



SAMPLE ASSESSMENT OUTLINE

ENGLISH
GENERAL YEAR 12

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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.

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%	Semester 1 Weeks 5–8	<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> <ul style="list-style-type: none"> • explore attitudes, text structures and language features to understand a text’s meaning and purpose • examine relationships between context, purpose and audience
	10%	Semester 1 Weeks 13–15	<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> <ul style="list-style-type: none"> • express a logical viewpoint about an idea, issue or event • the use of media, types of texts, text structures and language features
	10%	Semester 2 Weeks 1–4	<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> <ul style="list-style-type: none"> • consider how some perspectives are privileged while others are marginalised or silenced • evaluate the evidence upon which different views are based
	10%	Semester 2 Weeks 8–10	<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> <ul style="list-style-type: none"> • analyse issues and ideas in texts and explain perspectives and implications • discuss the way ideas and information are presented in texts

Assessment type and weighting	Assessment task weighting	When set/due	Assessment task
Creating 45%	10%	Semester 1 Weeks 1–4	<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> <ul style="list-style-type: none"> plan and carry out projects in small groups, sharing tasks and responsibilities distinguish different perspectives about the main ideas in texts
	10%	Semester 1 Weeks 9–12	<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> <ul style="list-style-type: none"> select text structures, language features, and visual techniques to communicate and present ideas and information consider how different perspectives and values are presented in texts
	10%	Semester 2 Weeks 5–7	<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 perspective on an event or events in the text to appeal to the beliefs, attitudes and values of a particular audience.</p> <ul style="list-style-type: none"> explain how texts use language to appeal to the beliefs, attitudes and values of an audience consider how attitudes and assumptions are presented in texts
	15%	Semester 2 Weeks 11–15	<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> <ul style="list-style-type: none"> consider how attitudes and assumptions are presented in texts, including the use of media, types of texts, text structures and language features integrate text structures, language features and visual techniques to engage and persuade audiences recognise 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 information provided by the Authority></p>
Total	100%		