



SAMPLE ASSESSMENT TASKS

ENGLISH

FOUNDATION YEAR 11

(TO RUN ALONGSIDE GENERAL YEAR 11)

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.

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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 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 General documents can be found under the Support Materials tab on the English General 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 task

English – Foundation Year 11

Task 1

Assessment type:	Reading
Conditions:	In-class response over two lessons
Due date:	Week 3
Task weighting:	12%

Instructions

- You are to complete comprehension questions analysing an unseen short story, 'The Toy Girl' by Paula Clark, from *Stench of Kerosene and Other Short Stories* (ed. Steve Bowles).
- You have two lessons to complete this assessment. You must hand in all work at the end of Lesson One. This will be returned to you at the beginning of Lesson Two.
- Make sure each answer incorporates supporting evidence such as quotes and examples.
- Proofread and edit your work carefully, paying attention to spelling, grammar and punctuation.

Questions (30 marks)

Respond to **all** of the questions below.

1. Describe the girl's physical and mental condition and explain what you think caused this. (3 marks)
 2. Discuss what happens at the party and explain why these events might have happened. (3 marks)
 3. Find two examples of sensory imagery (sight, smell and/or sound) used in the short story and explain what effect these have on you. (6 marks)
 4. What might the torn birthday card symbolise? (3 marks)
 5. What do you think will happen when the girl's parents open the front door? (3 marks)
 6. Discuss the meaning of the title, 'The Toy Girl'. (4 marks)
 7. Discuss the stereotypes about teenagers represented in this story and explain whether you think these stereotypes are fair and accurate. (4 marks)
- Mechanics of grammar, spelling and punctuation (4 marks)

Marking key for sample assessment task 1

Question 1

Description	Marks
Describe the girl's physical and mental condition and explain what you think caused this.	3
Describes in detail the girl's physical and mental condition and provides an explanation for what caused this Uses relevant supporting evidence	3
Describes in some detail and makes general comments about the girl's physical and mental condition Provides some explanation for what caused this Uses some supporting evidence	2
Makes limited comments about the girl's physical and mental condition Provides limited supporting evidence or presents inaccuracies in the response	1
Subtotal	/3

Question 2

Description	Marks
Discuss what happens at the party and explain why these events might have happened.	3
Discusses in detail what happens at the party and provides an explanation for why these events might have happened Uses relevant supporting evidence	3
Discusses in some detail what happens at the party and provides some explanation for why these events might have happened Uses some supporting evidence	2
Makes limited comments about what happens at the party Provides limited supporting evidence or presents inaccuracies in the response	1
Subtotal	/3

Question 3

Use this key twice for each example of sensory imagery.

Description (2 x 3 marks)	Marks
Find two examples of sensory imagery (sight, smell and/or sound) used in the short story and explain what effect these have on you.	3
Identifies sensory imagery and gives an example Explains in detail the effect the imagery has on the reader Uses relevant supporting evidence	3
Identifies sensory imagery and gives an example Makes some general comments about the effect the imagery has on the reader Uses some supporting evidence	2
Identifies sensory imagery and/or gives an example Provides limited supporting evidence or presents inaccuracies in the response	1
Subtotal	/3

Question 4

Description	Marks
What might the torn birthday card symbolise?	3
Discusses in detail what the torn birthday card symbolises Uses relevant supporting evidence	3
Discusses in some detail what the torn birthday card symbolises Uses some supporting evidence	2
Makes limited comments about what the torn birthday card symbolises Provides limited supporting evidence or presents inaccuracies in the response	1
Subtotal	/3

Question 5

Description	Marks
What do you think will happen when the girl's parents open the front door?	3
Discusses plausible idea/s about what might happen when the girl's parents open the front door Uses relevant supporting evidence	3
Discusses some plausible idea/s and makes general comments about what might happen when the girl's parents open the front door Uses some supporting evidence	2
Makes limited comments about what might happen when the girl's parents open the front door Provides limited supporting evidence Presents inaccuracies or implausibilities in the response	1
Subtotal	/3

Question 6

Description	Marks
Discuss the meaning of the title, 'The Toy Girl'.	4
Discusses in detail plausible idea/s about the meaning of the title Uses well-chosen supporting evidence	4
Discusses plausible idea/s about the meaning of the title Uses relevant supporting evidence	3
Comments on the meaning of the title Uses some supporting evidence	2
Makes limited comments about the meaning of the title Provides limited supporting evidence Presents inaccuracies or implausibilities in the response	1
Subtotal	/4

Question 7

Description	Marks
Discuss the stereotypes about teenagers represented in this story and explain whether you think these stereotypes are fair and accurate.	4
Discusses in detail the stereotypes represented in the story and offers an in-depth explanation about whether they think the stereotypes are fair and accurate Uses well-chosen supporting evidence	4
Discusses the stereotypes represented in the story and offers a plausible explanation about whether they think the stereotypes are fair and accurate Uses relevant supporting evidence	3
Comments on the stereotypes represented in the story and offers some explanation about whether they think the stereotypes are fair and accurate Uses some supporting evidence	2
Makes limited comments about the stereotypes represented in the story Provides limited supporting evidence Presents inaccuracies or implausibilities in the response	1
Subtotal	/4

Description	Marks
Mechanics of grammar, spelling and punctuation	4
Controls the mechanics of grammar, spelling and punctuation	4
Controls most of the mechanics of grammar, spelling and punctuation	3
Controls some of the mechanics of grammar, spelling and punctuation	2
Controls very few of the mechanics of grammar, spelling and punctuation	1
Subtotal	/4
Total	/30

Sample assessment task

English – Foundation Year 11

Task 2

Assessment type:	Writing
Conditions:	Prepared in class and at home over three weeks
Due date:	Week 5
Task weighting:	10%

Instructions

- You are to write a short story aimed at a teenage audience. The suggested word length is between 300–500 words.
- Think about your young adult audience, and develop ideas, values and attitudes that would appeal to them.
- Pay attention to:
 - narrative conventions (e.g. characterisation, setting, narrative point of view and conflict)
 - text structures (e.g. paragraphing, 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 and punctuation.
- You must submit all notes, plans and drafts along with your final copy.

Marking key for sample assessment Task 2

Description	Marks
Ideas, values and attitudes	4
Promotes relevant ideas, values and/or attitudes	4
Promotes some general ideas, values and/or attitudes	3
Promotes simple ideas, values and/or attitudes	2
Promotes limited ideas, values and/or attitudes	1
Narrative conventions	4
Makes suitable use of narrative conventions to appeal to target audience	4
Makes some general use of narrative conventions to appeal to target audience	3
Makes simple use of narrative conventions to appeal to target audience	2
Makes limited use of narrative conventions to appeal to target audience	1
Text structures	4
Makes suitable use of text structures to appeal to target audience	4
Makes some general use of text structures to appeal to target audience	3
Makes simple use of text structures to appeal to target audience	2
Makes limited use of text structures to appeal to target audience	1
Written language features	4
Makes suitable use of written language features to appeal to target audience	4
Makes some general use of written language features to appeal to target audience	3
Makes simple use of written language features to appeal to target audience	2
Makes limited use of written language features to appeal to target audience	1
Mechanics of grammar, spelling and punctuation	4
Controls the mechanics of grammar, spelling and punctuation	4
Controls most of the mechanics of grammar, spelling and punctuation	3
Controls some of the mechanics of grammar, spelling and punctuation	2
Controls very few of the mechanics of grammar, spelling and punctuation	1
Planning, drafting, proofreading and editing	4
Makes suitable use of planning, drafting, proofreading and editing strategies	4
Makes some general use of planning, drafting, proofreading and editing strategies	3
Makes simple use of planning, drafting, proofreading and editing strategies	2
Makes limited use of planning, drafting, proofreading and editing strategies	1
Total	/24

Sample assessment task

English – Foundation Year 11

Task 3

Assessment type:	Oral communication
Conditions:	Prepared in class and at home over three weeks
Due date:	Week 10
Task weighting:	15%

Instructions

- In pairs, you are to deliver a multimodal oral presentation which explores one job that no longer exists **or** a job that was created in the last 20 years.
- Your presentation should run for between four to eight minutes.
- Suggested jobs that have disappeared include chandler, switchboard operator, town crier, knocker-upper, elevator operator and rat catcher.
- Suggested new jobs include content moderator, Uber driver, app developer, social media manager, podcast producer, wellbeing coach and sustainability manager.
- 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.
- When delivering your presentation to the class you should focus on using spoken language techniques to engage your audience. These techniques include 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 to engage your audience.
- You will need to complete peer evaluations and a self-evaluation, reflecting on how well your group worked cooperatively.
- You should investigate the following aspects of your chosen job:
 - origins, history and future directions
 - description of the work and skills required
 - environment and working conditions
 - education or training required
 - wages and salary
 - positives and negatives of the particular job.

Marking key for sample assessment Task 3

Description	Marks
Ideas and information	4
Communicates relevant ideas and information related to the topic	4
Communicates some general ideas and information related to the topic	3
Communicates simple ideas and information related to the topic	2
Communicates limited ideas and information related to the topic	1
Research and note-making	4
Makes suitable use of research and note-making strategies	4
Makes some general use of research and note-making strategies	3
Makes simple use of research and note-making strategies	2
Makes limited use of research and note-making strategies	1
Multimodal elements	4
Makes suitable use of multimodal elements for audience engagement	4
Makes some general use of multimodal elements for audience engagement	3
Makes simple use of multimodal elements for audience engagement	2
Makes limited use of multimodal elements for audience engagement	1
Spoken language techniques	4
Makes suitable use of spoken language techniques for audience engagement	4
Makes some general use of spoken language techniques for audience engagement	3
Makes simple use of spoken language techniques for audience engagement	2
Makes limited use of spoken language techniques for audience engagement	1
Cooperation and teamwork	4
Demonstrates suitable cooperation and teamwork	4
Demonstrates some general cooperation and teamwork	3
Demonstrates simple cooperation and teamwork	2
Demonstrates limited cooperation and teamwork	1
Total	/20

Sample assessment task

English – Foundation Year 11

Task 4

Assessment type: Writing

Conditions: Prepared in class and at home over three weeks

Due date: Week 15

Task weighting: 10%

Instructions

- You are to design an A4 print advertisement, featuring a celebrity, aimed at a particular target audience.
- You cannot use an endorsement or company that already exists. You may use an existing product but you must come up with an original brand.
- You may use the computer, draw your advertisement, or use scissors and glue – or a combination of all three!
- Pay attention to the following areas:
 - your brand (you must create a new brand to use in your advertisement)
 - purpose of the advertisement (e.g. selling a product or service, encouraging people to support a cause or changing people’s behaviours or lifestyles)
 - target audience (e.g. age, gender, income level, occupation, nationality, interests and concerns, and sub-cultures).
 - visual techniques (salience, lighting, framing, camera angles, vectors, people, colours, setting, animals and objects)
 - written elements (types of claims, connotative language, headlines and slogans).
- You must submit a 200-word rationale that explains two of your design choices.

Please submit:

- brainstorm, planning and rough drafts
- final neat copy
- 200-word reflection.

Marking key for sample assessment Task 4

Description	Marks
Quality of ideas	4
Develops relevant ideas and makes plausible links between the celebrity, target audience and good/service/cause/lifestyle change	4
Develops some general ideas and makes links between the celebrity, target audience and good/service/cause/lifestyle change	3
Develops simple ideas and makes some links between the celebrity, target audience and good/service/cause/lifestyle change	2
Shows a limited development of ideas	1
Visual techniques and written elements	4
Makes suitable use of visual techniques and written elements to appeal to target audience and for a particular purpose	4
Makes some general use of visual techniques and written elements to appeal to target audience and for a particular purpose	3
Makes simple use of visual techniques and written elements to appeal to target audience and for a particular purpose	2
Makes limited use of visual techniques and written elements to appeal to target audience and for a particular purpose	1
200-word rationale	4
Offers a relevant explanation of two design choices	4
Offers a general explanation of two design choices	3
Offers a simple explanation of design choices	2
Offers a limited explanation of design choices	1
Mechanics of grammar, spelling and punctuation	4
Controls the mechanics of grammar, spelling and punctuation	4
Controls most of the mechanics of grammar, spelling and punctuation	3
Controls some of the mechanics of grammar, spelling and punctuation	2
Controls very few of the mechanics of grammar, spelling and punctuation	1
Planning, drafting, proofreading and editing	4
Makes suitable use of planning, drafting, proofreading and editing strategies	4
Makes some general use of planning, drafting, proofreading and editing strategies	3
Makes simple use of planning, drafting, proofreading and editing strategies	2
Makes limited use of planning, drafting, proofreading and editing strategies	1
Total	/20

Sample assessment task

English – Foundation Year 11

Task 5

Assessment type:	Writing
Conditions:	Prepared in class and at home over three weeks
Due date:	Week 20
Task weighting:	10%

Instructions

- You are to create a portfolio for a party or event. The following elements should be included:
 - budget (to be represented in graph form)
 - mood board with written explanation
 - annotated music playlist.
- Your portfolio may be submitted in hard copy or digital form.
- Possible events and celebrations include Easter, Christmas, Diwali, Eid al-Fitr, Hanukkah, Halloween, New Year’s Eve, Valentine’s Day, baby shower, birthday party, engagement party, wedding, graduation, housewarming, funeral and gender reveal.
- Think about the audience for the party or event, and tailor your choices accordingly.
- Your portfolio should incorporate written and visual techniques.
- You must submit all notes, plans and drafts along with your final copy.

Marking key for sample assessment Task 5

Description	Marks
Budget	4
Makes suitable use of written and visual techniques to present information	4
Makes some general use of written and visual techniques to present information	3
Makes simple use of written and visual techniques to present information	2
Makes limited use of written and visual techniques to present information	1
Mood board	4
Makes suitable use of written and visual techniques to present information	4
Makes some general use of written and visual techniques to present information	3
Makes simple use of written and visual techniques to present information	2
Makes limited use of written and visual techniques to present information	1
Annotated music playlist	4
Makes suitable use of written and visual techniques to present information	4
Makes some general use of written and visual techniques to present information	3
Makes simple use of written and visual techniques to present information	2
Makes limited use of written and visual techniques to present information	1
Mechanics of grammar, spelling and punctuation	4
Controls the mechanics of grammar, spelling and punctuation	4
Controls most of the mechanics of grammar, spelling and punctuation	3
Controls some of the mechanics of grammar, spelling and punctuation	2
Controls very few of the mechanics of grammar, spelling and punctuation	1
Planning, drafting, proofreading and editing	4
Makes suitable use of planning, drafting, proofreading and editing strategies	4
Makes some general use of planning, drafting, proofreading and editing strategies	3
Makes simple use of planning, drafting, proofreading and editing strategies	2
Makes limited use of planning, drafting, proofreading and editing strategies	1
Total	/20

Sample assessment task

English – Foundation Year 11

Task 6

Assessment type:	Writing and Reading
Conditions:	To be completed over two lessons (one lesson for planning; one lesson to complete the book review)
Due date:	Week 25
Task weighting:	15 % (Writing 5% and Reading 10%)

Instructions

- You are to write a 200–300 word book review of a studied graphic novel. You have two lessons to complete this assessment. You must hand in all work at the end of Lesson One. This will be returned to you at the beginning of Lesson Two.
- A book review is a persuasive piece that is designed to convince people to read or not read the book. You are expected to use persuasive language and techniques in your review.
- You must submit all notes, plans and drafts along with your final copy.
- Make sure you cover the following areas in your book review:
 - story recap – do not give away the ending or retell the entire plot!
 - author (e.g. background, other books they have written, awards they have won)
 - target audience (who it would appeal to and why)
 - purpose (e.g. to entertain, to convey ideas, to evoke emotions)
 - use of visual techniques and written language features
 - strengths and weaknesses of the book
 - ideas, values and attitudes
 - recommendations (why people should or shouldn't read the book) and rating (stars out of 5).

Marking key for sample assessment Task 6

Writing (5%)

Description	Marks
Book review conventions and persuasive techniques	4
Makes suitable use of book review conventions and persuasive techniques to influence the audience	4
Makes some general use of book review conventions and persuasive techniques to influence the audience	3
Makes simple use of book review conventions and persuasive techniques to influence the audience	2
Makes limited use of book review conventions and persuasive techniques to influence the audience	1
Mechanics of grammar, spelling, punctuation and paragraphing	4
Controls the mechanics of grammar, spelling, punctuation and paragraphing.	4
Controls most of the mechanics of grammar, spelling, punctuation and paragraphing.	3
Controls some of the mechanics of grammar, spelling, punctuation and paragraphing.	2
Controls very few of the mechanics of grammar, spelling, punctuation and paragraphing.	1
Total	/8

Reading (10%)

Description	Marks
Discussion of how the text targets a particular purpose and audience	4
Provides a relevant discussion of how the text is shaped for a particular purpose and audience Uses well-chosen supporting evidence	4
Provides a general discussion of how the text is shaped for a particular purpose and audience Uses relevant supporting evidence	3
Provides a simple discussion of how the text is shaped for a particular purpose and audience Uses some supporting evidence	2
Provides a limited discussion of how the text is shaped for a particular purpose and audience Uses limited supporting evidence	1
Explanation of how the text promotes ideas, values and attitudes	4
Offers a relevant explanation of how the text promotes ideas, values and/or attitudes Uses well-chosen supporting evidence	4
Offers a general explanation of how the text promotes ideas, values and/or attitudes Uses relevant supporting evidence	3
Offers a simple explanation of how the text promotes ideas, values and/or attitudes Uses some supporting evidence	2
Offers a limited explanation of how the text promotes ideas, values and/or attitudes Uses limited supporting evidence	1

Description	Marks
Explanation of how the text uses visual techniques and language features	4
Offers a relevant explanation of how the text uses visual techniques and language features Uses well-chosen supporting evidence	4
Offers a general explanation of how the text uses visual techniques and language features Uses relevant supporting evidence	3
Offers a simple explanation of how the text uses visual techniques and language features Uses some supporting evidence	2
Offers a limited explanation of how the text uses visual techniques and language features Uses limited supporting evidence	1
Total	/12

Sample assessment task

English – Foundation Year 11

Task 7

Assessment type:	Reading
Conditions:	To be completed in class in one lesson
Due date:	Week 27
Task weighting:	13%

Instructions

You are to answer comprehension questions analysing the feature article 'How We Fought Back Against Surfing's Sexist Bullies' by Layne Beachley.

<https://www.theguardian.com/sport/2017/mar/14/layne-beachley-how-we-fought-back-against-surfing-sexism>

Questions

Respond to ALL of the questions below:

1. Give two examples of how male surfers treated Layne Beachley when she was a young surfer. (2 marks)
2. The last sentence of paragraph three is a metaphor. Identify this metaphor and explain what this metaphor tells you about the way the writer feels. (3 marks)
3. Identify two 'sacrifices' or 'unacceptable circumstances' experienced by female surfers from Beachley's generation (2 marks)
4. In paragraph nine, Beachley says that surfing is 'an iconic lifestyle'. What do you think is 'iconic' about the surfing lifestyle? (3 marks)
5. Compare two differences in the way women's champion Tyler Wright was treated in 2017 to the way Beachley was treated in her career. (2 marks)
6. Beachley was told that women can't be paid the same as men in sponsorship deals because 'male surfers sell board shorts, female surfers don't sell as many bikinis'. What does this argument mean and do you think it is true or not? (4 marks)
7. Do you think female sportspeople should be paid the same as male sportspeople? Why or why not? (4 marks)

Mechanics of grammar, spelling and punctuation. (4 marks)

Total **24 marks**

Marking key for sample assessment task 7

Question 1

Give two examples of how male surfers treated Layne Beachley when she was a young surfer.

Description	Marks
Any two of the following:	
<ul style="list-style-type: none"> • Teased • Cut off • Told to get out of the water because she was a girl • Advised that girls don't surf • Threatened • Told to go mind the towel on the beach • Challenged • Treated with hostility 	1–2
Subtotal	/2
Accept other relevant answers	

Question 2

The last sentence of paragraph three is a metaphor. Identify this metaphor and explain what this metaphor tells you about the way the writer feels.

Description	Marks
Discusses in detail what the metaphor tells the reader about the way the writer feels Uses relevant supporting evidence	3
Discusses in some detail what the metaphor tells the reader about the way the writer feels Uses some supporting evidence	2
Makes limited comments about what the metaphor tells the reader about the way the writer feels Uses limited supporting evidence or presents inaccuracies in their response	1
Subtotal	/3
Accept other relevant answers	

Question 3

Identify two 'sacrifices' or 'unacceptable circumstances' experienced by female surfers from Beachley's generation.

Description	Marks
Any two of the following:	
<ul style="list-style-type: none"> • sleeping in board bags at contest sites because they couldn't afford proper accommodation • selling prizes such as bikes to afford the next destination • hitch hiking on the North Shore of Hawaii to get to the next event • buying a dozen pairs of Levi 501s in America to sell in France for a spectacular profit • being told by male surfers 'the waves are s%#@ so send the girls out' 	1–2
Subtotal	/2
Accept other relevant answers	

Question 4

In paragraph nine, Beachley says that surfing is ‘an iconic lifestyle’. What do you think is ‘iconic’ about the surfing lifestyle?

Description	Marks
Discusses in detail what they think is iconic about the surfing lifestyle Uses relevant supporting evidence.	3
Discusses in some detail what they think is iconic about the surfing lifestyle Uses some supporting evidence.	2
Makes limited comments on what they think is iconic about the surfing lifestyle Uses limited supporting evidence or presents inaccuracies in their response	1
Subtotal	/3

Question 5

Compare two differences in the way women’s champion Tyler Wright was treated in 2017 to the way Beachley was treated in her career.

