



SAMPLE ASSESSMENT TASKS

ENGLISH
GENERAL YEAR 11
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 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 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.

Sample assessment task

English – General Year 11

Task 1

Assessment type: Responding

Conditions: Planning session and in-class, open book assessment

Due date: Week 4

Task weighting: 10%

Task 1 – What’s on the box? Short answer responses relating to TV drama/comedy episodes

Considering **one** television episode studied in class, respond to **two** of three questions. This task will take place over two lessons.

Part A (Week 2): planning, preparation and note making. The three questions are provided during this lesson. Teacher may scaffold.

Part B (Week 4): respond to **two** of the three questions (timed, in-class, open-book). Refer to **one** text. Suggested length: 200–300 words per question.

1. Explain your response to the character/s and the issues presented.
2. Identify and explain how stereotypes are constructed and used to represent groups.
3. Discuss how your understanding of context shaped your understanding of the text.

Marking key for sample assessment Task 1

Use this marking key once for each of the two questions.

Description	Marks
Engagement with the question	10
Engages comprehensively with the question	9–10
Engages effectively with the question	7–8
Engages generally with the question	5–6
Engages inconsistently with the question	3–4
Engages to a limited degree with the question	1–2
No evidence of this criterion	0
Control of spelling, punctuation, grammar and text and paragraph structures	5
Shows sustained control of spelling, punctuation, grammar and text structures	5
Shows effective control of spelling, punctuation, grammar and text structures	4
Shows appropriate control of spelling, punctuation, grammar and text structures	3
Shows inconsistent control of spelling, punctuation, grammar and text structures	2
Shows limited control of spelling, punctuation, grammar and text structures	1
No evidence of this criterion	0
Use of evidence	5
Makes purposeful and effective use of supporting evidence, including brief quotes and/or examples	5
Makes purposeful use of supporting evidence, including brief quotes and/or examples	4
Makes appropriate use of supporting evidence, including quotes and/or examples	3
Makes inconsistent use of supporting evidence, including quotes and/or examples	2
Makes limited use of supporting evidence, including quotes and/or examples	1
No evidence of this criterion	0
Total	/20

Additional comments

Strengths:

Two targeted growth areas:

Sample assessment task

English – General Year 11

Task 2

Assessment type: Creating

Conditions: In-class and at-home

Due date: Week 8

Task weighting: 15%

Task 2 – A moment in time: writing a memoir

Write a memoir piece (600–800 words). You are given the choice to either take on the persona of an individual who inspires you or to write about a significant event from your own life.

You are to demonstrate manipulation of written language features and text structures in the creation of your memoir piece. You are to also engage audiences through the use of visual techniques, by including a range of images and/or photos to complement the creation of your memoir.

Submit your plan, a draft with improvements/indicated improvements, and the final piece.

Note: this task can be done concurrently with Task 3.

Marking key for sample assessment Task 2

Description	Marks
Use of the language features and text structures of memoirs	10
Displays purposeful and effective use of language features and text structures	9–10
Displays effective use of language features and text structures	7–8
Displays appropriate use of language features and text structures	5–6
Displays inconsistent use of language features and text structures	3–4
Displays limited use of language features and text structures	1–2
No evidence of this criterion	0
Use of visual techniques	5
Displays sustained use of visual techniques	5
Displays effective use of visual techniques	4
Displays appropriate use of visual techniques	3
Displays inconsistent use of visual techniques	2
Displays limited use of visual techniques	1
No evidence of this criterion	0
Control of spelling, punctuation, grammar and paragraphing	5
Displays sustained and effective control of spelling, punctuation, grammar and paragraphing	5
Displays effective control of spelling, punctuation, grammar and paragraphing	4
Displays appropriate control of spelling, punctuation, grammar and paragraphing	3
Displays inconsistent control of spelling, punctuation, grammar and paragraphing	2
Displays limited control of spelling, punctuation, grammar and paragraphing	1
No evidence of this criterion	0
Planning, drafting, proofreading and editing	5
Shows comprehensive and reflective planning, drafting, proofreading and editing	5
Shows effective planning, drafting, proofreading and editing	4
Shows appropriate planning, drafting, proofreading and editing	3
Shows inconsistent planning, drafting, proofreading and editing	2
Shows limited planning, drafting, proofreading and editing	1
No evidence of this criterion	0
Total	/25

Additional comments

Strengths:

Two targeted growth areas:

Sample assessment task
English – General Year 11

Task 3

Assessment type: Responding

Conditions: In-class and at-home

Due date: Week 12

Task weighting: 15%

Task 3 – My moment in time: analytical response to a memoir

Part A (Week 9)

Plan, edit and draft an essay analysing a memoir studied in class, giving consideration to the communication of ideas, language features and text structures. Produce a final copy of the essay in class under timed assessment conditions.

Part B (Week 12)

Respond to **one** of the following questions:

1. Explain how a text you have studied presents an issue or idea to its reader/audience.
2. Explain why a text you have studied inspired, challenged or educated you.
3. Explain how a text positioned you to feel empathetic towards a person, issue or idea.

Marking key for sample assessment Task 3

Description	Marks
Engagement with the question	10
Engages comprehensively with the question	9–10
Engages effectively with the question	7–8
Engages generally with the question	5–6
Engages inconsistently with the question	3–4
Engages to a limited degree with the question	1–2
No evidence of this criterion	0
Control of spelling, punctuation, grammar and paragraphing	5
Displays sustained and effective control of spelling, punctuation, grammar and paragraphing	5
Displays effective control of spelling, punctuation, grammar and paragraphing	4
Displays appropriate control of spelling, punctuation, grammar and paragraphing	3
Displays inconsistent control of spelling, punctuation, grammar and paragraphing	2
Displays limited control of spelling, punctuation, grammar and paragraphing	1
No evidence of this criterion	0
Use of supporting evidence	5
Makes purposeful and effective use of supporting evidence, including quotes and/or examples	5
Makes effective use of supporting evidence, including quotes and/or examples	4
Makes appropriate use of supporting evidence, including quotes and/or examples	3
Makes inconsistent use of supporting evidence, including quotes and/or examples	2
Makes limited use of supporting evidence, including quotes and/or examples	1
No evidence of this criterion	0
Total	/20

Additional comments

Strengths:

Two targeted growth areas:

Sample assessment task

English – General Year 11

Task 4

Assessment type: Creating

Conditions: In-class and at-home

Due date: Week 16

Task weighting: 10%

Task 4 – I want the job! Creating an infographic and a ‘how-to’ speaking and listening guide for a job interview

Part A: Completed individually (Week 13)

Create a one- or two-page infographic summarising an investigation into a chosen career path or industry. Suggested areas of investigation include:

- skills/attributes needed
- qualifications
- responsibilities/job role
- saturation of market
- self-reflection of strengths and weaknesses regarding the role
- longevity of career (personal ability/technology replacement)
- career roadblocks/obstacles
- possible discrimination.

Part B: Completed in pairs (Week 16)

Create a ‘how-to’ guide for job interviews. The video can be serious or humorous (e.g. *How **Not** to Ace That Job Interview*). Suggested topics include:

- how to prepare
- what to pack
- speech and body language
- dress and appearance
- types of interview questions
- common mistakes
- questions the interviewee should ask.

Marking key for sample assessment Task 4 Part A

Description	Marks
Effectiveness of infographic form with relation to chosen topic	10
Constructs a purposeful and effective infographic, which conveys the chosen topic in a highly effective manner	9–10
Constructs an effective infographic, which conveys the chosen topic in an effective manner	7–8
Constructs an appropriate infographic, which conveys the chosen topic in an appropriate manner	5–6
Constructs an infographic which conveys the chosen topic inconsistently	3–4
Constructs an infographic which conveys the chosen topic to a limited degree	1–2
No evidence of this criterion	0
Use of visual and written language features relating to the composition of the infographic	5
Uses visual and written language features purposefully and effectively	5
Uses visual and written language features effectively	4
Uses visual and written language features appropriately	3
Uses visual and written language features inconsistently	2
Uses language features to a limited degree	1
No evidence of this criterion	0
Total Part A	/15

Additional comments

Strengths:

Two targeted growth areas:

Marking key for sample assessment Task 4 Part B

Description	Marks
Engagement with the chosen 'how-to' job topic	5
Engages purposefully and effectively with the chosen 'how-to' job topic	5
Engages effectively with the chosen 'how-to' job topic	4
Engages appropriately with the chosen 'how-to' job topic	3
Engages inconsistently with the chosen 'how-to' job topic	2
Engages with the chosen 'how-to' job topic to a limited degree	1
No evidence of this criterion	0
Multimodal elements	5
Makes strategic and thoughtful use of multimodal elements for audience engagement	5
Makes effective use of multimodal elements for audience engagement	4
Makes appropriate use of multimodal elements for audience engagement	3
Makes inconsistent use of multimodal elements for audience engagement	2
Makes limited use of multimodal elements audience engagement	1
No evidence of this criterion	0
Quality of collaboration	5
Consistently works in a cooperative, productive, supportive and well-organised manner	5
Often works in a cooperative, productive, supportive and well-organised manner	4
Sometimes works in a cooperative, productive, supportive and well-organised manner	3
Shows inconsistent collaboration and teamwork	2
Shows limited collaboration and teamwork	1
No evidence of this criterion	0
Total Part B	/15
Total Part A and Part B	/30

Additional comments

Strengths:

Two targeted growth areas:

Sample assessment task
English – General Year 11

Task 5

Assessment type: Responding

Conditions: In-class and at-home

Due date: Week 21

Task weighting: 15%

Task 5 – You can't handle the truth! Short answer responses to a studied documentary

Respond concisely to **both** of the following questions (200–300 words per question). Questions will be distributed in class/online the day before the in-class assessment. You may prepare a one-sided A4 page of notes which will be permitted on the day.

