



## **SAMPLE ASSESSMENT OUTLINE**

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**ENGLISH**

**GENERAL YEAR 11**

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

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## 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
- 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 outline  
English – General Year 11  
Unit 1 and Unit 2

Assessment type and weighting	Assessment task weighting	Setting and submission dates	Assessment task	Syllabus content
Responding 50% (SCSA suggested weightings: 40–60%)	12%	Due: Week 3	<b>Task 1:</b> Complete comprehension questions analysing an unseen short story.	<p><b>Use strategies and skills for comprehending texts, including:</b></p> <ul style="list-style-type: none"> <li>relating texts to personal life and other texts</li> </ul> <p><b>Consider the ways in which texts communicate ideas, attitudes and values, including:</b></p> <ul style="list-style-type: none"> <li>how written and visual language features shape audience response</li> <li>the use of narrative techniques, for example, characterisation and narrative point of view</li> </ul>
	13%	Due: Week 15	<b>Task 4:</b> Complete comprehension questions analysing an unseen advertisement.	<p><b>Use strategies and skills for comprehending texts, including:</b></p> <ul style="list-style-type: none"> <li>predicting meaning by interpreting text structures, language features and aural and visual cues</li> </ul> <p><b>Consider the ways in which texts communicate ideas, attitudes and values, including:</b></p> <ul style="list-style-type: none"> <li>how social, community and workplace texts are constructed for particular purposes, audiences and contexts</li> <li>the ways text structures and written and visual language features are used to communicate information and influence audiences</li> </ul>
	13%	Due: Week 25	<b>Task 6:</b> Write an in-class essay on a studied graphic novel.	<p><b>Use strategies and skills for comprehending texts, including:</b></p> <ul style="list-style-type: none"> <li>identifying similarities and differences between own response to texts and responses of others</li> </ul> <p><b>Consider the ways in which context, purpose and audience influence meaning, including:</b></p> <ul style="list-style-type: none"> <li>the ways in which main ideas, values and supporting details are presented in social, community and workplace texts</li> <li>the effects of media, types of texts and text structures on audiences</li> </ul>

Assessment type and weighting	Assessment task weighting	Setting and submission dates	Assessment task	Syllabus content
				<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>using appropriate vocabulary, sentence structures, accurate spelling, punctuation and grammar</li> <li>selecting text structures, including introductions and conclusions, paragraphs, topic sentences, connectives, and logical sequencing of ideas and events to communicate ideas in written texts</li> </ul>
	12%	Due: Week 27	<b>Task 7:</b> Complete comprehension questions in class analysing an unseen feature article.	<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>making inferences from content, text structures and language features</li> </ul> <p><b>Consider the ways in which context, purpose and audience influence meaning, including:</b></p> <ul style="list-style-type: none"> <li>the use of language features, such as tone, register and style to influence responses</li> </ul>
Creating 50% (SCSA suggested weightings: 40–60%)	13%	Set: Week 3 Due: Week 5	<b>Task 2:</b> Write a short story aimed at a teenage audience.	<p><b>Create a range of texts by:</b></p> <ul style="list-style-type: none"> <li>developing appropriate vocabulary and sentence structures and using accurate spelling, punctuation and grammar</li> <li>using appropriate language, content and mode for different purposes and audiences in everyday, community, social, further education, training and workplace contexts</li> </ul>
	12%	Set: Week 8 Due: Week 10	<b>Task 3:</b> In pairs, deliver a multimodal oral presentation which explores one job that no longer exists or a job that was created in the last 20 years.	<p><b>Use information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>locating and extracting information and ideas from texts, for example, skimming and scanning</li> <li>using strategies and tools for collecting and processing information, for example, informational organisers</li> </ul> <p><b>Create a range of texts by:</b></p> <ul style="list-style-type: none"> <li>using text structures and language features to communicate ideas and information in a range of media and digital technologies</li> <li>using strategies for planning, recording sources of information and proofreading</li> </ul> <p><b>Communicating and interacting with others by:</b></p> <ul style="list-style-type: none"> <li>communicating ideas and information clearly</li> <li>working collaboratively and cooperatively</li> </ul>

Assessment type and weighting	Assessment task weighting	Setting and submission dates	Assessment task	Syllabus content
	12%	Set: Week 18 Due: Week 20	<p><b>Task 5:</b> Create a portfolio for a party or event. The following elements should be included:</p> <ul style="list-style-type: none"> <li>• budget (to be represented in graph form)</li> <li>• mood board with written explanation</li> <li>• annotated music playlist.</li> </ul>	<p><b>Using information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>• locating and selecting information from a range of sources</li> </ul> <p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• using persuasive, visual and literary techniques to engage audiences in a range of modes and media</li> <li>• planning, organising, drafting and presenting information or arguments for particular purposes and audiences</li> </ul>
	13%	Set: Week 28 Due: Week 30	<p><b>Task 8:</b> Create a vlog exploring a subculture in a pair or group. Students are to make written comments on three vlogs from classmates.</p>	<p><b>Using information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>• using a range of strategies for finding information</li> </ul> <p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• using persuasive, visual and literary techniques to engage audiences in a range of modes and media</li> <li>• planning, organising, drafting and presenting information or arguments for particular purposes and audiences</li> </ul> <p><b>Communicating and interacting with others by:</b></p> <ul style="list-style-type: none"> <li>• speaking coherently and with confidence for different audiences and purposes</li> <li>• being receptive to others' ways of thinking and learning</li> <li>• evaluating the effectiveness of their own contribution to group tasks and activities</li> <li>• interacting confidently with others</li> </ul>
<b>Total</b>	<b>100%</b>			