



SAMPLE ASSESSMENT OUTLINE

ENGLISH
GENERAL YEAR 12

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.

Sample assessment outline
English – General Year 12
Unit 3 and Unit 4

Assessment type and weighting	Assessment task weighting	When set/due	Assessment task
Responding 40%	10%	Set: Week 5 Due: Week 8	<p>Task 2 (in-class essay): Students are provided with a range of question options to consider how changing purposes, contexts and audiences have influenced the world views and values these texts have conveyed over time.</p> <p>Consider how different perspectives and values are presented in texts, including:</p> <ul style="list-style-type: none"> the relationships between context, purpose and audience in a range of texts the use of narrative techniques, for example, characterisation and narrative point of view
	10%	Set: Week 13 Due: Week 15	<p>Task 5 (in class and at home): As a Human Resources manager in a workplace of your choice, create a PowerPoint presentation and handout to inform and teach a group of young employees how to deal with a particular workplace issue or issues.</p> <p>Consider how different perspectives and values are presented in texts, including:</p> <ul style="list-style-type: none"> the use of text types, text structures and language features, for example, the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in advertisements, and choice of colour and font style in websites <p>Use information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> categorising and integrating ideas and evidence about specific issues
	10%	Set: Week 1 Due: Week 4	<p>Task 6 (in-class essay): Explore how some perspectives are privileged while others are marginalised or silenced in at least one reading and/or viewing text you have studied this year.</p> <p>Consider how attitudes and assumptions are presented in texts, including:</p> <ul style="list-style-type: none"> how some perspectives are privileged while others are marginalised or silenced <p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> analysing issues and ideas in texts and explaining perspectives

Assessment type and weighting	Assessment task weighting	When set/due	Assessment task
	10%	Set: Week 8 Due: Week 10	<p>Task 8 – Speaking/Listening (in class and at home): Individually, or in pairs, research a range of different viewpoints on a controversial issue in popular music culture and examine the role of social media in communicating perspectives and shaping viewpoints. Your presentation to the class may include video clips, recorded music or printed lyrics and should consider how and why some viewpoints are given preference over others.</p> <p>Consider how attitudes and assumptions are presented in texts, including:</p> <ul style="list-style-type: none"> local and/or global issues in a range of texts <p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> discussing the way ideas and information are presented in texts
Creating 45%	10%	Set: Week 1 Due: Week 4	<p>Task 1 – Speaking/Listening (in class and at home): Group presentation to the class which conveys a range of perspectives on one social issue facing young Australians and explores some of the values underpinning these perspectives. The aim of the presentation is to engage, inform and educate. Each group is to create a poster for classroom display.</p> <p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> distinguishing different perspectives about the main ideas in texts <p>Communicating and interacting with others by:</p> <ul style="list-style-type: none"> planning and carrying out projects in small groups, sharing tasks and responsibilities, for example, collaborating using digital tools
	10%	Set: Week 9 Due: Week 12	<p>Task 3 (in class and at home): Create a digital or print multimodal feature article for a website or magazine of your choice, exploring how one television series/program presents the world in a particular way.</p> <p>Create a range of texts by:</p> <ul style="list-style-type: none"> selecting text structures and language features (written, visual and/or audio) to communicate and present ideas and information for different contexts and purposes using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing
	10%	Set: Week 5 Due: Week 7	<p>Task 7 (in class and at home): Write a series of journal entries/a diary entry/an extract from the autobiography of a character in a dystopian/post-apocalyptic text to provide a viewpoint about an event or events in the text to appeal to the beliefs, attitudes and values of a particular audience.</p> <p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> explaining how texts use language to appeal to the beliefs, attitudes and values of an audience <p>Create a range of texts by:</p> <ul style="list-style-type: none"> expressing a logical viewpoint about an idea, issue or event in written, spoken and multimodal forms

Assessment type and weighting	Assessment task weighting	When set/due	Assessment task
	15%	Set: Week 11 Due: Week 15	<p>Task 9 (in class and at home): Working cooperatively and collaboratively in groups, create and publish a magazine similar in format to the <i>West Weekend</i>, targeting a specified audience. Communicate to this audience a range of relevant information using different types of texts and include original photographs and advertising.</p> <p>Create a range of texts by:</p> <ul style="list-style-type: none"> integrating text structures and language features (written, visual and/or audio) to engage and persuade audiences <p>Communicating and interacting with others by:</p> <ul style="list-style-type: none"> recognising when to work with others and when to work independently
Externally set task	15%	Semester 1 <teacher to insert appropriate week>	<p>Task 4: A task set by the SCSA based on the following content from Unit 3. <teacher to insert content provided by the Authority></p>
Total	100%		