1. Identify and describe two visual techniques used in one documentary you have studied.
2. What is one value communicated in one documentary you have studied? How do you respond to this value?

Marking key for sample assessment Task 5

Use this marking key once for each of the two questions.

Description	Marks
Engagement with the question	10
Engages comprehensively with the question	9–10
Engages effectively with the question	7–8
Engages generally with the question	5–6
Engages inconsistently with the question	3–4
Engages to a limited degree with the question	1–2
No evidence of this criterion	0
Control of spelling, punctuation, grammar and paragraphing	5
Displays sustained control of spelling, punctuation, grammar and paragraphing	5
Displays effective control of spelling, punctuation, grammar and paragraphing	4
Displays appropriate control of spelling, punctuation, grammar and paragraphing	3
Displays inconsistent control of spelling, punctuation, grammar and paragraphing	2
Displays limited control of spelling, punctuation, grammar and paragraphing	1
No evidence of this criterion	0
Use of evidence	5
Makes purposeful and effective use of evidence, including quotes and/or examples	5
Makes effective use of evidence, including quotes and/or examples	4
Makes appropriate use of evidence, including quotes and/or examples	3
Makes inconsistent use of evidence, including quotes and/or examples	2
Makes limited use of supporting evidence, including quotes and/or examples	1
No evidence of this criterion	0
Total	/20

Additional comments

Strengths:

Two targeted growth areas:

Sample assessment task

English – General Year 11

Task 6

Assessment type: Creating (including the assessment of speaking and listening)

Conditions: In-class and at-home

Due date: Week 24

Task weighting: 10%

Task 6 – Convince me: persuasive writing, speaking and listening, and responding to verbal feedback

Part A: Persuasive composition (set Week 22, due end of Week 22)

Compose a persuasive text that responds to the following (450–600 words):

Describe any aspect of a film that encouraged you to think in a new way, or helped you understand something more thoroughly than before. In addition, describe how it changed your thinking and then persuade an audience to watch it.

Part B: Speaking and listening (Week 23)

Present and record your persuasive text to a group of three peers and actively listen to feedback from them (10 minutes per presenter). The teacher will mark the recorded presentation.

What to include:

- questions from you (the writer) to your peers
 - In what ways was my persuasive text easily understood?
 - In what sense was my persuasive text successful/impactful?
 - How can I improve my composition?
- an explanation to your peers of your own work
 - an explanation of your writing choices
 - an overview of the textual features and persuasive devices present
 - a discussion of intended audience and their values and attitudes.

Part C: Response (Week 24)

Using the feedback provided during the presentation, complete or adjust your persuasive text ready for final submission.

Marking key for sample assessment Task 6

Description	Marks
Speaking and listening skills (Part B)	5
Makes strategic and thoughtful use of speaking and listening skills for audience engagement	5
Makes effective use of speaking and listening skills for audience engagement	4
Makes appropriate use of speaking and listening skills for audience engagement	3
Makes inconsistent use of speaking and listening skills for audience engagement	2
Makes limited use of speaking and listening skills for audience engagement	1
No evidence of this criterion	0
Engagement with the task (Part C)	5
Demonstrates comprehensive engagement with the task	5
Demonstrates effective engagement with the task	4
Demonstrates general engagement with the task	3
Demonstrates inconsistent engagement with the task	2
Demonstrates limited engagement with the task	1
No evidence of this criterion	0
Use of persuasive techniques (Part C)	5
Uses persuasive techniques purposefully and effectively	5
Uses persuasive techniques effectively	4
Uses persuasive techniques appropriately	3
Uses persuasive techniques inconsistently	2
Limited use of persuasive techniques	1
No evidence of this criterion	0
Control of spelling, punctuation, grammar and paragraphing (Part C)	5
Displays sustained control of spelling, punctuation, grammar and paragraphing	5
Displays effective control of spelling, punctuation, grammar and paragraphing	4
Displays appropriate control of spelling, punctuation, grammar and paragraphing	3
Displays inconsistent control of spelling, punctuation, grammar and paragraphing	2
Displays limited control of spelling, punctuation, grammar and paragraphing	1
No evidence of this criterion	0
Use of supporting evidence (Part C)	5
Makes thoughtful use of supporting evidence, including quotes and/or examples	5
Makes effective use of supporting evidence, including quotes and/or examples	4
Makes appropriate use of supporting evidence, including quotes and/or examples	3
Makes inconsistent use of supporting evidence, including quotes and/or examples	2
Makes limited use of supporting evidence, including quotes and/or examples	1
No evidence of this criterion	0

Description	Marks
Use of feedback in redrafting and editing (incorporating feedback from Part B into Part C)	5
Makes strategic and thoughtful use of feedback and collaboration in the editing process	5
Makes effective use of feedback in the editing process	4
Makes appropriate use of feedback in the editing process	3
Makes inconsistent of feedback in the editing process	2
Makes limited use of feedback and collaboration in the editing process	1
No evidence of this criterion	0
Total	/30

Additional comments

Strengths:

Two targeted growth areas:

Sample assessment task
English – General Year 11

Task 7

Assessment type: Responding

Conditions: In-class

Due date: Week 28

Task weighting: 10%

Task 7 – The hard sell! Short answer responses to an advertisement

Complete a response to an unseen print advertisement. Respond concisely to **both** of the following questions:

1. Explain how two visual techniques are used to persuade an audience. (200–300 words)
2. How does the advertisement challenge or endorse particular stereotypes? (200–300 words)

Marking key for sample assessment Task 7

Use this marking key once for each of the two questions.

Description	Marks
Engagement with the question	10
Demonstrates purposeful and effective engagement with the question	9–10
Demonstrates effective engagement with the question	7–8
Demonstrates general engagement with the question	5–6
Demonstrates inconsistent engagement with the question	3–4
Demonstrates limited engagement with the question	1–2
No evidence of this criterion	0
Control of spelling, punctuation, grammar and paragraphing	5
Displays sustained control of spelling, punctuation, grammar and paragraphing	5
Displays effective control of spelling, punctuation, grammar and paragraphing	4
Displays appropriate control of spelling, punctuation, grammar and paragraphing	3
Displays inconsistent control of spelling, punctuation, grammar and paragraphing	2
Displays limited control of spelling, punctuation, grammar and paragraphing	1
No evidence of this criterion	0
Use of supporting evidence	5
Makes thoughtful of supporting evidence, including quotes and/or examples	5
Makes effective use of supporting evidence, including quotes and/or examples	4
Makes appropriate use of supporting evidence, including quotes and/or examples	3
Makes inconsistent use of supporting evidence, including quotes and/or examples	2
Makes limited use of supporting evidence, including quotes and/or examples	1
No evidence of this criterion	
Total	/20

Additional comments

Strengths:

Two targeted growth areas:

Sample assessment task

English – General Year 11

Task 8

Assessment type: Creating

Conditions: In-class and/or at-home

Due date: Week 32

Task weighting: 15%

Task 8 – The short of it: creating a story

In class (and/or at home), you should:

- reflect over the formative exercises in Weeks 29–30, and use any of these activities as a stimulus/inspiration for a story of your own
- plan, draft, edit and create a prose or multimodal narrative text of approximately 600–900 words
- write a rationale indicating your intended audience and purpose and explaining the reasons for your narrative techniques and chosen form/style/genre (150–200 words).

Marking key for sample assessment Task 8

Description	Marks
Quality of rationale	5
Produces a thoughtful rationale	5
Produces an effective rationale	4
Produces an appropriate rationale	3
Produces an inconsistent rationale	2
Produces a limited rationale	1
No evidence of this criterion	0
Use of narrative techniques to engage the reader	10
Demonstrates purposeful and effective use of narrative techniques to engage the reader	9–10
Demonstrates effective use of narrative techniques to engage the reader	7–8
Demonstrates appropriate use of narrative techniques to engage the reader	5–6
Demonstrates inconsistent use of narrative techniques to engage the reader	3–4
Demonstrates limited use of narrative techniques narrative techniques to engage the reader	1–2
No evidence of this criterion	0
Use of language features	5
Demonstrates purposeful and effective use of language features	5
Demonstrates effective use of language features	4
Demonstrates appropriate use of language features	3
Demonstrates inconsistent use of language features	2
Demonstrates limited use of language features	1
No evidence of this criterion	0
Control of spelling, punctuation, grammar and control of text structures	5
Displays sustained and effective control of spelling, punctuation, grammar and text structures	5
Displays effective control of spelling, punctuation, grammar and text structures	4
Displays appropriate control of spelling, punctuation, grammar and text structures	3
Displays inconsistent control of spelling, punctuation, grammar and text structures	2
Displays limited control of spelling, punctuation, grammar and text structures	1
No evidence of this criterion	0
Planning, drafting, proofreading and editing	5
Shows comprehensive planning, drafting, proofreading and editing	5
Shows effective planning, drafting, proofreading and editing	4
Shows appropriate planning, drafting, proofreading and editing	3
Shows inconsistent planning, drafting, proofreading and editing	2
Shows limited planning, drafting, proofreading and editing	1
No evidence of this criterion	0
Total	/30

Additional comments

Strengths:

Two targeted growth areas: