



SAMPLE ASSESSMENT TASKS

ENGLISH
FOUNDATION 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. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

How to use this document

Combined course classes

The preference of the School Curriculum and Standards Authority (the Authority) is that, ideally, courses should be taught separately rather than delivered alongside other courses in the same classroom at the same time. However, the Authority does not have any policy rules that preclude schools from teaching combined course classes. Where courses are combined, the expectation is that the discrete content of each course and the assessment requirements for each course must still be met.

This document is designed for schools that are delivering English General and Foundation in the same classroom. The students will complete the same modules of work (e.g. documentary study) but the course outlines, assessment outlines and assessment tasks are tailored to the different courses and units. Teaching will also need to be differentiated for the relevant cohorts and students. The accompanying English General documents can be found under the Support Materials tab on the English General page.

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 and isn't scheduled for one yet, 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. Text 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.

Sample assessment task

English – Foundation Year 12

Task 1

Assessment type	Writing
Conditions	Prepared in class and at home Due Week 5
Task weighting	10%
Module	Occupation and career development
Context	Literacy for work

Becoming job ready! Prepare a tailored cover letter and résumé (30 marks)

As you near the end of school life, you will be asked a lot of questions about what occupations interest you. You may already have an idea of what you want to do when you leave school. Or you could have no idea, and that's OK. This unit of work has been designed to help you consider your options as you prepare for your future.

The focus of this task is to prepare a tailored cover letter and résumé that will assist you on your chosen pathway.

Use your research and follow the style of models you have found on the internet. Try to combine information about what you have to offer an employer with some sense of your passionate interest in that type of work and where you think it might lead in the future.

Your cover letter and résumé will be assessed on:

- your use of occupation and career development vocabulary and language (10 marks)
- your use of grammar, spelling and punctuation (5 marks)
- your use of cover letter conventions (5 marks)
- your use of résumé conventions (5 marks)
- the information about your skills and abilities (5 marks)

Marking key for sample assessment task 1

Description	Marks
Use of vocabulary and language	
Usually controls vocabulary and language to promote their suitability and sense of passion for the job in both the cover letter and résumé	9–10
Often controls vocabulary and language to emphasise their suitability and a sense of passion for the job in both the cover letter and résumé	7–8
Sometimes controls vocabulary and language to demonstrate their suitability and interest for the job in both the cover letter and résumé	5–6
Rarely controls vocabulary and language to demonstrate their suitability and interest for the job in both the cover letter and résumé	3–4
Completes a minimal amount of the task requirements relating to cover letter and résumé	1–2
Subtotal	/10
Control of mechanics (grammar, spelling and punctuation)	
Controls the mechanics of grammar, spelling and punctuation	5
Controls most of the mechanics of grammar, spelling and punctuation	4
Controls some of the mechanics of grammar, spelling and	3
Controls very few of the mechanics of grammar, spelling and punctuation	2
Displays minimal control of the mechanics of grammar, spelling and punctuation	1
Subtotal	/5
Use of cover letter conventions	
Adheres consistently to cover letter conventions	5
Adheres to most cover letter conventions	4
Adheres to some cover letter conventions	3
Adheres to very few cover letter conventions	1–2
Subtotal	/5
Use of résumé conventions	
Adheres consistently to résumé conventions	5
Adheres to most résumé conventions	4
Adheres to some résumé conventions	3
Adheres to very few résumé conventions	1–2
Subtotal	/5
Information about skills and abilities	
Provides relevant details about skills and abilities	5
Provides details about skills and abilities	4
Provides some details about skills and abilities	3
Provides few details about skills and abilities	1–2
Subtotal	/5
Total	/30

Sample assessment task

English – Foundation Year 12

Task 2

Assessment type	Writing
Conditions	Prepared in class and at home Due Week 10
Weighting	10%
Module	Have your say!
Contexts	Literacy for learning Literacy for community participation

Writing task: Letter to the editor or a blog on current issue (30 marks)

Write a letter to the editor or create a blog post using 10 of the following persuasive devices.

