



SAMPLE ASSESSMENT TASKS

ENGLISH
ATAR 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 – ATAR Year 11

Task 1

Assessment type: Responding

Conditions: In-class short answer response

Task weighting: 5%

Content covered by this task: Examining language features and text structures; analysing purpose and communication of ideas; evaluating choice of mode

Task 1 – In-class short answer responses (30 marks)

Students are presented with two texts, one written and one image/multimodal.

Respond concisely to the following two questions (200–300 words each):

1. Analyse how two language or two structural features are used to communicate an idea in Text 1.
2. Explain how the purpose of Text 2 is achieved through two visual language features.

Marking key for sample assessment task 1

Description	Marks
Analysis of two language or structural features in Text 1 to communicate an idea	/10
Provides a sophisticated analysis of two language or two structural features used to communicate one idea	9–10
Analyses the effectiveness of two language or structural features to communicate one idea	7–8
Identifies and comments on at least two language or structural features to communicate one or more ideas	5–6
Identifies and comments on one language or structural feature	3–4
Identifies one or two language or structural features	1–2
Expression and use of evidence in Response 1	/5
Uses clear and concise language and expression, and makes skilful use of supporting evidence, including brief quotes and/or examples	5
Expresses ideas clearly, and makes effective use of supporting evidence, including brief quotes and/or examples	4
Uses purposeful but at times verbose language, and makes some use of supporting evidence, including brief quotes and/or examples	3
Uses some unclear expression, and makes limited use of supporting evidence, including quotes and/or examples	2
Uses disjointed language making meaning unclear, and makes minimal use of supporting evidence, including quotes and/or examples	1
Explanation of how purpose is achieved through visual language features in Text 2	/10
Presents a concise and highly effective explanation of how purpose is achieved through two language features	9–10
Presents an effective explanation of how purpose is achieved through two language features	7–8
Provides a sound explanation of how purpose is achieved through two language features	5–6
Presents a limited explanation of how purpose is achieved and may use one or more than two language features	3–4
Identifies one or two language features, or identifies the purpose	1–2
Quality of expression and use of evidence in Response 2	/5
Uses clear and concise language and expression, and makes skilful use of supporting evidence, including brief quotes and/or examples	5
Expresses ideas clearly, and makes effective use of supporting evidence, including brief quotes and/or examples	4
Uses purposeful but at times verbose language, and makes some use of supporting evidence, including brief quotes and/or examples	3
Uses some unclear expression, and makes limited use of supporting evidence, including quotes and/or examples	2
Uses disjointed language making meaning unclear, and makes minimal use of supporting evidence, including quotes and/or examples	1
Total	/30

Additional comments

Strengths:

Three targeted growth areas:

Sample assessment task

English – ATAR Year 11

Task 2

Assessment type: Responding

Conditions: Set Week 6, due Week 9

Task weighting: 10%

Content covered by this task: Analysing and evaluating responses in relation to contexts, including personal context; analysing purpose; debate using evidence-based arguments

Task 2 – Analytical essay

Compose an analytical essay responding to **one** of the following questions, with reference to a studied text (900–1200 words).

1. Explain why the purposes of a studied text may be open to debate.
2. Discuss how your personal context has influenced your response to a studied text.

Marking key for sample assessment task 2

Description	Marks	Value
Engagement with question	5	/40 (mark x 8)
Provides astute and convincing discussion on all the elements of the question with relation to the studied text	5	
Provides strong discussion on all elements of the question with relation to the studied text	4	
Provides sound discussion on all elements of the question with relation to the studied text	3	
Provides limited discussion or may answer only one element of the question with relation to the studied text	2	
Provides minimal discussion or does not address the question's elements	1	
Structure	5	/20 (mark x 4)
Employs a highly effective and coherent structure	5	
Employs an effective and logical structure	4	
Employs a serviceable use of structure	3	
Employs a limited use of structure	2	
Employs a minimal use of structure	1	
Use of supporting evidence	5	/20 (mark x 4)
Provides pertinent use of supporting evidence, including brief quotes and/or examples and/or nominalises evidence to attach meaning	5	
Provides relevant and effective use of supporting evidence, including brief quotes and/or examples and/or may nominalise some evidence to attach meaning	4	
Provides some use of supporting evidence, including quotes and/or examples	3	
Provides limited use of supporting evidence, including quotes and/or examples	2	
Provides minimal use of supporting evidence, including quotes and/or examples	1	
Quality of expression, including use of metalanguage	5	/20 (mark x 4)
Expresses ideas in a highly thoughtful and lucid style; analysis is articulated with syllabus metalanguage	5	
Usually expresses ideas clearly; uses some metalanguage	4	
Often expresses ideas clearly; use of metalanguage is evident but limited	3	
Expresses some ideas clearly; use of metalanguage is inconsistent	2	
Expresses ideas in a manner that is unstructured and unclear, with minimal to no use of metalanguage	1	
Total		/100

Additional comments

Strengths:

Three targeted growth areas:

Sample assessment task

English – ATAR Year 11

Task 3

Assessment type: Creating

Conditions: Take home and in class

Task weighting: 18%

Content covered by the task: Imaginative and interpretive texts; using appropriate form, content, style and tone; experimenting with multimodal devices; using strategies for planning, drafting and editing; combining visual, spoken and written elements where appropriate

Task 3 – Creation of a multimodal text

Part A: Multimodal presentations

Working in small groups of 3–4 students, create a 3–5 minute imaginative or interpretive multimodal text that adapts and extends a given extract of either an imaginative or an interpretive written text.

Multimodal texts could include scripted performance, vlog, short film, digital presentation, one segment of a graphic novel, a current affairs segment etc.

Part B: Post-presentation panel interviews

Following presentation of multimodal texts, each group is to work with another group to alternate role-playing the text’s creators/actors and the press pool interviewing them. The panel will respond to a series of prepared questions from the audience of peers acting as the press pool. Questions for the panel will be based on a teacher-modelled bank of possibilities or produced as a class collaboration. Questions should be adapted to suit the particular presentations viewed.

Panels should allow for a two- to three-minute discussion per member.

Marking key for sample assessment task 3

Description	Marks	Value
Engagement with the stimulus text (Part A)	5	/20 (mark x 4)
Exhibits excellent engagement with the stimulus text	5	
Exhibits a high degree of engagement with the stimulus text	4	
Exhibits some engagement with the stimulus text	3	
Exhibits limited engagement with the stimulus text	2	
Exhibits minimal engagement with the stimulus text	1	
Control of multimodal language features (Part A)	5	/20 (mark x 4)
Exhibits excellent control of multimodal language features	5	
Exhibits a high degree of control of multimodal language features	4	
Exhibits some control of multimodal language features	3	
Exhibits limited control of multimodal language features	2	
Exhibits minimal control of multimodal language features	1	
Control of chosen genre (Part A)	5	/15 (mark x 3)
Exhibits excellent control of chosen genre	5	
Exhibits a high degree of control of chosen genre	4	
Exhibits some control of chosen genre	3	
Exhibits limited control of chosen genre	2	
Exhibits minimal control of chosen genre	1	
Quality of contributions in role as text's creators (Part B)	5	/20 (mark x 4)
Makes excellent contributions	5	
Makes high quality contributions	4	
Makes sound contributions	3	
Makes contributions which are limited in quality	2	
Makes minimal contributions	1	
Quality of contributions in role as one of the press pool (Part B)	5	/5 (mark x 1)
Makes excellent contributions	5	
Makes high quality contributions	4	
Makes sound contributions	3	
Makes contributions which are limited in quality	2	
Makes minimal contributions	1	
Quality of speaking and listening skills (Part B)	5	/20 (mark x 4)
Demonstrates excellent speaking and listening skills	5	
Demonstrates capable speaking and listening skills	4	
Demonstrates some speaking and listening skills	3	
Demonstrates limited speaking and listening skills	2	
Demonstrates minimal speaking and listening skills	1	
Total		/100

Additional comments

Strengths:

Three targeted growth areas:

Sample assessment task

English – ATAR Year 11

Task 4

Assessment type: Responding

Conditions: In-class essay

Task weighting: 10%

Content covered by this task: Comparing texts; analysis of style, structure, voice and purpose; comparing texts in a variety of contexts; explaining the relationship between purpose and context

Task 4 – In-class essay

Write a comparative analytical essay responding to **one** of the following questions with reference to two studied texts.

