



## **SAMPLE ASSESSMENT OUTLINE**

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**ENGLISH**  
**GENERAL YEAR 12**  
**EIGHT-TASK MODEL**

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## **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. 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-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 outline

### English – General Year 12

Assessment type	Assessment task weighting	Setting and submission dates	Syllabus content covered	Assessment task
Responding	12%	Set: Week 1 Due: Week 3	<p><b>Consider how different perspectives and values are presented in texts, including:</b></p> <ul style="list-style-type: none"> <li>the relationships between context, purpose, and audience in literary, everyday and workplace texts</li> <li>the use of media, types of texts, text structures and language features.</li> </ul> <p><b>Use strategies and skills for comprehending texts, including:</b></p> <ul style="list-style-type: none"> <li>identifying facts, opinions, supporting evidence and bias</li> <li>distinguishing perspectives about the main ideas in texts.</li> </ul>	<b>Task 1:</b> Identify a variety of issues which affect teenagers in contemporary society and analyse how they are reflected within the media. Pick a visual and a written text which convey the same issue, and respond, in paragraph form, to two questions.
Creating	10%	Set: Week 4 Due: Week 6	<p><b>Use information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>categorising and integrating ideas and evidence about specific issues.</li> </ul> <p><b>Create a range of texts by:</b></p> <ul style="list-style-type: none"> <li>using personal voice and adopting different viewpoints and/or perspectives to influence an audience in a range of media</li> <li>selecting text structures, language features, and visual techniques to communicate and present ideas and information for different contexts and purposes</li> <li>using appropriate vocabulary, spelling and sentence structures.</li> </ul>	<b>Task 2:</b> Review your experiences and explain your personal viewpoints and perspectives in an email, a review and a social media post. Incorporate text structures, language features and/or visual techniques as appropriate.
Responding	14%	Set: Week 7 Due: Week 12	<p><b>Use strategies and skills for comprehending texts, including:</b></p> <ul style="list-style-type: none"> <li>explaining how texts use language to appeal to the beliefs, attitudes and values of an audience.</li> </ul> <p><b>Consider how different perspectives and values are presented in texts, including:</b></p>	<b>Task 3:</b> Using your knowledge of one fictional text studied in class, respond to one essay question using evidence from the text to support your ideas.

Assessment type	Assessment task weighting	Setting and submission dates	Syllabus content covered	Assessment task
			<ul style="list-style-type: none"> <li>the use of narrative techniques, for example, characterisation and narrative point of view.</li> </ul> <p><b>Consider how attitudes and assumptions are presented in texts, including:</b></p> <ul style="list-style-type: none"> <li>how some perspectives are privileged while others are marginalised or silenced.</li> </ul>	
Externally set task	15%	Set: Week 13 Due: Week 13		<b>Task 4: Externally set task</b>
Creating	13%	Set: Week 16 Due: Week 20	<p><b>Communicating and interacting with others:</b></p> <ul style="list-style-type: none"> <li>speaking clearly and coherently about ideas, opinions and personal experiences</li> <li>planning and carrying out projects in small groups, sharing tasks and responsibilities</li> <li>listening actively; being prepared to assert personal views.</li> </ul> <p><b>Use information for specific purpose and contexts by:</b></p> <ul style="list-style-type: none"> <li>investigating and synthesising ideas and collating appropriate information from a range of source material</li> <li>employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion.</li> </ul> <p><b>Create a range of texts by:</b></p> <ul style="list-style-type: none"> <li>integrating text structures and language features to engage and persuade audiences.</li> </ul>	<b>Task 5:</b> Working in a group, script and/or storyboard a scene/s from a reality television show.
Responding	14%	Set: Week 21 Due: Week 24	<p><b>Use strategies and skills for comprehending texts, including:</b></p> <ul style="list-style-type: none"> <li>analysing issues and ideas in texts and explaining perspectives and implications.</li> </ul> <p><b>Consider how attitudes and assumptions are presented in texts, including:</b></p> <ul style="list-style-type: none"> <li>the use of media, types of texts, text structures and language features.</li> </ul> <p><b>Create a range of texts by:</b></p>	<b>Task 6:</b> Write a film review which considers the way in which two different feature films have represented similar issues and ideas. Incorporate discussion of how the films appeal to audiences through the use of visual techniques.

Assessment type	Assessment task weighting	Setting and submission dates	Syllabus content covered	Assessment task
			<ul style="list-style-type: none"> <li>expressing a logical viewpoint about an idea, issue or event in a range of media and digital technologies.</li> </ul>	
Creating	10%	Set: Week 25 Due: Week 27	<p><b>Use information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>determining the relevance of source material to the context and topic.</li> </ul> <p><b>Create a range of texts by:</b></p> <ul style="list-style-type: none"> <li>selecting text structures, language features, and visual techniques to communicate and present ideas for different contexts and purposes</li> <li>using strategies for planning, drafting, revising, editing and proofreading.</li> </ul>	<b>Task 7:</b> After viewing and studying a feature film in class, select a scene and produce a creative composition and reflection.
Creating	12%	Set: Week 28 Due: Week 30	<p><b>Communicating and interacting with others:</b></p> <ul style="list-style-type: none"> <li>applying critical thinking and problem solving cooperatively</li> <li>creating oral texts that communicate ideas and perspectives.</li> </ul> <p><b>Create a range of texts by:</b></p> <ul style="list-style-type: none"> <li>using and adapting text structures and language features to communicate ideas in a range of media.</li> </ul>	<b>Task 8:</b> In pairs, construct a multimodal presentation which demonstrates the procedure of a life skill. You must incorporate spoken elements alongside written and/or visual elements in your presentation.
<b>Total</b>	<b>100%</b>			

Assessment type	Assessment task weighting
Responding	40%
Creating	45%
Externally Set Task	15%