



## **SAMPLE ASSESSMENT OUTLINE**

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**ENGLISH**  
**ATAR 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.

## 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 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 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 – ATAR Year 11

#### Eight-Task Model

Assessment type	Assessment task weighting	Setting and submission dates	Content covered (key points only)	Assessment task
Responding	5%	Set: Week 2 Due: Week 5	Examining language features and text structures; analysing purpose and communication of ideas; evaluating choice of mode	<p><b>Task 1 – In-class short answer response</b></p> <p>Students are presented with two texts, one written and one image/multimodal.</p> <p>Respond concisely to the following two questions (200–300 words each).</p> <ol style="list-style-type: none"> <li>Analyse how two language or <b>two</b> structural features are used to communicate an idea in Text 1.</li> <li>Explain how the purpose of Text 2 is achieved through two visual language features.</li> </ol>
Responding	10%	Set: Week 6 Due: Week 9	Analysing and evaluating responses in relation to contexts, including personal context; analysing purpose; debate using evidence-based arguments	<p><b>Task 2 – Analytical essay</b></p> <p>Compose an analytical essay responding to <b>one</b> of the following questions, with reference to a studied text (900–1200 words).</p> <ol style="list-style-type: none"> <li>Explain why the purposes of a studied text may be open to debate.</li> <li>Discuss how your personal context has influenced your response to a studied text.</li> </ol>

Assessment type	Assessment task weighting	Setting and submission dates	Content covered (key points only)	Assessment task
Creating	18%	Set: Week 10 Due: Week 13	Imaginative and interpretive texts; using appropriate form, content, style and tone; experimenting with multimodal devices; using strategies for planning, drafting and editing; combining visual, spoken and written elements where appropriate	<p><b>Task 3 – Creation of a multimodal text</b></p> <p><b>Part A: Multimodal presentations</b> Working in small groups of 3–4 students, create a 3–5 minute imaginative or interpretive multimodal text that adapts and extends a given extract of either an imaginative or an interpretive written text.</p> <p>Multimodal texts could include scripted performance, vlog, short film, digital presentation, one segment of a graphic novel, a current affairs segment etc.</p> <p><b>Part B: Post-presentation panel interviews</b> Following presentation of multimodal texts, each pair is to work with another group to alternate role-playing the text’s creators/actors and the press pool interviewing them. The panel will respond to a series of prepared questions from the audience of peers acting as the press pool.</p> <p>Questions for the panel will be based on a teacher-modelled bank of possibilities or produced as a class collaboration. Questions should be adapted to suit the particular presentations viewed.</p> <p>Panels should allow for a 2–3 minute discussion per member.</p>
Examination	15%	Weeks 14–15		<b>Task 7 – Semester One examination</b>
Responding	10%	Set: Week 16 Due: Week 19	Comparing texts, analysis of style, structure, voice and purpose; comparing texts in a variety of contexts; explaining the relationship between purpose and context	<p><b>Task 4 – In-class essay</b> Write a comparative analytical essay responding to <b>one</b> of the following questions with reference to two studied texts.</p> <ol style="list-style-type: none"> <li>Compare the effects of style and structure on the construction of voice within two studied texts.</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>Compare the relationship between purpose and context within two studied texts.</li> </ol>

Assessment type	Assessment task weighting	Setting and submission dates	Content covered (key points only)	Assessment task
Responding	10%	Set: Week 20 Due: Week 23	Contexts, language features, text structures, stylistic choices, perspectives, interpretations, analysis, experimenting with multimodal devices, reflect, respond, attitudes, ideas, representation; critically examining how and why texts position readers and viewers; evaluating the effectiveness of texts in representing ideas, attitudes and voices	<p><b>Task 5 – Oral presentation</b></p> <p><b>Part A: Individual director’s/writer’s commentary (5–7 minutes)</b> After the study of a class text, each individual student is issued with a distinct part of the text as their focus.</p> <p>Students are to take on the persona of the director/creator/author and provide a commentary on how they used language features, text structures and stylistic choices to shape perspectives and interpretations (positioning of viewers and readers). They are also to analyse how the context of production influenced/affected the construction of the text.</p> <p>This commentary may be delivered in a form of a student’s choice, such as voice-over commentary, podcast, vlog, speech, interview etc. Alternatively, students may deliver an oral presentation in conjunction with annotations, or a commentary with an infographic or digital elements.</p> <p><b>Part B: Group panel discussion (10–15 minutes)</b> In small groups of four (where possible) form a panel discussing reasons for varying interpretations and responses to the text.</p> <p>Students are encouraged to demonstrate strong listening and speaking skills. Some tips include:</p> <ul style="list-style-type: none"> <li>politely disagree or agree with other panellists by giving reasons and thoughts rather than one-word answers</li> <li>reflect on and acknowledge other panellists’ points before adding a point</li> <li>encourage all others to speak, but also take the opportunity to speak (balance active listening and speaking and ensure all panellists are involved).</li> </ul> <p>While unscripted, the panel discussion should address the following:</p> <ul style="list-style-type: none"> <li>the impact of language and structural choices on shaping the interpretations of the group members</li> <li>the ways perspectives, and their associated attitudes and ideas, have been represented in the text</li> <li>how a student’s own context has shaped their response to the text.</li> </ul>

Assessment type	Assessment task weighting	Setting and submission dates	Content covered (key points only)	Assessment task
Creating	17%	Set: Week 24 Due: Part A Week 24 Part B Week 27	Using persuasive elements for purpose, context and audience; experimenting with text structures and language features; using strategies for planning, drafting, editing and proofreading; developing voice, tone and style; reflect on others' texts; evaluate the effectiveness of texts in representing ideas, attitudes and voices; critically examining how and why texts position readers and viewers	<p><b>Task 6 – Persuasive composition</b></p> <p><b>Part A: In-class persuasive composition (Week 24)</b> Choose from three examination-style persuasive prompts, encompassing a stimulus quote and image, and question or instruction.</p> <p>Sample questions</p> <ol style="list-style-type: none"> <li>1. Compose a persuasive text that relates to the image/quote prompt provided.</li> <li>2. Compose a text that employs persuasive elements to engage a resistant audience.</li> </ol> <p>Note: Part A is formative, with teacher and peer feedback rather than a mark that contributes to students' grades.</p> <p><b>Part B: Resubmitted persuasive composition (due Week 27)</b> After receiving feedback from your teacher for Part A, receive feedback for your persuasive composition from two other students.</p> <p>Reflect on the feedback from your two peers and teacher, then edit, improve and resubmit your persuasive composition from Part A. The resubmission should reveal a responsiveness to peer and teacher feedback (900–1200 words).</p> <p>Tips: students can highlight changed parts in their draft, or alternatively use track changes so teachers can readily identify edits made.</p>
Examination	15%	Weeks 29–30		<b>Task 8 – Semester Two examination</b>
<b>Total</b>	<b>100%</b>			

Assessment type	Assessment task weighting
Responding (suggested weighting 35% – 40%)	35%
Creating (suggested weighting 35% – 40%)	35%
Examination (suggested weighting 20% – 30%)	30%