



SAMPLE ASSESSMENT TASKS

ENGLISH
GENERAL YEAR 11

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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.

Sample assessment task
English – General Year 11
Task 5– Unit 1

Assessment type: Responding

Conditions

Time for the task: in class and at home

In class Term 2, Week 12

Suggested length: 500–700 words

Task weighting: 7.5%

Report – examine a range of informational print texts and/or websites that compares or reviews a wide range of products and/or services and write a report in which you explain how **one** of these compares or reviews goods and services effectively. Your report should:

- identify what is effective communication of information in your chosen medium
- consider the elements of construction in your chosen text and how each element communicates information effectively
- explain how all elements of the text or website combine to communicate information effectively to the intended audience
- conclude with a summary of your findings.

All argument is to be supported with evidence. Students are also required to provide evidence of research, drafting and editing.

Marking key for sample assessment Task 5 – Unit 1

Description	Marks
Engages with the question	0–5
Engages with all aspects of the question by writing a report addressing all dot-point requirements and providing evidence of research, drafting and editing.	
Expression	0–5
Controls spelling, punctuation and grammar; sentence construction is clear and fluent.	
Form and structure	0–5
Creates a systematic, organised report that defines and analyses; has appropriate headings and sub-headings; contains clear paragraph structures that introduce, organise and conclude points of argument with topic sentences in linked paragraphs; develops an extended response.	
Analysis	0–5
Explains what constitutes effective communication of information in the chosen text and applies these criteria to each element of construction with explanation and relevant supporting evidence; draws appropriate conclusions about data collected and summarises concisely.	
Construction to engage and shape audience response	0–5
Identifies techniques used in the construction of informative/analytical/persuasive texts to engage and communicate information effectively.	
Total	/25

Sample assessment task

English – General Year 11

Task 7 – Unit 2

Assessment type: Creating

Conditions

Time for the task: Set Week 1 for at home and two lessons in class

Due Term 3, Week 3

Task weighting: 7.5%

Create a digital or print feature article for an overseas publication in which you argue for or against a significant issue e.g. censorship in China, gun control in America, whaling in Japan.

In your planning you may consider:

- how a text's meaning is influenced by the context in which it is received
- how visual and literary techniques can be used to persuade an audience
- persuasive use of media, types of texts and text structures on audiences in another culture
- how ideas and values are effectively presented in everyday texts.

Marking key for sample assessment Task 7 – Unit 2

Description	Marks
Expression	1–5
Controls grammar, vocabulary, spelling and punctuation appropriate to genre, purpose and audience.	
Control of feature article conventions to communicate information, ideas and values	1–5
Uses a wide range of text structures, language features and persuasive, visual and literary feature article conventions to shape a particular audience’s response; communicates information, ideas and values, demonstrating how meaning is influenced by the context in which it is created and/or received.	
Issues argument	1–5
Selects and synthesises relevant information from different sources to explore an issue; understands the ways in which ideas, values and attitudes are represented in texts; builds a coherent argument, showing how the structure and language of persuasive texts varies in different modes, mediums and contexts.	
Planning	1–5
Uses strategies for effective planning, drafting, editing and proofreading.	
Total	/20

Generic marking key to access syllabus content related to *Communicating and interacting with others*

The following key assesses students' communication and interaction with others in interactive class activities. Teachers are encouraged to assess this course-organising element as an assessment component within the assessment requirements for applicable tasks such as Task 2, Task 6(a), Task 9 and Task 11.

Description	Marks			
	Date 1	Date 2	Date 3	Date 4
Oral communication	0–5			
Speaks clearly and fluently; uses body language, tone and register appropriate to audience; expresses thoughts and ideas clearly and coherently; explains reasoning behind ideas and supports arguments with evidence.				
Listening	0–5			
Employs active listening skills by: using eye contact and appropriate body language; may clarify understandings by asking appropriate questions; may paraphrase the speaker's own words. Allows others to have their say without interruption.				
Cooperating	0–5			
Contributes actively as a team member; works well with others and makes an effort to fit in; has a positive attitude; is able to negotiate solutions; is flexible and understanding in dealing with others; encourages others to contribute; values the opinions of others.				
Collaborating	0–5			
Participates actively within the group/class; shares in the workload and decision making; works effectively as a team member to achieve team goals; is self-directed; fulfils personal responsibilities and meets required deadlines.				
Total	/20			