audience	3
Makes some use of multimodal techniques to engage an audience	3
Makes some use of multimodal techniques to engage an audience	2
Makes inconsistent use of multimodal techniques to engage an audience	1
Speaking skills	/5
Makes purposeful use of speaking skills to engage an audience	5
Makes effective use of speaking skills to engage an audience	4
Makes some use of speaking skills to engage an audience	3
Makes inconsistent use of speaking skills to engage an audience	2
Makes limited use of speaking skills to engage an audience	1
Total	/25

Additional comments

Strengths:

Two targeted growth areas: