



## **SAMPLE ASSESSMENT TASKS**

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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 task

### English – General Year 12

#### Task 1

<b>Assessment type:</b>	Responding
<b>Conditions:</b>	Prepared at home and in class over two lessons; notes allowed Suggested length: 200–300 words per question
<b>Task weighting:</b>	12%

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#### Task 1: ‘Critical minds’

You will explore a range of written and visual texts in class and analyse them in terms of text structures, language features, visual techniques, intended purpose, perspectives and audience positioning.

You will identify a variety of issues which affect teenagers in contemporary society and analyse how they are reflected within the media. You will pick one visual and one written text which convey the same issue, and prepare for an in-class assessment in which you will respond, in paragraph form, to **both** of the following questions.

1. Discuss how language features have been used to present a perspective in one written text you have studied.
2. Explain how the visual techniques of one visual text have positioned you to reflect on an issue which affects teenagers.

## Marking key for sample assessment task 1

Use this marking key twice, once for each question.

Description	Marks
<b>Engagement with the question</b>	<b>10</b>
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
<b>Use of supporting evidence</b>	<b>6</b>
Makes 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
<b>Control of spelling, punctuation, grammar and paragraph structure</b>	<b>4</b>
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
<b>Total</b>	<b>/20</b>

### Additional comments

Strengths:

Two targeted growth areas:

## Sample assessment task

### English – General Year 12

#### Task 2

<b>Assessment type:</b>	Creating
<b>Conditions:</b>	Prepared in class (over three lessons, one lesson per response) and at home (over three weeks)
<b>Task weighting:</b>	10%

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#### **Task 2: 'Influence me'**

For this assessment, you will harness the power of language to review your experiences and to explain your personal viewpoints and perspectives. You should incorporate text structures, language features and/or visual techniques as appropriate.

You will compose **three** texts:

**Part A:** Write a formal email complaining about a product you have purchased (200 words).

**Part B:** Compose an informal Google Review for a service you have received or a place you have visited (200 words).

**Part C:** Promote on a social media platform, such as Instagram or Twitter, a place, performance or service you have experienced (200 words). This may also include images and a comment thread.

## Marking key for sample assessment Task 2

Use this marking key three times, once for each piece of writing produced.

Description	Marks
<b>Development of personal voice</b>	<b>10</b>
Develops a thoughtful personal voice	9–10
Develops an effective personal voice	7–8
Develops a general personal voice	5–6
Develops an inconsistent personal voice	3–4
Develops a limited personal voice	1–2
<b>Use of text structures, language features and/or visual techniques</b>	<b>6</b>
Makes strategic and thoughtful use of text structures, language features and/or visual techniques	6
Makes effective use of text structures, language features and/or visual techniques	5
Makes appropriate use of text structures, language features and/or visual techniques	4
Makes some use of text structures, language features and/or visual techniques	3
Makes inconsistent use of text structures, language features and/or visual techniques	2
Makes limited use of text structures, language features and/or visual techniques	1
<b>Explanation of viewpoints and perspectives</b>	<b>5</b>
Presents a thoughtful explanation of viewpoints and perspectives	5
Presents an effective explanation of viewpoints and perspectives	4
Presents a general explanation of viewpoints and perspectives	3
Presents an inconsistent explanation of viewpoints and perspectives	2
Presents a limited explanation of viewpoints and perspectives	1
<b>Use of supporting evidence</b>	<b>5</b>
Makes thoughtful use of supporting evidence	5
Makes effective use of supporting evidence	4
Makes general use of supporting evidence	3
Makes inconsistent use of supporting evidence	2
Makes limited use of supporting evidence	1
<b>Control of spelling, punctuation, grammar and text structures</b>	<b>4</b>
Shows effective control of spelling, punctuation, grammar and text structures	4
Shows appropriate control of spelling, punctuation, grammar and text structures	3
Shows some control of spelling, punctuation, grammar and text structures	2
Shows limited control of spelling, punctuation, grammar and text structures	1
<b>Total</b>	<b>/30</b>

**Additional comments**

Strengths:

Two targeted growth areas:



## Sample assessment task

### English – General Year 12

#### Task 3

<b>Assessment type:</b>	Responding
<b>Conditions:</b>	Prepared in class and at home over four weeks; final copy written in class
<b>Task weighting:</b>	14%

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#### **Task 3: ‘Burning fiction’**

Using your knowledge of one fictional text studied in class, respond to **one** of the following essay questions using evidence from the text to support your ideas. You will produce a final copy of your response (500–750 words) in class under timed assessment conditions.

1. Explain how your perspectives on the main ideas in the text you have studied have been influenced by your values.

**or**

2. Discuss how narrative techniques, such as characterisation, narrative point of view and/or setting, have been used to present a key character or experience in one text you have studied.

You will submit your plan and draft when you hand in your final copy.

## Marking key for sample assessment Task 3

Description	Marks
<b>Engagement with the question</b>	<b>10</b>
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
<b>Use of supporting evidence</b>	<b>6</b>
Makes 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
<b>Control of spelling, punctuation, grammar and paragraph structure</b>	<b>5</b>
Shows sustained control of spelling, punctuation, grammar and paragraph structure	5
Shows effective control of spelling, punctuation, grammar and paragraph structure	4
Shows general control of spelling, punctuation, grammar and paragraph structure	3
Shows inconsistent control of spelling, punctuation, grammar and paragraph structure	2
Shows limited control of spelling, punctuation, grammar and paragraph structure	1
<b>Planning, drafting, proofreading and editing</b>	<b>4</b>
Shows thoughtful and strategic planning, drafting, proofreading and editing	4
Shows effective planning, drafting, proofreading and editing	3
Shows general planning, drafting, proofreading and editing	2
Shows limited planning, drafting, proofreading and editing	1
<b>Total</b>	<b>/25</b>

### Additional comments

Strengths:

Two targeted growth areas:

## Sample assessment task

### English – General Year 12

#### Task 5

<b>Assessment type:</b>	Creating
<b>Conditions:</b>	prepared in class and at home over five weeks
<b>Task weighting:</b>	13%

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#### **Task 5: 'I am the real thing'**

Working in a group, you will script and/or storyboard a scene/s from a reality television show. You will film and edit this into a three to five minute segment. You are to incorporate the text structures and language features of reality television in order to appeal to a particular audience.

Each group will present their video to the class. Your group will introduce your segment and recap and answer questions (three to five minutes) after the film screening.

You must submit:

- research, notes and planning (written script and/or storyboard)
- an electronic copy of the reality television segment.

## Marking key for sample assessment Task 5

Description	Marks
<b>Presents information</b>	<b>6</b>
Communicates strategic 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
<b>Research and note-making</b>	<b>6</b>
Makes strategic 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
<b>Reality television elements</b>	<b>6</b>
Makes strategic and thoughtful use of reality television elements for audience engagement	6
Makes effective use of reality television elements for audience engagement	5
Makes appropriate use of reality television elements for audience engagement	4
Makes some use of reality television elements for audience engagement	3
Makes inconsistent use of reality television elements for audience engagement	2
Makes limited use of reality television elements for audience engagement	1
<b>Speaking skills</b>	<b>6</b>
Makes strategic 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
<b>Collaboration and teamwork</b>	<b>6</b>
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
Shows inconsistent collaboration and teamwork	2
Shows limited collaboration and teamwork	1
<b>Total</b>	<b>/30</b>

**Additional comments:**

Strengths:

Two targeted growth areas:

## Sample assessment task

### English – General Year 12

#### Task 6

<b>Assessment type:</b>	Responding
<b>Conditions:</b>	Prepared in class and at home over four weeks
<b>Task weighting:</b>	14%

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#### **Task 6: 'Rate that film'**

Write a film review (500–700 words) which considers the way in which two different feature films have represented similar issues and ideas. You are to incorporate discussion of how the films appeal to audiences through the use of visual techniques.

Films discussed in the review should generally be those which have previously been studied in class. One could be a short film.

Use the text structures and language features of reviews in a publication of your choice (to be discussed with your teacher).

## Marking key for sample assessment Task 6

Description	Marks
<b>Explanations of issues and ideas presented in the films</b>	<b>6</b>
Provides a thoughtful explanation	6
Provides an effective explanation	5
Provides an appropriate explanation	4
Provides a general explanation	3
Provides an inconsistent explanation	2
Provides a limited explanation	1
<b>Use of the text structures and language features of reviews</b>	<b>6</b>
Makes thoughtful use of the text structures and language features of reviews	6
Makes effective use of the text structures and language features of reviews	5
Makes appropriate use of the text structures and/or language features of reviews	4
Makes some use of the text structures and/or language features of reviews	3
Makes inconsistent use of the text structures and/or language features of reviews	2
Makes limited use of the text structures and/or language features of reviews	1
<b>Discussion of the ways visual techniques are used to appeal to audiences</b>	<b>5</b>
Provides a thoughtful discussion of visual techniques	5
Provides an effective discussion of visual techniques	4
Provides a general discussion of visual techniques	3
Provides an inconsistent discussion of visual techniques	2
Provides a limited discussion of visual techniques	1
<b>Use of evidence</b>	<b>5</b>
Makes thoughtful use of supporting evidence	5
Makes effective use of supporting evidence	4
Makes a general use of supporting evidence	3
Makes inconsistent use of supporting evidence	2
Makes limited use of supporting evidence	1
<b>Control of spelling, punctuation, grammar and paragraphing</b>	<b>4</b>
Shows effective control of spelling, punctuation, grammar and paragraphing	4
Shows appropriate control of spelling, punctuation, grammar and paragraphing	3
Shows some control of spelling, punctuation, grammar and paragraphing	2
Shows limited control of spelling, punctuation, grammar and paragraphing	1
<b>Total</b>	<b>/26</b>

**Additional comments**

Strengths:

Two targeted growth areas:



## Sample assessment task

### English – General Year 12

#### Task 7

<b>Assessment type:</b>	Creating
<b>Conditions:</b>	Prepared in class and at home over three weeks
<b>Task weighting:</b>	10%

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#### **Task 7: 'In the spotlight'**

After viewing and studying a feature film in class, select a scene which inspires you. Based on this scene, create **one** of the following (200–400 words):

- a narrative from the perspective of a character, detailing the key events of the scene
- a poem based on a key theme, issue or experience presented in this scene
- song lyrics to accompany the scene.

You will also submit a reflection (100–150 words) that explains:

- how your narrative, poem or song links to the specific scene
- the particular language choices and text structures you have chosen and how these consider purpose and audience.

## Marking key for sample assessment Task 7

Description	Marks
<b>Links to the specific scene evident</b>	<b>5</b>
Makes thoughtful links to the specified scene	5
Makes effective links to the specified scene	4
Makes general links to the specified scene	3
Makes inconsistent links to the specified scene	2
Makes limited links to the specified scene	1
<b>Language choices and text structures reflecting consideration of purpose and audience</b>	<b>6</b>
Makes thoughtful use of language choices and text structures, reflecting consideration of purpose and audience	6
Makes effective use of language choices and text structures, reflecting consideration of purpose and audience	5
Makes appropriate use of language choices and/or text structures, reflecting consideration of purpose and audience	4
Makes some use of language choices and/or text structures	3
Makes inconsistent use of language choices and/or text structures	2
Makes limited use of language choices and/or text structures	1
<b>Control of spelling, punctuation, grammar and paragraph structure</b>	<b>4</b>
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
Shows inadequate control of mechanics	1
<b>Quality of reflection</b>	<b>5</b>
Provides thoughtful reflection	5
Provides effective reflection	4
Provides general reflection	3
Provides inconsistent reflection	2
Provides limited reflection	1
<b>Total</b>	<b>/20</b>

### Additional comments

Strengths:

Two targeted growth areas:

## Sample assessment task

### English – General Year 12

#### Task 8

<b>Assessment type:</b>	Creating
<b>Conditions:</b>	Prepared in class and at home over three weeks
<b>Task weighting:</b>	12%

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#### **Task 8: ‘Teach me about the real world’**

In pairs, construct a multimodal presentation (three to five minutes) which demonstrates a life skill. You must incorporate spoken elements alongside written and visual elements in your presentation.

The presentation must involve an outline of the purpose and importance of the skill, and a step-by-step demonstration. This can take the form of a video presentation, a PowerPoint to accompany a real-time demonstration, or any other multimodal form. Audience members will provide constructive written or verbal feedback for their peers, but this will not be formally assessed.

Possible topics include:

- how to change a tyre
- how to tie a Windsor knot
- how to make a barista-style coffee
- how to bake a cake
- how to change a nappy
- how to apply make-up
- how to break up with someone
- how to tune a guitar.

## Marking key for sample assessment Task 8

Description	Marks
<b>Ideas and information</b>	<b>6</b>
Communicates strategic 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
<b>Multimodal elements</b>	<b>6</b>
Makes strategic 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
<b>Speaking skills</b>	<b>6</b>
Makes strategic 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
<b>Collaboration and teamwork</b>	<b>6</b>
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
Shows inconsistent collaboration and teamwork	2
Shows limited collaboration and teamwork	1
<b>Total</b>	<b>/24</b>