1. Compare the effects of style and structure on the construction of voice within two studied texts.
or
2. Compare the relationship between purpose and context within two studied texts.

Marking key for sample assessment task 4

Description	Marks	Value
Engagement with the topic	5	/40 (mark x 8)
Makes perceptive comparisons of both texts with relation to all elements of the question	5	
Makes meaningful comparisons of both texts with relation to all elements of the question	4	
Makes some relevant comparisons of both texts with relation to most elements of the question	3	
Makes limited comparisons of texts or may not answer all elements of the question	2	
Makes minimal comparisons of texts or does not address the question's elements	1	
Use of supporting evidence	5	/20 (mark x 4)
Makes skilful and pertinent use of supporting evidence, including brief quotes and/or examples and/or nominalises evidence to attach meaning	5	
Makes effective and relevant use of supporting evidence, including brief quotes and/or examples and/or may nominalise some evidence to attach meaning	4	
Makes some use of supporting evidence, including quotes and/or examples	3	
Makes limited use of supporting evidence, including quotes and/or examples	2	
Makes minimal use of supporting evidence, including quotes and/or examples	1	
Quality of expression of ideas	5	/20 (mark x 4)
Expresses ideas in a highly thoughtful and lucid style	5	
Usually expresses ideas clearly	4	
Often expresses ideas clearly	3	
Expresses some ideas clearly	2	
Expresses ideas in a manner that is unstructured and unclear	1	
Control of the comparative writing form	5	/20 (mark x 4)
Provides a coherent structure that integrates both texts in the comparative discussion	5	
Provides a logical structure that moves comfortably between both texts	4	
Provides some structure to allow for a comparison between both texts	3	
Provides limited structure and may move between texts without providing links/comparisons	2	
Does not provide comparisons/contrasts of the two texts	1	
Total		/100

Additional comments

Strengths:

Three targeted growth areas:

Sample assessment task

English – ATAR Year 11

Task 5

Assessment type: Responding

Conditions: In-class individual and group work

Task weighting: 10%

Content covered by this task: Contexts, language features, text structures, stylistic choices, perspectives, interpretations, analysis, experimenting with multimodal devices, reflect, respond, attitudes, ideas, representation; critically examining how and why texts position readers and viewers; evaluating the effectiveness of texts in representing ideas, attitudes and voices

Task 5 – Oral presentation

Part A: Individual director's/writer's commentary (5–7 minutes)

After the study of a class text, each individual student is issued with a distinct part of the text as their focus.

Students are to take on the persona of the director/creator/author and provide a commentary on how they used language features, text structures and stylistic choices to shape perspectives and interpretations (positioning of viewers and readers). They are also to analyse how the social and cultural context influenced/affected the construction of the text.

This commentary may be delivered in a form of a student's choice, such as voice-over commentary, podcast, vlog, speech, interview etc. Alternatively, students may deliver an oral presentation in conjunction with annotations or as a commentary with an infographic or digital elements.

Part B: Group panel discussion (10–15 minutes)

In small groups of four (where possible) form a panel discussing reasons for varying interpretations and responses to the text.

Students are encouraged to demonstrate strong listening and speaking skills. Some tips include:

- politely disagree or agree with other panellists by giving reasons and thoughts rather than one-word answers
- reflect on and acknowledge other panellists' points before adding a point
- encourage all others to speak, but also take the opportunity to speak (balance active listening and speaking and ensure all panellists are involved).

While unscripted, the panel discussion should address the following:

- the impact of language and structural choices on shaping the interpretations of the group members
- the ways perspectives, and their associated attitudes and ideas, have been represented in the text
- how a student's own context has shaped their response to the text.

