



## **SAMPLE ASSESSMENT OUTLINE**

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**ENGLISH**  
**FOUNDATION YEAR 11**  
**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.

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## How to use this document

### Background to 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 Outline

### English – Foundation Year 11

#### Eight-Task Model

Assessment type weightings: Reading – 35%, Writing – 35%, Oral Communication – 30%				
Assessment type	Assessment task weighting	Setting and submission dates	Syllabus content	Assessment task
Writing	10%	Set Week 2 Due Week 5	<b>When producing texts</b> <ul style="list-style-type: none"> <li>how to use language, punctuation, correct grammar, form, generic conventions</li> <li>how to brainstorm and framework</li> <li>how to shape language for a specific purpose and audience</li> </ul>	<b>Task 1 – Letter to local council or MP</b> Write an informed letter to your local council or Member of Parliament on a social issue seen in your local or school community.
Oral communication	15%	Set Week 5 Due Week 8	<b>When speaking and listening, students learn</b> <ul style="list-style-type: none"> <li>how to use the generic conventions of spoken forms</li> <li>how to use spoken language techniques for different scenarios</li> <li>how to listen attentively</li> </ul>	<b>Task 2 – Family dinner (role play)</b> In groups of two to four, plan a script and present a role play featuring a family dinner or other gathering at the house of one of the characters from the studied novel.
Reading	10%	Set Week 9 Due Week 10	<b>When reading texts, students learn</b> <ul style="list-style-type: none"> <li>how texts work; promote values and attitudes; and how texts can be interpreted in different ways</li> </ul>	<b>Task 3 – Three-paragraph response</b> Write a response to a reality television show studied in class.
Writing	10%	Set Week 11 Due Week 13	<b>When producing texts, students learn</b> <ul style="list-style-type: none"> <li>how to use language, form, generic conventions</li> <li>how to promote values and attitudes</li> <li>how to reflect on the strengths and weaknesses of texts created</li> </ul>	<b>Task 4 – Audiences in the workplace (responses to a scenario)</b> You will be given a detailed scenario of an incident involving two parties in a workplace. Write two responses: one to each of the two parties involved in this incident. Write at least ten sentences in each response.

Assessment type weightings: Reading – 35%, Writing – 35%, Oral Communication – 30%				
Assessment type	Assessment task weighting	Setting and submission dates	Syllabus content	Assessment task
Reading	10%	Set Week 14 Due Week 18	<p><b>When reading texts, students learn</b></p> <ul style="list-style-type: none"> <li>• how texts promote values and attitudes</li> <li>• how texts use language for particular purposes and audiences</li> <li>• and how texts can be interpreted in different ways</li> </ul>	<p><b>Task 5 – Biographies compared: a five-paragraph response</b> Write two paragraphs comparing yourself with the subject of a biographical or autobiographical text studied in class. In two additional paragraphs, explain what ‘life lessons’ you can take from reading about the subject’s experiences. In the fifth paragraph, explain how other students might interpret the text in a different way from your own interpretation.</p>
Writing	10%	Set Week 19 Due Week 22	<p><b>When producing texts, students learn</b></p> <ul style="list-style-type: none"> <li>• how to use language, including appropriate spelling, punctuation and grammar</li> <li>• how to use the conventions of a particular form</li> <li>• how to brainstorm ideas</li> <li>• how to shape or structure a text</li> <li>• how to shape language for particular purposes and audiences</li> </ul>	<p><b>Task 6 – Write a memoir</b> Plan, draft and write a memoir based on a specific event in your life. The description of the event should establish the values and/or attitudes held by you at the time. (300-500 words)</p>
Oral communication	15%	Set Week 23 Due Week 26	<p><b>When speaking and listening, students learn</b></p> <ul style="list-style-type: none"> <li>• how to use the spoken language conventions of a particular form</li> <li>• how to use spoken language techniques for particular purposes and audiences</li> <li>• how to listen attentively and purposefully</li> </ul>	<p><b>Task 7 – Travel pamphlet presentation or travel vlog: walk my world</b> Conceive, plan, create and present either a fold-out travel pamphlet (of the sort that can be found in most tourist centres around Western Australia) or a digitally recorded travel vlog, detailing a 10-stop travel itinerary of points of interest in an area of your choosing.</p>

Assessment type weightings: Reading – 35%, Writing – 35%, Oral Communication – 30%				
Assessment type	Assessment task weighting	Setting and submission dates	Syllabus content	Assessment task
Reading and Writing	Reading 15% Writing 5%	Set Week 27 Due Week 30	<p><b>When reading texts, students learn</b></p> <ul style="list-style-type: none"> <li>• how texts work, for example, their structures, conventions, techniques</li> </ul> <p><b>When producing texts, students learn:</b></p> <ul style="list-style-type: none"> <li>• how to shape or structure a text to make it work</li> <li>• how to shape language for particular purposes and audiences</li> </ul>	<p><b>Task 8 – Research report: future travel itinerary</b> Research, plan and budget a multiple-day travel itinerary, including meals, accommodation and sightseeing, to a world destination of your choice for yourself and one companion.</p>
<b>Total</b>	<b>100%</b>			