



SAMPLE ASSESSMENT TASKS

ENGLISH

GENERAL YEAR 11

(TO RUN ALONGSIDE FOUNDATION 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. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use..

How to use this document

Background to the Combined English General and Foundation Document

The preference of the School Curriculum and Standards Authority (the Authority) is that ideally, courses should be taught separately rather than delivered alongside other courses in the same classroom at the same time. However, the Authority does not have any policy rules that preclude schools from teaching combined course classes. Where courses are combined, the expectation is that the discrete content of each course and the assessment requirements for each course must still be met.

This document is designed for schools that are delivering English General and Foundation in the same classroom. The students will complete the same modules of work (e.g. documentary study) but the course outlines, assessment outlines and assessment tasks are tailored to the different courses and units. Teaching will also need to be differentiated for the relevant cohorts and students. The accompanying English Foundation documents can be found under the Support Materials tab on the English Foundation page.

Background about the Eight-Task Model

The Board of the School Curriculum and Standards 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; and
- 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 *Select and use texts in the classroom* 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:	In-class response over two lessons
Due date:	Week 3
Task weighting:	12%

Instructions

- You are to complete comprehension questions analysing an unseen short story, 'The Toy Girl' by Paula Clark, in *Stench of Kerosene and Other Short Stories* (ed. Steve Bowles).
- You have two lessons to complete this assessment. Lesson One should be used for reading, annotating the story and planning. You must hand in your annotated story and planning at the end of Lesson One. Lesson Two should be used to complete your responses to the questions below:

Questions

Respond to **both** of the questions in approximately 200–250 words per question.

1. Identify two written language features used in the short story and explain the effects these have on readers.
2. How do you respond to the characters and/or themes explored in this story?

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
Shows comprehensive engagement with the question	9–10
Shows effective engagement with the question	7–8
Shows general engagement with the question	5–6
Shows inconsistent engagement with the question	3–4
Shows limited engagement with the question	1–2
Use of supporting evidence	6
Makes deliberate and thoughtful use of supporting evidence, such as quotes and/or examples	6
Makes effective use of supporting evidence, such as quotes and/or examples	5
Makes appropriate use of supporting evidence, such as quotes and/or examples	4
Makes some use of supporting evidence, such as quotes and/or examples	3
Makes inconsistent use of supporting evidence, such as quotes and/or examples	2
Makes limited use of supporting evidence, such as quotes and/or examples	1
Control of spelling, punctuation, grammar and paragraph structure	4
Shows effective control of spelling, punctuation, grammar and paragraph structure	4
Shows appropriate control of spelling, punctuation, grammar and paragraph structure	3
Shows some control of spelling, punctuation, grammar and paragraph structure	2
Shows limited control of spelling, punctuation, grammar and paragraph structure	1
Total	/20

Sample assessment task

English – General Year 11

Task 2

Assessment type:	Creating
Conditions:	Prepared in class and at home over two weeks
Due date:	Week 5
Task weighting:	13%

Instructions

- You are to write a short story aimed at a teenage audience. The suggested word length is between 500–750 words.
- Think about your young adult audience, and develop ideas, values and attitudes that would appeal to them.
- Pay attention to:
 - narrative techniques (e.g. characterisation, setting, narrative point of view and conflict)
 - text structures (e.g. orientation, rising action, climax, falling action, resolution, flashbacks, juxtaposition, foreshadowing, motif, withholding and in medias res)
 - written language features (e.g. figurative language, emotive language, symbolism, dialogue, imagery, sound devices, diction and syntax)
 - spelling, grammar, punctuation and paragraphing.
- You must submit all notes, plans and drafts along with your final copy.

Marking key for sample assessment Task 2

Description	Marks
Ideas, values and attitudes	6
Communicates deliberate and thoughtful ideas, values and/or attitudes	6
Communicates effective ideas, values and/or attitudes	5
Communicates appropriate ideas, values and/or attitudes	4
Communicates some general ideas, values and/or attitudes	3
Communicates inconsistent ideas, values and/or attitudes	2
Communicates limited ideas, values and/or attitudes	1
Narrative techniques	6
Makes deliberate and thoughtful use of narrative techniques to appeal to target audience	6
Makes effective use of narrative techniques to appeal to target audience	5
Makes appropriate use of narrative techniques to appeal to target audience	4
Makes some use of narrative techniques to appeal to target audience	3
Makes inconsistent use of narrative techniques to appeal to target audience	2
Makes limited use of narrative techniques to appeal to target audience	1
Text structures	6
Makes deliberate and thoughtful use of text structures to appeal to target audience	6
Makes effective use of text structures to appeal to target audience	5
Makes appropriate use of text structures to appeal to target audience	4
Makes some use of text structures to appeal to target audience	3
Makes inconsistent use of text structures to appeal to target audience	2
Makes limited use of text structures to appeal to target audience	1
Written language features	6
Makes deliberate and thoughtful use of written language features to appeal to target audience	6
Makes effective use of written language features to appeal to target audience	5
Makes appropriate use of written language features to appeal to target audience	4
Makes some use of written language features to appeal to target audience	3
Makes inconsistent use of written language features to appeal to target audience	2
Makes limited use of written language features to appeal to target audience	1
Control of spelling, punctuation, grammar and paragraphing	4
Effective control of spelling, punctuation, grammar and paragraphing	4
Appropriate control of spelling, punctuation, grammar and paragraphing	3
Some control of spelling, punctuation, grammar and paragraphing	2
Limited control of spelling, punctuation, grammar and paragraphing	1
Planning, drafting, proofreading and editing	4
Effective planning, drafting, proofreading and editing	4
Appropriate planning, drafting, proofreading and editing	3
Some planning, drafting, proofreading and editing	2
Limited planning, drafting, proofreading and editing	1
Total	/32

Sample assessment task

English – General Year 11

Task 3

Assessment type:	Creating
Conditions:	Prepared in class and at home over five weeks
Due date:	Week 10
Task weighting:	12%

Instructions

- In pairs, you are to deliver a multimodal oral presentation which explores one job that no longer exists **or** a job that was created in the last 20 years.
- Your presentation should run for between five to ten minutes.
- Suggested jobs that have disappeared include chandler, switchboard operator, town crier, knocker-upper, elevator operator and rat catcher.
- Suggested new jobs include content moderator, Uber driver, app developer, social media manager, podcast producer, wellbeing coach and sustainability manager.
- You must submit a note-making retrieval chart that incorporates information from three different sources. Make sure you reference these correctly and include a bibliography.
- When delivering your presentation to the class you should focus on speaking skills such as modulating volume, tone, emphasis, pitch, pace, intonation, body language, stance, gestures and eye contact.
- Your presentation must include relevant multimodal elements such as a PowerPoint presentation, poster, handout, video or audio.
- You will need to complete peer evaluations and a self-evaluation, reflecting on how well your group worked collaboratively and cooperatively.
- You should investigate the following aspects of your chosen job:
 - origins, history and future directions
 - description of the work and skills required
 - environment and working conditions
 - education or training required
 - wages and salary
 - positives and negatives of the particular job.

Marking key for sample assessment Task 3

Description	Marks
Ideas and information	6
Communicates deliberate and thoughtful ideas and information relevant to the topic	6
Communicates effective ideas and information relevant to the topic	5
Communicates appropriate ideas and information relevant to the topic	4
Communicates some ideas and information relevant to the topic	3
Communicates inconsistent ideas and information relevant to the topic	2
Communicates limited ideas and information relevant to the topic	1
Research and note-making	6
Makes deliberate and thoughtful use of research and note-making strategies	6
Makes effective use of research and note-making strategies	5
Makes appropriate use of research and note-making strategies	4
Makes some use of research and note-making strategies	3
Makes inconsistent use of research and note-making strategies	2
Makes limited use of research and note-making strategies	1
Multimodal elements	6
Makes deliberate and thoughtful use of multimodal elements for audience engagement	6
Makes effective use of multimodal elements for audience engagement	5
Makes appropriate use of multimodal elements for audience engagement	4
Makes some use of multimodal elements for audience engagement	3
Makes inconsistent use of multimodal elements for audience engagement	2
Makes limited use of multimodal elements for audience engagement	1
Speaking skills	6
Makes deliberate and thoughtful use of speaking skills for audience engagement	6
Makes effective use of speaking skills for audience engagement	5
Makes appropriate use of speaking skills for audience engagement	4
Makes some use of speaking skills for audience engagement	3
Makes inconsistent use of speaking skills for audience engagement	2
Makes limited use of speaking skills for audience engagement	1
Collaboration and teamwork	6
Consistently works in a cooperative, productive, supportive and well-organised manner. Takes on group leadership when necessary	6
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
Displays inconsistent collaboration and teamwork	2
Displays limited collaboration and teamwork	1
Total	/30

Sample assessment task

English – General Year 11

Task 4

Assessment type:	Responding
Conditions:	In-class response to unseen text
Due date:	Week 15
Task weighting:	13%

Instructions

You are to complete comprehension questions analysing an unseen print advertisement.

Questions

Respond to **both** of the questions in approximately 200–250 words per question.

1. Identify two visual language features used in the advertisement and explain how these shape audience response.
2. Discuss two values and/or attitudes communicated in the advertisement and explore how these are relevant to the particular target audience.

Note: suggested texts for the assessment task include:

- Celine's Eportfolio – Ad Analysis
<https://celinejilani.wordpress.com/ad-analysis/>
- BMW Blog – BMW launches “Don’t Text and Drive” campaign
<https://www.bmwblog.com/2011/06/02/bmw-launches-don%E2%80%99t-text-and-drive-campaign/>
- WA Today – Confronting ad aims to curb 70 per cent rise in WA road deaths
<https://www.watoday.com.au/national/western-australia/confronting-ads-aim-to-curb-70-per-cent-rise-in-wa-road-deaths-20190811-p52g0n.html>
- Celebrity endorsement ads
<http://www.celebrityendorsementads.com/celebrity-endorsements/>

Marking key for sample assessment Task 4

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

Description	Marks
Engagement with the question	10
Displays comprehensive engagement with the question	9–10
Displays effective engagement with the question	7–8
Displays general engagement with the question	5–6
Displays inconsistent engagement with the question	3–4
Displays limited engagement with the question	1–2
Use of supporting evidence	6
Makes deliberate and thoughtful use of supporting evidence, such as reference to visual terms and examples	6
Makes effective use of supporting evidence, such as reference to visual terms and examples	5
Makes appropriate use of supporting evidence, such as reference to visual terms and examples	4
Makes some use of supporting evidence, such as reference to visual terms and examples	3
Makes inconsistent use of supporting evidence, such as reference to visual terms and examples	2
Makes limited use of supporting evidence, such as reference to visual terms and examples	1
Control of spelling, punctuation, grammar and paragraph structure	4
Shows effective control of spelling, punctuation, grammar and paragraph structure	4
Shows appropriate control of spelling, punctuation, grammar and paragraph structure	3
Shows some control of spelling, punctuation, grammar and paragraph structure	2
Shows limited control of spelling, punctuation, grammar and paragraph structure	1
Total	/20

Sample assessment task

English – General Year 11

Task 5

Assessment type:	Creating
Conditions:	Prepared in class and at home over five weeks
Due date:	Week 20
Task weighting:	12%

Instructions

- You are to create a portfolio for a party or event. The following elements should be included:
 - budget (to be represented in graph form)
 - mood board with written explanation
 - annotated music playlist.
- Your portfolio may be submitted in hard copy or digital form.
- Possible events and celebrations include Easter, Christmas, Diwali, Eid al-Fitr, Hanukkah, Halloween, New Year’s Eve, Valentine’s Day, baby shower, birthday party, engagement party, wedding, graduation, housewarming, funeral and gender reveal.
- Think about the audience for the party or event, and tailor your choices accordingly.
- Your portfolio should incorporate written and visual elements.
- You must submit all notes, plans and drafts along with your final copy.

Marking key for sample assessment Task 5

Description	Marks
Budget	6
Makes deliberate and thoughtful use of written and visual techniques to present information	6
Makes effective use of written and visual techniques to present information	5
Makes appropriate use of written and visual techniques to present information	4
Makes some use of written and visual techniques to present information	3
Makes inconsistent use of written and visual techniques to present information	2
Makes limited use of written and visual techniques to present information	1
Mood board	6
Makes deliberate and thoughtful use of written and visual techniques to present information	6
Makes effective use of written and visual techniques to present information	5
Makes appropriate use of written and visual techniques to present information	4
Makes some use of written and visual techniques to present information	3
Makes inconsistent use of written and visual techniques to present information	2
Makes limited use of written and visual techniques to present information	1
Annotated music playlist	6
Makes deliberate and thoughtful use of written and visual techniques to present information	6
Makes effective use of written and visual techniques to present information	5
Makes appropriate use of written and visual techniques to present information	4
Makes some use of written and visual techniques to present information	3
Makes inconsistent use of written and visual techniques to present information	2
Makes limited use of written and visual techniques to present information	1
Control of spelling, punctuation, grammar and text structures	4
Displays effective control of spelling, punctuation, grammar and text structures	4
Displays appropriate control of spelling, punctuation, grammar and text structures	3
Displays some control of spelling, punctuation, grammar and text structures	2
Displays limited control of spelling, punctuation, grammar and text structures	1
Planning, drafting, proofreading and editing	3
Shows effective planning, drafting, proofreading and editing	3
Shows appropriate planning, drafting, proofreading and editing	2
Shows limited planning, drafting, proofreading and editing	1
Total	/25

Sample assessment task

English – General Year 11

Task 6

Assessment type:	Responding
Conditions:	To be completed over two lessons (one lesson for planning; one lesson to complete the in-class essay)
Due date:	Week 25
Task weighting:	13%

Instructions

- You are to write an in-class essay (500–700 words) on a studied graphic novel.
- You have two lessons to complete this assessment. Lesson One should be used for planning. You must hand in your planning at the end of Lesson One. Lesson Two should be used to complete your response to **one** of the questions below.

Questions

Answer **one** of the questions below in 500–700 words.

1. Consider how the ideas presented in one graphic novel have been shaped by the context in which it was produced.
2. How has one graphic novel you have studied reinforced or challenged values of society?
3. Discuss how different people might respond to one graphic novel in different ways.

Marking key for sample assessment Task 6

Description	Marks
Engagement with the question	10
Displays comprehensive engagement with the question	9–10
Displays effective engagement with the question	7–8
Displays general engagement with the question	5–6
Displays inconsistent engagement with the question	3–4
Displays limited engagement with the question	1–2
Use of supporting evidence	6
Makes deliberate and thoughtful use of supporting evidence, such as quotes and/or examples	6
Makes effective use of supporting evidence, such as quotes and/or examples	5
Makes appropriate use of supporting evidence, such as quotes and/or examples	4
Makes some use of supporting evidence, such as quotes and/or examples	3
Makes inconsistent use of supporting evidence, such as quotes and/or examples	2
Makes limited use of supporting evidence, such as quotes and/or examples	1
Control of spelling, punctuation, grammar and paragraph structure	4
Shows effective control of spelling, punctuation, grammar and paragraph structure	4
Shows appropriate control of spelling, punctuation, grammar and paragraph structure	3
Shows some control of spelling, punctuation, grammar and paragraph structure	2
Shows limited control of spelling, punctuation, grammar and paragraph structure	1
Total	/20

Sample assessment task

English – General Year 11

Task 7

Assessment type:	Responding
Conditions:	To be completed in class in one lesson
Due date:	Week 27
Task weighting:	12%

Instructions

- You are to complete comprehension questions analysing an unseen feature article.
- Text: ‘How We Fought Back Against Surfing’s Sexist Bullies’ by Layne Beachley
<https://www.theguardian.com/sport/2017/mar/14/layne-beachley-how-we-fought-back-against-surfing-sexism>

Questions

Respond to **BOTH** of the questions in approximately 200–250 words per question:

1. Discuss two examples of language features and/or text structures used in the opinion piece and explain how these help shape audience response.
2. To what extent do you believe the author has presented a balanced argument about the difficulties faced by female surfers?

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
Displays comprehensive engagement with the question	9–10
Displays effective engagement with the question	7–8
Displays general engagement with the question	5–6
Displays inconsistent engagement with the question	3–4
Displays limited engagement with the question	1–2
Use of supporting evidence	6
Makes deliberate and thoughtful use of supporting evidence, such as quotes and/or examples	6
Makes effective use of supporting evidence, such as quotes and/or examples	5
Makes appropriate use of supporting evidence, such as quotes and/or examples	4
Makes some use of supporting evidence, such as quotes and/or examples	3
Makes inconsistent use of supporting evidence, such as quotes and/or examples	2
Makes limited use of supporting evidence, such as quotes and/or examples	1
Control of spelling, punctuation, grammar and paragraph structure	4
Shows effective control of spelling, punctuation, grammar and paragraph structure	4
Shows appropriate control of spelling, punctuation, grammar and paragraph structure	3
Shows some control of spelling, punctuation, grammar and paragraph structure	2
Shows limited control of spelling, punctuation, grammar and paragraph structure	1
Total	/20

Sample assessment task

English – General Year 11

Task 8

Assessment type:	Creating
Conditions:	Prepared in class and at home over 5 weeks
Due date:	Week 30
Task weighting:	13%

Instructions

- You are to create a five- to ten-minute vlog exploring a subculture. Possible subcultures include hippies, athletes, disco, emos, gamers, goths, hip hop, punk, ravers, haul girls, bikies, hipsters, bogans, skaters, e-boys and e-girls and grunge.
- Suggested software includes iMovie, Clickchamp, Filmora and VivaVideo.
- Think about the type of vlog you will create. Suggestions include educational, humour and instructional (e.g. life hacks).
- Decide whether your vlog will include talking heads, interviews, animation, text, sound effects, voice over, follow-me-around video, graphics and music.
- Pay attention to the structure of your vlog. The opening should include a greeting and a hook (e.g. personal anecdote, popular culture reference or real-life event). The closing might include the following: wrap up argument and tie back to opening; call to action; like, follow, subscribe, share; tell viewers what's coming next; promote your product, service or merchandise; ask a question to encourage comments.
- If your vlog features a voice over only you should focus on speaking skills such as modulating volume, tone, emphasis, pitch, pace and intonation. If your vlog features a follow-me-around video or talking heads, you must also pay attention to body language, stance, gestures and eye contact.
- The vlog should be posted to an online forum or discussion group. Platforms include Edublogs, Connect, Microsoft Teams, OneNote Class Notebook and SEQTA.
- You are to make written comments on **three** vlogs from classmates. Each comment should be 50 words in length and should focus on adding ideas and opinions to the original post.
- You must submit a note-making retrieval chart that incorporates information from three different sources. Make sure you reference these correctly and include a bibliography.
- You should investigate the following aspects of your chosen subculture:
 - origins
 - clothing and accessories
 - music, television and films of choice
 - public perception
 - current popularity.

Marking key for sample assessment task 8

Description	Marks
Presents information	6
Communicates deliberate and thoughtful information relevant to the topic	6
Communicates effective information relevant to the topic	5
Communicates appropriate information relevant to the topic	4
Communicates some information relevant to the topic	3
Communicates inconsistent information relevant to the topic	2
Communicates limited information relevant to the topic	1
Research and note-making	6
Makes deliberate and thoughtful use of research and note-making strategies	6
Makes effective use of research and note-making strategies	5
Makes appropriate use of research and note-making strategies	4
Makes some use of research and note-making strategies	3
Makes inconsistent use of research and note-making strategies	2
Makes limited use of research and note-making strategies	1
Vlog elements	6
Makes deliberate and thoughtful use of vlog elements for audience engagement	6
Makes effective use of vlog elements for audience engagement	5
Makes appropriate use of vlog elements for audience engagement	4
Makes some use of vlog elements for audience engagement	3
Makes inconsistent use of vlog elements for audience engagement	2
Makes limited use of vlog elements for audience engagement	1
Speaking skills	6
Makes deliberate and thoughtful use of speaking skills for audience engagement	6
Makes effective use of speaking skills for audience engagement	5
Makes appropriate use of speaking skills for audience engagement	4
Makes some use of speaking skills for audience engagement	3
Makes inconsistent use of speaking skills for audience engagement	2
Makes limited use of speaking skills for audience engagement	1
Interaction through comments	6
Makes confident and thoughtful comments	6
Makes effective comments	5
Makes appropriate comments	4
Makes some general comments	3
Makes inconsistent comments	2
Makes limited comments.	1
Total	/30