Marking key for sample assessment task 5

Individual assessment	Marks
Analysis of language features, text structures, and stylistic features from the allotted text (Part A)	/5
Provides a cohesive analysis on how the text's language features, text structures and stylistic choices shape perspectives, interpretations and positioning of viewers/readers	5
Provides a logical analysis on how the text's language features, text structures and stylistic choices shape perspectives and position viewers/readers	4
Provides a sound discussion on how some of the text's language features, text structures and stylistic choices position viewers/readers	3
Identifies a limited range of either the text's language features or stylistic choices	2
Identifies one or fewer than one textual feature	1
Application of understanding of contexts (Part A)	/5
Applies a strong understanding of contexts to comprehend, interpret and evaluate how contexts influence/affect the construction and meaning of the text	5
Applies an understanding of how contexts influence/affect the construction and meaning of the text	4
Applies a sound understanding of contexts to comprehend, interpret and evaluate how contexts influence/affect the construction of the text	3
Demonstrates a limited understanding of contexts	2
Demonstrates a lack of understanding of contexts	1
Control of oral/multimodal features (Part A)	/5
Exhibits excellent control of oral/multimodal features	5
Exhibits effective control of oral/multimodal features	4
Exhibits serviceable control of oral/multimodal features	3
Exhibits limited control of oral/multimodal features	2
Exhibits minimal control of oral/multimodal features	1
Analytical quality of contributions (Part B)	/5
Makes excellent contributions	5
Makes effective contributions	4
Makes serviceable contributions	3
Makes contributions which are limited in quality	2
Makes minimal contributions	1
Quality of speaking and listening skills (Part B)	/5
Demonstrates excellent speaking and listening skills	5
Demonstrates effective speaking and listening skills	4
Demonstrates serviceable speaking and listening skills	3
Demonstrates limited speaking and listening skills	2
Demonstrates minimal speaking and listening skills	1
Total	/25

Additional comments

Strengths:

Three targeted growth areas:

Sample assessment task

English – ATAR Year 11

Task 6

Assessment type: Creating

Conditions: In class (Week 24) and at home (due Week 27)

Task weighting: 17%

Content covered by this task: Using persuasive elements for purpose, context and audience; experimenting with text structures and language features; using strategies for planning, drafting, editing and proofreading; developing voice, tone and style; reflect on others' texts; evaluate the effectiveness of texts in representing ideas, attitudes and voices; critically examining how and why texts position readers and viewers

Task 6 – Persuasive composition

Part A: In-class persuasive composition (Week 24)

Choose from three examination-style persuasive prompts, encompassing a stimulus quote and image, and question or instruction.

Sample questions:

1. Compose a persuasive text that relates to the image/quote prompt provided.
2. Compose a text that employs persuasive elements to engage a resistant audience.

Note: Part A is formative, with teacher and peer feedback rather than a mark that contributes to students' grades.

Part B: Resubmitted persuasive composition (due Week 27)

After receiving feedback from your teacher for Part A, receive feedback for your persuasive composition from two other students.

Reflect on the feedback from your two peers and teacher, then edit, improve and resubmit your persuasive composition from Part A. The resubmission should reveal a responsiveness to peer and teacher feedback (900–1200 words).

Tips: students can highlight changed parts in their draft, or alternatively use track changes so teachers can readily identify edits made.

Marking key for sample assessment task 6

Individual assessment	Marks	Value
Engagement with the prompt	5	/20 (mark x 4)
Exhibits excellent engagement with the prompt	5	
Exhibit a high degree of engagement with the prompt	4	
Exhibits some engagement with the prompt	3	
Exhibits limited engagement with the prompt	2	
Exhibits minimal engagement with the prompt	1	
Stylistic and language features appropriate to purpose and the persuasive writing form	5	/30 (mark x 6)
Makes highly effective use of stylistic and language features to engage audience	5	
Makes effective use of stylistic and language features to engage audience	4	
Exhibits some development of style and use of persuasive devices	3	
Exhibits limited development of style or use of persuasive devices	2	
Exhibits minimal development of style and use of persuasive devices	1	
Utilisation of Structure	5	/30 (mark x 6)
Utilises a highly effective and innovative structure	5	
Utilises an effective structure	4	
Controls some elements of structure	3	
Provides little evidence of structure	2	
Exhibits minimal use of structure	1	
Incorporation of feedback	5	20 (mark x 4)
Shows astute incorporation of feedback	5	
Shows a high degree of responsiveness to feedback	4	
Shows some responsiveness to feedback	3	
Shows limited responsiveness to feedback	2	
Shows minimal responsiveness to feedback	1	
Total		/100

Additional comments

Strengths:

Three targeted growth areas: