



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 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. 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	One class session for Part A One class session for Part B (open-book assessment)
Due	Week 4
Task weighting	10%

Task 1 – What’s on the box? Short answer responses to a television episode

Considering **one** television episode studied in class, respond to **two** of the following questions:

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.

Part A (Week 3)

You will be given the questions and time for planning, preparation and note making.

Part B (Week 4)

You will respond to **two** of the three questions (timed, in-class, open-book). Refer to **one** text for both questions. Suggested length: 200–300 words per question.

Marking key for sample assessment Task 1

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

Description	Marks
Engagement with the question	
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
	/10
Control of spelling, punctuation, grammar and text and paragraph structures	
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
	/5
Use of evidence	
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
	/5
Total	/20

Additional comments

Strengths:

Two targeted growth areas:

Sample assessment task

English – General Year 11

Task 2

Assessment type	Creating
Conditions	To be completed in class and at home Set Week 5
Due	Week 8
Task weighting	15%

Task 2 – My moment in time: memoir composition

Write a memoir piece (600–800 words). You have the choice to write about a significant event from your own life or to write a ‘fictional memoir’ by taking on the persona of an individual who inspires you.

You are required to demonstrate control of written language features and text structures in the creation of your memoir piece. You should also aim to engage audiences through the use of visual language features, by including a range of images (e.g. photographs, maps) to complement the creation of your memoir.

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

Note: this task can be worked on concurrently with Task 3.

Marking key for sample assessment Task 2

Description	Marks
Use of language features (written and visual) and text structures	
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
	/10
Control of spelling, punctuation, grammar and paragraphing	
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
	/5
Planning, drafting, proofreading and editing	
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
	/5
Total	/20

Additional comments

Strengths:

Two targeted growth areas:

Sample assessment task

English – General Year 11

Task 3

Assessment type	Responding
Conditions	To be completed in class and at home Set Week 9
Due	Week 12
Task weighting:	15%

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

Plan, edit and draft an essay analysing a memoir studied in class, considering the ways language features and text structures have been used to communicate ideas. Produce a final copy of the essay in class under timed assessment conditions.

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 towards a person, issue or idea.

Marking key for sample assessment Task 3

Description	Marks
Engagement with the question	
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
	/10
Control of spelling, punctuation, grammar and paragraphing	
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
	/5
Use of supporting evidence	
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
	/5
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 Set Week 13
Due	Week 16
Task weighting	10%

Task 4 – I want the job! Infographic creation and video presentation

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
- job opportunities 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 confidence
- dress and body language
- types of interview questions
- common mistakes
- questions the interviewee should ask.

Marking key for sample assessment Task 4 Part A

Description	Marks
Control of infographic form in relation to selected topic	
Constructs a purposeful, engaging infographic, which conveys visual and written information related to the selected topic in a highly effective manner	9–10
Constructs an infographic, which conveys visual and written information related to the selected topic in an effective manner	7–8
Constructs an infographic, which conveys information related to the selected topic in an appropriate manner	5–6
Constructs an infographic which conveys information related to the selected topic in an ineffective manner	3–4
Constructs an infographic which conveys limited or unrelated information on the selected topic in an ineffective manner	1–2
Total Part A	/10

Additional comments

Strengths:

Two targeted growth areas:

Marking key for sample assessment Task 4 Part B

Description	Marks
Engagement with the selected 'how-to' job interview topic	
Engages purposefully and effectively with the selected topic	5
Engages effectively with the selected topic	4
Engages appropriately with the selected topic	3
Engages inconsistently with the selected topic	2
Engages with the selected topic to a limited degree	1
	/5
Use of multimodal features	
Makes strategic and thoughtful use of multimodal features for audience engagement	5
Makes effective use of multimodal features for audience engagement	4
Makes appropriate use of multimodal features for audience engagement	3
Makes inconsistent use of multimodal features for audience engagement	2
Makes limited use of multimodal features audience engagement	1
	/5
Quality of collaboration with others	
Collaborates and works with others in a highly cooperative, productive, supportive and well-organised manner	5
Collaborates and works with others in a cooperative, productive, supportive and well-organised manner	4
Works with others in somewhat cooperative, productive, supportive and well-organised manner	3
Demonstrates inconsistent collaboration and teamwork	2
Demonstrates limited collaboration and teamwork	1
	/5
Total Part B	/15
Total Part A and Part B	/25

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 Questions to be given to students the day before assessment Students may bring a one-sided A4 page of notes to use in class
Due	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).

1. Describe how one value has been presented in a documentary you have studied.
2. Explain your own response to a main idea presented in the studied documentary.

Marking key for sample assessment Task 5

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

Description	Marks
Engagement with the question	
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
	/10
Control of spelling, punctuation, grammar and paragraphing	
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
	/5
Use of evidence	
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
	/5
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 Set Week 22
Due	Week 24
Task weighting	10%

Task 6 – Convince me: persuasive written text and recording

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

Compose a persuasive text that responds to the following instruction (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, explain how it changed your thinking and then persuade an audience to watch it.

Part B: Speaking and listening (Week 23)

Present and record (audio or video) your persuasive text to a group of three peers and actively listen to feedback from them (7–8 minutes per presenter). The teacher will mark the recorded presentation.

Ensure you include:

- questions from you (the writer and presenter) 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 persuasive texts?
- explanations to your peers about
 - your writing choices
 - the textual features and persuasive devices present
 - the 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)	
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
	/5
Engagement with the task (Part C)	
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
	/5
Use of persuasive techniques (Part C)	
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
	/5
Control of spelling, punctuation, grammar and paragraphing (Part C)	
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
	/5
Use of supporting evidence (Part C)	
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
	/5

Description	Marks
Use of feedback in redrafting and editing (incorporating feedback from Part B into Part C)	
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 use of feedback in the editing process	2
Makes limited use of feedback and collaboration in the editing process	1
	/5
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 features are used to persuade an audience. (200–300 words)
2. How does the advertisement challenge or reinforce 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	
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
	/10
Control of spelling, punctuation, grammar and paragraphing	
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
	/5
Use of supporting evidence	
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
	/5
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 Set Week 31
Due date	Week 32
Task weighting	15%

Task 8 – The short of it: short story composition

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 700–900 words
- write a rationale indicating your intended audience and purpose and explaining the reasons for your use of narrative techniques, language features and chosen form or genre (150–200 words).

Marking key for sample assessment Task 8

Description	Marks
Quality of rationale	
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
	/5
Use of narrative techniques to engage the reader	
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
	/10
Use of language features	
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
	/5
Control of spelling, punctuation, grammar and control of text structures	
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
	/5

Description	Marks
Planning, drafting, proofreading and editing	
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
	/5
Total	/30

Additional comments

Strengths:

Two targeted growth areas: