Government of **Western Australia**
School Curriculum and Standards Authority

SAMPLE ASSESSMENT TASKS

ENGLISH

GENERAL YEAR 12

(TO RUN ALONGSIDE FOUNDATION YEAR 12)

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.

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 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 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 task

English – General Year 12

Task 1

Assessment type:	Creating
Conditions:	Prepared in-class and at home over three weeks
Due date:	Week 5
Task weighting:	11%

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Instructions

Part 1

- Write a fable, fairytale, myth or legend (500–1000 words) for a specific audience that communicates a life lesson.
- The subject may be original or an adaptation of a traditional story.
- Think about your audience, and develop ideas, values, attitudes and/or perspectives that would appeal to them.
- Pay attention to:
    - narrative techniques (e.g. characterisation, setting, narrative point of view and conflict)
    - text structures (e.g. orientation, rising action, climax, falling action, resolution, flashbacks, juxtaposition, foreshadowing, motif, withholding and in medias res)
    - written language features (e.g. figurative language, emotive language, symbolism, dialogue, imagery, sound devices, diction and syntax)
    - spelling, grammar, punctuation and paragraphing.
- Submit an annotated draft that indicates edits you have made based upon feedback offered by classmates, as well as a final good copy.

Part 2

- Present the story to the class and actively listen to feedback from them. Three peers will be assigned to offer verbal and written feedback (two stars and a wish) about the story.
- As the storyteller, you will need to work out the best way to deliver your story. As you read aloud, you will need to use appropriate pacing – you might want to pause for comments or reread sections and ask questions. Think about using eye contact, voice variations and facial expressions to emphasise parts of your story.
- As a listener offering feedback, make sure you use the two stars and a wish framework. Your feedback should be constructive and helpful, so ensure your facial expressions and body language match the message you are delivering.
- As the storyteller, listen carefully to the verbal feedback and thank them for their input. You might want to ask follow-up questions to help you understand their thinking.

Marking key for sample assessment Task 1

Description	Marks
Ideas, values, attitudes and/or perspectives	**/6**
Communicates thoughtful ideas, values, attitudes and/or perspectives	6
Communicates effective ideas, values, attitudes and/or perspectives	5
Communicates appropriate ideas, values, attitudes and/or perspectives	4
Communicates some general ideas, values, attitudes and/or perspectives	3
Communicates inconsistent ideas, values, attitudes and/or perspectives	2
Communicates limited ideas, values, attitudes and/or perspectives.	1
Narrative techniques	**/6**
Makes deliberate and thoughtful use of narrative techniques to appeal to a target audience	6
Makes effective use of narrative techniques to appeal to a target audience	5
Makes appropriate use of narrative techniques to appeal to a target audience	4
Makes some use of narrative techniques to appeal to a target audience	3
Makes inconsistent use of narrative techniques to appeal to a target audience	2
Makes limited use of narrative techniques to appeal to a target audience	1
Text structures	**/6**
Makes deliberate and thoughtful use of text structures to appeal to a target audience	6
Makes effective use of text structures to appeal to a target audience	5
Makes appropriate use of text structures to appeal to a target audience	4
Makes some use of text structures to appeal to a target audience	3
Makes inconsistent use of text structures to appeal to a target audience	2
Makes limited use of text structures to appeal to a target audience	1
Written language features	**/6**
Makes thoughtful use of written language features to appeal to a target audience	6
Makes effective use of written language features to appeal to a target audience	5
Makes appropriate use of written language features to appeal to a target audience	4
Makes some use of written language features to appeal to a target audience	3
Makes inconsistent use of written language features to appeal to a target audience	2
Makes limited use of written language features to appeal to a target audience	1
Speaking skills	**/6**
Makes deliberate 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
Collaboration and feedback	**/6**
Makes strategic and thoughtful use of feedback and collaboration	6

Description	Marks
Makes effective use of feedback and collaboration	5
Makes appropriate use of feedback and collaboration	4
Makes some use of feedback and collaboration	3
Makes inconsistent use of feedback and collaboration	2
Makes limited use of feedback and collaboration	1
Control of spelling, punctuation, grammar and paragraphing	**/5**
Demonstrates effective control of spelling, punctuation, grammar and paragraphing	5
Demonstrates appropriate control of spelling, punctuation, grammar and paragraphing	4
Demonstrates some control of spelling, punctuation, grammar and paragraphing	3
Demonstrates inconsistent control of spelling, punctuation, grammar and paragraphing	2
Demonstrates limited control of spelling, punctuation, grammar and paragraphing	1
Planning, drafting, proofreading and editing	**/5**
Demonstrates effective planning, drafting, proofreading and editing	5
Demonstrates appropriate planning, drafting, proofreading and editing	4
Demonstrates some planning, drafting, proofreading and editing	3
Demonstrates inconsistent planning, drafting, proofreading and editing	2
Demonstrates limited planning, drafting, proofreading and editing	1
Total	**/46**

Sample assessment task
English – General Year 12
Task 2

Assessment type:	Responding
Conditions:	Completed in class in one lesson
Due date:	Week 8
Task weighting:	13%

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Instructions

- You are to complete comprehension questions analysing two unseen texts, a speech and a print advertisement.
- Suggested texts for the assessment task:
  - Text 1
    NPR – Transcript: Greta Thunberg's Speech At The U.N. Climate Action Summit
    https://www.npr.org/2019/09/23/763452863/transcript-greta-thunbergs-speech-at-the-u-n-climate-action-summit
  - Text 2
    ads of brands – Ad of the Day | Greenpeace: Plastic Legacy, 1
    https://adsofbrands.net/en/ads/ad-of-the-day-greenpeace-plastic-legacy-1/11276

Questions

Respond to **both** questions in approximately 200–250 words per question:

1. Explain how two written language features and/or text structures in **Text 1** present the author's perspective.

2. Discuss how two visual and/or written language choices are used in **Text 2** to influence a particular audience.

Marking key for sample assessment Task 2

Use this marking key once for each of the two questions.

Description	Marks
Engagement with the question	**/10**
Comprehensive engagement with the question	9–10
Effective engagement with the question	7–8
General engagement with the question	5–6
Inconsistent engagement with the question	3–4
Limited engagement with the question	1–2
Use of supporting evidence	**/6**
Makes deliberate and thoughtful use of supporting evidence	6
Makes effective use of supporting evidence	5
Makes appropriate use of supporting evidence	4
Makes some use of supporting evidence	3
Makes inconsistent use of supporting evidence	2
Makes limited use of supporting evidence	1
Control of spelling, punctuation, grammar and paragraph structure	**/4**
Demonstrates effective control of spelling, punctuation, grammar and paragraph structure	4
Demonstrates appropriate control of spelling, punctuation, grammar and paragraph structure	3
Demonstrates some control of spelling, punctuation, grammar and paragraph structure	2
Demonstrates limited control of spelling, punctuation, grammar and paragraph structure	1
Total	**/20**

Sample assessment task
English – General Year 12
Task 3

Assessment type:	Creating
Conditions:	Prepared in class over two lessons (one lesson for planning and one lesson to write the speech)
Due date:	Week 10
Task weighting:	11%

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Instructions

- Write a persuasive speech (500–750 words) that presents a perspective about a social protest movement. You may write as yourself or take on a persona.
- Think about your audience, and develop ideas and perspectives that would appeal to them.
- Pay attention to:
  - text structures (e.g. introduction, juxtaposition, foreshadowing, motif, cause and effect, problem and solution, hook, thesis, call to action, cohesive devices and conclusion)
  - persuasive language features (e.g. figurative language, emotive language, symbolism, dialogue, imagery, sound devices, diction, syntax, punctuation, statistics, anecdotes, reference to experts, rhetorical questions, inclusive language, direct address, tone, register and style)
  - spelling, grammar, punctuation and paragraphing.
- The written speech should incorporate information gathered from interviews, surveys, questionnaires, library and/or internet resources.
- You must submit a note-making retrieval chart that incorporates information from three different sources. Make sure you reference these correctly and include a bibliography.
- You must submit all notes, plans and drafts along with your final copy.

Marking key for sample assessment Task 3

Description	Marks
Ideas and perspectives	**/6**
Presents thoughtful ideas and perspectives	6
Presents effective ideas and perspectives	5
Presents appropriate ideas and perspectives	4
Presents some ideas and/or perspectives	3
Presents inconsistent ideas and/or perspectives	2
Presents limited ideas and/or perspectives	1
Research and note-making	**/6**
Makes deliberate 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
Use of supporting evidence	**/6**
Makes thoughtful use of supporting evidence	6
Makes effective use of supporting evidence	5
Makes appropriate use of supporting evidence	4
Makes some use of supporting evidence	3
Makes inconsistent use of supporting evidence	2
Makes limited use of supporting evidence	1
Persuasive language features	**/6**
Makes thoughtful use of persuasive language features to appeal to target audience	6
Makes effective use of persuasive language features to appeal to target audience	5
Makes appropriate use of persuasive language features to appeal to target audience	4
Makes some use of persuasive language features to appeal to target audience	3
Makes inconsistent use of persuasive language features to appeal to target audience	2
Makes limited use of persuasive language features to appeal to target audience	1
Text structures	**/6**
Makes thoughtful use of text structures to appeal to target audience	6
Makes effective use of text structures to appeal to target audience	5
Makes appropriate use of text structures to appeal to target audience	4
Makes some use of text structures to appeal to target audience	3
Makes inconsistent use of text structures to appeal to target audience	2
Makes limited use of text structures to appeal to target audience	1

Description	Marks
Control of spelling, punctuation, grammar and paragraphing	**/5**
Demonstrates effective control of spelling, punctuation, grammar and paragraphing	5
Demonstrates appropriate control of spelling, punctuation, grammar and paragraphing	4
Demonstrates some control of spelling, punctuation, grammar and paragraphing	3
Demonstrates inconsistent control of spelling, punctuation, grammar and paragraphing	2
Demonstrates limited control of spelling, punctuation, grammar and paragraphing	1
Planning, drafting, proofreading and editing	**/5**
Demonstrates effective planning, drafting, proofreading and editing	5
Demonstrates appropriate planning, drafting, proofreading and editing	4
Demonstrates some planning, drafting, proofreading and editing	3
Demonstrates inconsistent planning, drafting, proofreading and editing	2
Demonstrates limited planning, drafting, proofreading and editing	1
Total	**/40**

Sample assessment task

English – General Year 12

Task 5

Assessment type:	Responding
Conditions:	Prepared over two lessons (one lesson for planning and one lesson to write the letter)
Due date:	Week 15
Task weighting:	13%

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Instructions

- Write a formal letter (500 words) to the School Curriculum and Standards Authority explaining why the studied novel should or should not be added to the General English – Suggested text list.
- Think about your audience, and present ideas, values and/or attitudes that would appeal to them.
- Make sure you include supporting evidence (e.g. quotes and examples from the novel).
- Pay attention to:
  - text structures (e.g. introduction, paragraphing, topic sentences, cohesive devices, hook, thesis, body of argument, call to action, , juxtaposition, cause and effect, problem and solution and conclusion)
  - persuasive language features (e.g. figurative language, emotive language, symbolism, dialogue, imagery, sound devices, diction, syntax, punctuation, statistics, anecdotes, reference to experts, rhetorical questions, inclusive language, direct address, tone, register and style)
  - spelling, grammar, punctuation and paragraphing.
- You must submit all notes, plans and drafts along with your final copy.

Marking key for sample assessment Task 5

Description	Marks
Ideas, values and/or attitudes	**/6**
Presents thoughtful ideas, values and/or attitudes	6
Presents effective ideas, values and/or attitudes	5
Presents appropriate ideas, values and/or attitudes	4
Presents some ideas, values and/or attitudes	3
Presents inconsistent ideas, values and/or attitudes	2
Presents limited ideas, values and/or attitudes	1
Use of supporting evidence	**/6**
Makes deliberate and 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
Persuasive language features	**/6**
Makes deliberate and thoughtful use of persuasive language features to appeal to a target audience	6
Makes effective use of persuasive language features to appeal to a target audience	5
Makes appropriate use of persuasive language features to appeal to a target audience	4
Makes some use of persuasive language features to appeal to a target audience	3
Makes inconsistent use of persuasive language features to appeal to a target audience	2
Makes limited use of persuasive language features to appeal to a target audience	1
Text structures	**/6**
Makes deliberate and thoughtful use of text structures to appeal to a target audience	6
Makes effective use of text structures to appeal to a target audience	5
Makes appropriate use of text structures to appeal to a target audience	4
Makes some use of text structures to appeal to a target audience	3
Makes inconsistent use of text structures to appeal to a target audience	2
Makes limited use of text structures to appeal to a target audience	1
Control of spelling, punctuation, grammar and paragraphing	**/5**
Demonstrates effective control of spelling, punctuation, grammar and paragraphing	5
Demonstrates appropriate control of spelling, punctuation, grammar and paragraphing	4
Demonstrates some control of spelling, punctuation, grammar and paragraphing	3
Demonstrates inconsistent control of spelling, punctuation, grammar and paragraphing	2
Demonstrates limited control of spelling, punctuation, grammar and paragraphing	1

Planning, drafting, proofreading and editing	/5
Demonstrates effective planning, drafting, proofreading and editing	5
Demonstrates appropriate planning, drafting, proofreading and editing	4
Demonstrates some planning, drafting, proofreading and editing	3
Demonstrates inconsistent planning, drafting, proofreading and editing	2
Demonstrates limited planning, drafting, proofreading and editing	1
Total	**/34**

Sample assessment task

English – General Year 12

Task 6

Assessment type:	Responding
Conditions:	Prepared in class over two lessons (one lesson for planning and one lesson to complete the in-class essay)
Due date:	Week 20
Task weighting:	14%

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Instructions

- Write an in-class essay (500–750 words) on a studied documentary.
- You have two lessons to complete this assessment. Lesson One should be used for planning. You must hand in your planning at the end of Lesson One. Lesson Two should be used to complete your response to **one** of the questions below.

Questions

Answer **one** of the questions below:

1. Explore how one documentary you have studied uses visual techniques to privilege or marginalise a perspective.
2. How has one documentary you have studied reinforced or challenged your attitudes towards an issue?
3. Discuss how one documentary you have studied appeals to the beliefs and values of a particular audience.

Marking key for sample assessment Task 6

Description	Marks
Engagement with the question	**/10**
Demonstrates comprehensive engagement with the question	9–10
Demonstrates effective engagement with the question	7–8
Demonstrates general engagement with the question	5–6
Demonstrates inconsistent engagement with the question	3–4
Demonstrates limited engagement with the question	1–2
Use of supporting evidence	**/6**
Makes deliberate and 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
Control of spelling, punctuation, grammar and paragraph structure	**/4**
Demonstrates effective control of spelling, punctuation, grammar and paragraph structure	4
Demonstrates appropriate control of spelling, punctuation, grammar and paragraph structure	3
Demonstrates some control of spelling, punctuation, grammar and paragraph structure	2
Demonstrates limited control of spelling, punctuation, grammar and paragraph structure	1
Total	**/20**

Sample assessment task
English – General Year 12
Task 7

Assessment type:	Creating
Conditions:	Prepared in class and at home over three weeks
Due date:	Week 25
Task weighting:	11%

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Instructions

- Write a problem letter (150–200 words) to an advice column about a workplace issue. The letter should be posted to an online forum or discussion group. Suggested platforms include Edublogs, Connect, Microsoft Teams, OneNote Class Notebook and SEQTA.
- Reply to three posts from classmates. The replies (150–200 words each) should express a viewpoint on how to solve the various problems described.
- Make sure you include supporting evidence (e.g. information gathered through research) for both your letter and your replies.
- Pay attention to:
  - text structures (e.g. introduction, resolution, cause and effect, problem and solution)
  - written language features (e.g. figurative language, emotive language, symbolism, dialogue, imagery, sound devices, diction, syntax, punctuation, statistics, anecdotes, reference to experts, rhetorical questions, inclusive language, direct address, tone, register and style)
  - spelling, grammar, punctuation and paragraphing.
- You must submit a note-making retrieval chart that incorporates information from three different sources. Make sure you reference these correctly and include a bibliography.

Marking key for sample assessment Task 7

Description	Marks
Expresses viewpoints	**/6**
Expresses deliberate and thoughtful viewpoints relevant to the topic	6
Expresses effective viewpoints relevant to the topic	5
Expresses appropriate viewpoints relevant to the topic	4
Expresses some viewpoints relevant to the topic	3
Expresses inconsistent viewpoints relevant to the topic	2
Expresses limited viewpoints relevant to the topic	1
Research and note-making	**/6**
Makes deliberate 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
Text structures	**/6**
Makes deliberate and thoughtful use of text structures to solve problems	6
Makes effective use of text structures to solve problems	5
Makes appropriate use of text structures to solve problems	4
Makes some use of text structures to solve problems	3
Makes inconsistent use of text structures to solve problems	2
Makes limited use of text structures to solve problems	1
Written language features	**/6**
Makes deliberate and thoughtful use of written language features to solve problems	6
Makes effective use of written language features to solve problems	5
Makes appropriate use of written language features to solve problems	4
Makes some use of written language features to solve problems	3
Makes inconsistent use of written language features to solve problems	2
Makes limited use of written language features to solve problems	1
Control of spelling, punctuation, grammar and paragraphing	**/6**
Demonstrates sustained control of spelling, punctuation, grammar and paragraphing	6
Demonstrates effective control of spelling, punctuation, grammar and paragraphing	5
Demonstrates appropriate control of spelling, punctuation, grammar and paragraphing	4
Demonstrates some control of spelling, punctuation, grammar and paragraphing	3
Demonstrates inconsistent control of spelling, punctuation, grammar and paragraphing	2
Demonstrates limited control of spelling, punctuation, grammar and paragraphing	1
Total	**/30**

Sample assessment task
English – General Year 12
Task 8

Assessment type:	Creating
Conditions:	Prepared in class and at home over 3 weeks
Due date:	Week 30
Task weighting:	12%

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Instructions

- In pairs, design a multimodal presentation on the topic 'A guide to surviving high school'. The presentation should be created for a particular context, purpose and audience.
- Think about your audience, and present ideas, perspectives and supporting evidence that would appeal to them.
- Your presentation should run for 5–10 minutes.
- When delivering your presentation to the class you should focus on speaking skills such as modulating volume, tone, emphasis, pitch, pace, intonation, body language, stance, gestures and eye contact.
- Your presentation must include relevant multimodal elements, such as a PowerPoint presentation, poster, handout, video or audio.
- You will complete peer evaluations and a self-evaluation, reflecting on how well your group worked collaboratively and cooperatively.

Ideas for your presentation

Suggested contexts and audiences
- You are giving a high school graduation speech, reflecting on your time at school
- You are a student councillor and are presenting at the Year 7 Orientation
- You are presenting to new students on their first day of school
- You are creating a humorous YouTube video

Suggested topics
- A day in the life of a high school student
- Dos and don'ts in high school
- Top ten tips for surviving high school

Marking key for sample assessment task 8

Description	Marks
Ideas and perspectives	**/6**
Communicates thoughtful ideas and perspectives	6
Communicates effective ideas and perspectives	5
Communicates appropriate ideas and perspectives	4
Communicates some ideas and/or perspectives	3
Communicates inconsistent ideas and/or perspectives	2
Communicates limited ideas and/or perspectives	1
Use of supporting evidence	**/6**
Makes deliberate and thoughtful use of supporting evidence	6
Makes effective use of supporting evidence	5
Makes appropriate use of supporting evidence	4
Makes some use of supporting evidence	3
Makes inconsistent use of supporting evidence	2
Makes limited use of supporting evidence	1
Multimodal elements	**/6**
Makes deliberate 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
Speaking skills	**/6**
Makes deliberate 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
Collaboration and teamwork	**/6**
Consistently works in a cooperative, productive, supportive and well-organised manner and 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
Inconsistent collaboration and teamwork	2
Limited collaboration and teamwork	1
Total	**/30**