- Write the opening statement to gain the reader’s attention, e.g. ‘Enough is enough!’.
- Give your opinion on the topic, e.g. ‘Frontline workers are real-life heroes’.
- Use personal pronouns, inclusive language and/or direct address to highlight your opinion and/or include the reader (I, me, you, we, our, us).
- Use emotive language to influence the reader’s position in a positive or negative way.
- Pose rhetorical questions for effect and to get the reader thinking (‘Have you ...?’, ‘How would you feel if ...?’).
- Provide statistics and facts, e.g. ‘70% of WA citizens believe that ...’.
- Refer to an authority figure, e.g. Professor Fiona Stanley, WA Premier Roger Cook.
- Use alliteration (repetition of first sounds) and anecdotes (personal stories, e.g. ‘Last week ...’).
- Use descriptive language (adjectives).
- Use adverbs, such as definitely, certainly or absolutely, to increase the impact of your opinion.
- Use figurative language (similes, metaphors).
- Use exaggeration (hyperbole such as ‘No amount of money in the world could entice me to change my mind’).
- Repeat words or phrases at least three times for extra effect, e.g. begin a sentence with ‘The government must ...’ three times.
- Choose to use the active or passive voice to produce your desired tone.

You will have three in-class lessons to complete this task. You will have access to all your notes on persuasive language and the letters to the editor and blog posts you studied previously.

Your letter to the editor or blog will be assessed on the way you use:

- conventions and persuasive devices (each use of a different convention or persuasive device is worth 2 marks, up to a maximum total of 20 marks) (20 marks)
- grammar, spelling and punctuation (5 marks)
- letter or blog conventions (5 marks)

Marking key for sample assessment task 2

Description	Marks
Use of persuasive devices	
2 marks up to a maximum total of 20 for each of the following:	
Makes an opening statement to gain reader attention	2
Gives opinion on the topic	2
Uses personal pronouns	2
Uses emotive language	2
Uses rhetorical questions	2
Uses statistics	2
Uses facts	2
Makes reference to an authority figure	2
Uses alliteration	2
Uses an anecdote	2
Uses adjectives	2
Uses adverbs	2
Uses hyperbole	2
Uses repetition	2
Uses simile	2
Uses metaphor	2
Uses active voice	2
Uses passive voice	2
Subtotal	/20
Control of mechanics (grammar, spelling and punctuation)	
Controls the mechanics of grammar, spelling and punctuation	5
Controls most of the mechanics of grammar, spelling and punctuation	4
Controls some of the mechanics of grammar, spelling and punctuation	3
Demonstrates minimal control of mechanics	1–2
Subtotal	/5
Use of letter or blog conventions	
Makes coherent use of letter or blog conventions	5
Makes logical use of letter or blog conventions	4
Makes some use of letter or blog conventions	2–3
Makes minimal use of letter or blog conventions	1
Subtotal	/5
Total	/30

Sample assessment task

English – Foundation Year 12

Task 3

Assessment type	Oral communication
Conditions	Prepared in class and at home Due Week 15
Weighting	12%
Module	The microteaching project
Context	Literacy for everyday personal contexts

Oral communication: inquiry **(35 marks)**

This inquiry project has been designed for you to share **your expertise** with others, so they can learn about your interest in a particular topic, skill or activity.

Each person has different interests and skills, which make the world a much more interesting place to be! This module is all about what **you** are good at. For example, you could be interested in working with car engines, fishing in the ocean, designing clothes, developing apps for your community, drawing the world around you ... anything!

The driving question of this inquiry project is: **How can you share information about your topic of interest with others?**

An inquiry-based project starts by posing questions, rather than having your teacher simply present established facts. Your job as an inquirer will be to identify questions and research subjects to further develop your knowledge about your area of interest.

In this inquiry project, it's **your** turn to choose the final type of assessment that you would like teachers to evaluate. Sound different? It is!

What you need to do

1. Use brainstorming to create a detailed mind map on your topic/area of interest. (5 marks)
2. Produce three essential focus questions. (5 marks)
3. Prepare resources and the location for the presentation. (5 marks)
4. Choose an effective form for your presentation. (5 marks)
5. Use speaking skills to engage the audience when sharing information. (5 marks)
6. Use listening skills to engage the audience when responding to their queries. (5 marks)
7. Communicate information effectively. (5 marks)

Marking key for sample assessment task 3

Description	Marks
Creation of a detailed mind map	
Creates a coherent and detailed mind map	5
Produces a logical mind map	4
Shows some use of the brainstorm technique	3
Shows minimal brainstorming of ideas	1–2
Subtotal	/5
Production of three essential focus questions	
Produces three purposeful focus questions	5
Produces three logical focus questions	4
Produces three general focus questions relating to topic of interest	3
Produces three focus questions which rarely relate to the topic of interest	1–2
Subtotal	/5
Preparation of resources	
Demonstrates purposeful preparation of resources	5
Demonstrates capable preparation of resources	4
Demonstrates some preparation of resources	3
Demonstrates minimal preparation of resources	1–2
Subtotal	/5
Form of presentation	
Chooses an effective form for the presentation	5
Chooses an organised form for the presentation	4
Chooses a form that is sometimes organised	3
Chooses a form that is rarely organised and is limited in its effectiveness	1–2
Subtotal	/5
Use of speaking skills	
Engages the audience with their use of speaking skills	5
Engages the audience with their use of speaking skills most of the time	4
Engages the audience with their use of speaking skills some of the time	3
Rarely engages the audience with their use of speaking skills	1–2
Subtotal	/5
Use of listening skills	
Demonstrates an engaged use of listening skills	5
Demonstrates an engaged use of listening skills most of the time	4
Demonstrates an engaged use of listening skills sometimes	3
Rarely demonstrates listening skills	1–2
Subtotal	/5
Communication of information	
Usually communicates information with clarity of expression and awareness of audience	5
Often communicates information with clarity of expression and awareness of audience	4
Sometimes communicates information with clarity of expression and awareness of audience	3
Rarely communicates information with clarity of expression and awareness of audience	1–2
Subtotal	/5
Total	/35

Sample assessment task

English – Foundation Year 12

Task 4

Assessment type	Reading
Conditions	Prepared in class and at home Week 20
Weighting	10%
Module	How to buy a car
Context	Literacy for everyday personal contexts

Produce a guide for first-car buyers: how to buy a car **(25 marks)**

Conduct an investigation into the process of buying and owning a car using the following categories:

- searching for a car within a defined budget and making a selection based on value, features and condition
- getting a loan
- insuring the car
- registering the car
- maintaining the car.

You will then use your research to produce a guide for first-car buyers.

When researching and producing your guide, pay attention to:

- comprehending and interpreting a range of texts
- developing visual literacy skills to understand those texts and to create your own guide
- learning and using new words from the motor industry
- editing your work for accuracy and appropriateness.

Your guide will be assessed on the way you:

- use relevant vocabulary from the motor industry (5 marks)
- incorporate relevant numeracy (5 marks)
- use grammar, punctuation and spelling (5 marks)
- use the relevant conventions of guides (5 marks)
- organise information to make it useful. (5 marks)

Marking key for sample assessment task 4

Description	Marks
Use of motor vehicle industry vocabulary	
Usually controls use of motor vehicle industry vocabulary	5
Often controls use of motor vehicle industry vocabulary	4
Sometimes controls use of motor vehicle industry vocabulary	2–3
Rarely controls use of motor vehicle industry vocabulary	1
Subtotal	/5
Incorporation of relevant numeracy	
Demonstrates a coherent incorporation of relevant numeracy	5
Demonstrates a logical incorporation of relevant numeracy	4
Demonstrates some incorporation of relevant numeracy	2–3
Rarely incorporates relevant numeracy	1
Subtotal	/5
Control of mechanics (grammar, spelling and punctuation)	
Controls the mechanics of grammar, spelling and punctuation	5
Controls most of the mechanics of grammar, spelling and punctuation	4
Controls some of the mechanics of grammar, spelling and punctuation	2–3
Demonstrates minimal control of mechanics	1
Subtotal	/5
Use of relevant guide conventions	
Makes coherent use of relevant guide conventions	5
Makes logical use of relevant guide conventions	4
Makes some use of relevant guide conventions	2–3
Makes minimal use of relevant guide conventions	1
Subtotal	/5
Quality of guide produced	
Produces an organised and coherent guide	5
Produces a mostly organised and logical guide	4
Produces a guide with some organisation	2–3
Produces a guide of minimal use	1
Subtotal	/5
Total	/25

Sample assessment task

English – Foundation Year 12

Task 5

Assessment type	Oral communication
Conditions	Prepared in class and at home
Module	Tribute speech
Due:	Week 24
Weighting:	13%

Context to which this module belongs: Literacy for everyday personal contexts/Literacy for learning

A tribute speech: it takes a village to raise a child **(30 marks)**

As you reach the end of your schooling, you have an opportunity to reflect on the people who have supported you and inspired you to keep going.

Your task is to write and deliver a tribute speech for a member of your community who has made – or continues to make – an outstanding contribution to society and who inspires you to be a better person. This might be a relative, a community volunteer, a coach, a teacher or a friend.

The speech should outline the person’s background, what they do in the community, some significant moments or memories involving this person, and their impact on you personally.

Your tribute should be recorded and be two to four minutes in duration.

What you need to do

- Use brainstorming to create a detailed mind map of ideas.
- Provide a scaffolded draft using a graphic organiser.
- Proofread and edit your draft.
- Use spoken language techniques to deliver your speech.
- Use punctuation to produce effective phrasing and pauses.
- Use transitional devices to create a cohesive speech.
- Use the conventions of speeches (ethos, pathos and logos).
- Explore particular values and attitudes in your tribute speech.

Your tribute speech will be assessed on the:

- | | |
|---|-----------|
| • mind map of ideas | (5 marks) |
| • description of the person’s background | (5 marks) |
| • description of the significant moments in the person’s community work | (5 marks) |
| • explanation of the how the person has impacted you | (5 marks) |
| • way you explore values and attitudes | (5 marks) |
| • way you engage the audience using speaking skills. | (5 marks) |

Marking key for sample assessment task 5

Description	Marks
Creation of a detailed mind map	
Creates a mind map which coherently relates to ideas	5
Creates a mind map which logically relates to ideas	4
Creates a mind map which refers to ideas	3
Creates a mind map which rarely refers to ideas	2
Provides little evidence of a brainstorming	1
Subtotal	/5
Description of the subject's background	
Provides a coherent and engaging description of the subject's background	5
Provides an engaging description of the subject's background	4
Provides some description of the subject's background	2–3
Rarely describes the subject's background	1
Subtotal	/5
Description of significant moments in the person's community work	
Provides an engaging and relevant description of significant moments in the subject's community work	5
Provides a relevant description of significant moments in the subject's community work	4
Provides some description of significant moments in the subject's community work	2–3
Rarely describes significant moments in the subject's community work	1
Subtotal	/5
Explanation of the subject's impact on the writer	
Provides a coherent explanation of the subject's impact	5
Provides a logical explanation of the subject's impact	4
Provides some explanation of the subject's impact	2–3
Rarely addresses the subject's impact	1
Subtotal	/5
Exploration of values and attitudes	
Provides a coherent exploration of values and attitudes	5
Provides a logical exploration of values and attitudes	4
Provides some exploration of values and attitudes	2–3
Provides a minimal exploration of values and attitudes	1
Subtotal	/5

Description	Marks
Use of speaking skills	
Engages the audience with their use of speaking skills	5
Engages the audience with their use of speaking skills most of the time	4
Engages the audience with their use of speaking skills some of the time	3
Rarely engages the audience with their use of speaking skills	2
Makes minimal use of speaking skills	1
Subtotal	/5
Total	/30

Sample assessment task

English – Foundation Year 12

Task 6

Assessment type	Reading
Conditions	Preparation in class over three lessons and at home In-class assessment over one lesson
	Due Week 27
Weighting	10%
Module	Documentaries: fact or fiction?
Context	Literacy for learning

Short answer responses to a documentary film

(28 marks)

This is an assessment of your ability to respond to questions about a documentary. You will be expected to explain the main issue and how the viewer is positioned by identifying some specific features of the documentary, providing an example for each feature, and describing the effect it has on the audience. You will be encouraged to consider your personal context and opinion in relation to the issue before and after viewing.

What you need to do

- Take notes on the main features and ideas evident in the film to complete a Feature, Example, Effect (FEE) chart for the documentary, identifying three to five features and techniques, giving an example for each and stating the intended effect on the audience.
Your chart will be assessed on the way it maps and organises your ideas. (5 marks)
- Use your chart to independently produce written responses to unseen questions about the documentary.
- Use your chart to write a short paragraph outlining your personal context and opinion in relation to the issue in the film and how your opinion has changed (or has not) since the viewing, using evidence from the film to support your response.

Your responses will be assessed on your:

- identification of documentary features and techniques (3 marks)
- explanation of the key issue raised by the documentary (5 marks)
- explanation of how certain examples of documentary features might position the viewer to think in a particular way (5 marks)
- identification and explanation of your personal context (5marks)
- use of grammar, spelling and punctuation. (5 marks)

Due date: To be completed in class on _____

Marking key for sample assessment task 6

Description	Marks
Use of a chart to map ideas	
Make coherent and organised use of a chart to map ideas	5
Makes logical use of a chart to map ideas	4
Makes some use of a chart to map ideas	3
Rarely uses the chart to map ideas	1–2
Subtotal	/5
Control of mechanics (grammar, spelling and punctuation)	
Displays control of the mechanics of grammar, spelling and punctuation	5
Displays control of most of the mechanics of grammar, spelling and punctuation	4
Displays control of some of the mechanics of grammar, spelling and punctuation	3
Displays control of very few of the mechanics of grammar, spelling and punctuation	1–2
Subtotal	/5
Explanation of key issue raised by the documentary	
Provides a coherent explanation of key issue	5
Provides a logical explanation of key issue	4
Provides some explanation of key issue	3
Provides a minimal explanation of key issue	1–2
Subtotal	/5
Identification of key documentary features/techniques	
Provides an identification of three to five key documentary features/techniques	3
Provides an identification of two key documentary features/techniques	2
Provides an identification of one key documentary feature/technique	1
Subtotal	/3
Explanation of the effects of features/techniques on the viewer	
Provides a coherent explanation of the effects of features/techniques on the viewer	5
Provides a logical explanation of the effects of features/techniques on the viewer	4
Provides some explanation of the effects of features/techniques on the viewer	3
Provides a minimal explanation of the effects of features/techniques on the viewer	1–2
Subtotal	/5
Quality of response based on personal context	
Identifies and explains their response based on personal context	5
Identifies and comments on their response based on personal context	4
Identifies and refers to their personal response	3
Provides minimal reference to a personal response	1–2
Subtotal	/5
Total	/28

Sample assessment task

English – Foundation Year 12

Task 7

Assessment types	Reading, writing
Conditions	Prepared in class and at home
Name of module	Wider reading/viewing program
Due	Week 30
Weighting	Reading (10%) Writing (10%)

Context to which this module belongs: Literacy for learning

Wider reading/viewing program

(36 marks)

Part A – Reading (10%): Wider reading/viewing program

Engage in a reading and viewing program as directed by your teacher that explores a range of written and visual texts over the course of a semester/year. This can include, but is not limited to, short stories, autobiographies, graphic novels, print and non-print advertisements, websites, newspapers/online news, speeches/TED talks, poetry and drama.

Complete a record of learning concerning key features/techniques of the texts and the key issues or focuses within those texts. These records could take the form of journal entries, responses based on conversations with your teachers and notes made after discussions with peers who have read/viewed the same texts. Your record may also include drawings, sketches, photos or other visual images that are relevant to the texts read/viewed.

Your record of learning will be assessed on your:

- explanation of key issues/focuses in the texts viewed/read (5 marks)
- identification of key features/techniques of texts viewed/read (5 marks)
- use of grammar, spelling and punctuation (5 marks)

Part B – Writing (10%): Creative response

Select **one** of the texts from your wider reading/viewing as the basis for a creative response. You will negotiate the form of your creative response with your teacher. Suggested forms include, but are not limited to:

- short stories/fan fiction
- letters to a character in a text
- poetry inspired by characters or events
- a written speech that explores an issue raised in your reading/viewing
- a review
- digital stories.

Your creative response should develop ideas and/or raise issues that you consider important and will be assessed on your:

- development of ideas and/or issues within the response (8 marks)
- use of a range of language features (8 marks)
- use of grammar, spelling and punctuation (5 marks)

Marking key for sample assessment task 7 – Part A

Part A – Reading (10%) – Wider reading/viewing program

Description	Marks
Control of mechanics (grammar, spelling and punctuation) in the record of learning	
Displays control of the mechanics of grammar, spelling and punctuation	5
Displays control of most of the mechanics of grammar, spelling and punctuation	4
Displays control of some of the mechanics of grammar, spelling and punctuation	3
Displays control of very few of the mechanics of grammar, spelling and punctuation	1–2
Subtotal	/5
Explanation of key issues/focuses in the texts viewed/read within the record of learning	
Provides a coherent explanation of key issues/focuses	5
Provides a logical explanation of key issues/focuses	4
Provides some explanation of key issues/focuses	3
Provides very little explanation of key issues/focuses	1–2
Subtotal	/5
Identification of key features/techniques of texts viewed/read within the record of learning	
Identifies key features/techniques within the record of learning	5
Often identifies key features/techniques within the record of learning	4
Sometimes identifies key features/techniques within the record of learning	3
Rarely identifies key features/techniques within the record of learning	1–2
Subtotal	/5
Total	/15

Marking key for sample assessment task 7 – Part B

Part B – Writing (10%) – Creative response

Description	Marks
Control of mechanics (grammar, spelling and punctuation)	
Displays control of the mechanics of grammar, spelling and punctuation	5
Displays control of most of the mechanics of grammar, spelling and punctuation	4
Displays control of some of the mechanics of grammar, spelling and punctuation	3
Displays control of very few of the mechanics of grammar, spelling and punctuation	1–2
Subtotal	/5
Development of ideas and/or issues within the response	
Displays an effective development of ideas and issues within the response	7–8
Displays an appropriate development of ideas and issues within the response	5–6
Displays some development of ideas and issues within the response	3–4
Displays minimal development of ideas and issues within the response	1–2
Subtotal	/8
Use of a range of language features	
Usually controls a range of language features	7–8
Often controls a range of language features	5–6
Sometimes controls use of language features	3–4
Rarely controls use of language features	1–2
Subtotal	/8
Total	/21