Description	Marks
Any two of the following:	
<ul style="list-style-type: none"> Wright earned US\$400,500 in prize money in 2017 alone; Beachley earned US\$550,000 over a 19-year career Wright’s tournament prize money rivalled that of male surfers; the total prize money when Beachley was surfing was much less than male surfers (US\$1.26m versus US\$155,000) Wright is well respected amongst her male peers; Beachley was not supported or respected by male surfers 	1–2
Subtotal	/2
Accept other relevant answers	

Question 6

Beachley was told that women can’t be paid the same as men in sponsorship deals because ‘male surfers sell board shorts, female surfers don’t sell as many bikinis’. What does this argument mean and do you think it is true or not?

Description	Marks
Discusses in detail plausible idea/s about the meaning of the argument and whether or not they think it is true Uses well-chosen supporting evidence	4
Discusses plausible ideas/ about the meaning of the argument and whether or not they think it is true Uses relevant supporting evidence	3
Comments on the meaning of the argument and whether or not they think it is true Uses some supporting evidence	2
Makes limited comments about the meaning of the argument and whether or not they think it is true Uses limited of supporting evidence or presents inaccuracies or implausibilities in their response	1
Subtotal	/4

Question 7**Do you think female sportspeople should be paid the same as male sportspeople? Why or why not?**

Description	Marks
Offers an in-depth explanation about whether they think female sportspeople should be paid the same as male sportspeople Uses well-chosen supporting evidence	4
Offers a plausible explanation about whether they think female sportspeople should be paid the same as male sportspeople Uses relevant supporting evidence	3
Offers some explanation about whether they think female sportspeople should be paid the same as male sportspeople Uses some supporting evidence	2
Offers limited explanation about whether they think female sportspeople should be paid the same as male sportspeople Uses limited supporting evidence and presents inaccuracies or implausibilities in their response	1
Subtotal	/4

Description	Marks
Mechanics of grammar, spelling and punctuation	4
Controls the mechanics of grammar, spelling and punctuation	4
Controls most of the mechanics of grammar, spelling and punctuation	3
Controls some of the mechanics of grammar, spelling and punctuation	2
Controls very few of the mechanics of grammar, spelling and punctuation	1
Subtotal	/4
Total	/24

Sample assessment task

English – Foundation Year 11

Task 8

Assessment type:	Oral communication
Conditions:	Prepared in class and at home over three weeks
Due date:	Week 30
Task weighting:	15%

Instructions

- You are to create a four- to eight-minute vlog exploring a subculture. Possible subcultures include hippies, athletes, disco, emos, gamers, goths, hip hop, punk, ravers, haul girls, bikies, hipsters, bogans, skaters, e-boys and e-girls and grunge.
- Suggested software programs include iMovie, Clipchamp, Filmora and VivaVideo.
- Think about the type of vlog you will create. Suggestions include educational, humour and instructional (e.g. life hacks).
- Decide whether your vlog will include talking heads, interviews, animation, text, sound effects, voice over, follow-me-around video, graphics and music.
- Pay attention to the structure of your vlog. The opening should include a greeting and a hook (e.g. personal anecdote, popular culture reference or real-life event). The closing might include the following: wrap up argument and tie back to opening; call to action; like, follow, subscribe, share; tell viewers what's coming next; promote your product, service or merchandise; ask a question to encourage comments.
- If your vlog features a voice over only, you should focus on spoken language techniques such as modulating volume, tone, emphasis, pitch, pace and intonation. If your vlog features a follow-me-around video or talking heads, you must also pay attention to body language, stance, gestures and eye contact.
- The vlog should be posted to an online forum or discussion group. Platforms include Edublogs, Connect, Microsoft Teams, OneNote Class Notebook and SEQTA.
- You are to make written comments on **three** vlogs from classmates. Each comment should be 50 words in length and should focus on adding of ideas and opinions to the original post.
- 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 should investigate the following aspects of your chosen subculture:
 - origins
 - clothing and accessories
 - music, television and films of choice
 - public perception
 - current popularity.

Marking key for sample assessment task 8

Description	Marks
Ideas and information	4
Communicates relevant ideas and information relevant to the topic	4
Communicates some general ideas and information relevant to the topic	3
Communicates simple ideas and information relevant to the topic	2
Communicates limited ideas and information relevant to the topic	1
Research and note-making	4
Makes suitable use of research and note-making strategies	4
Makes some general use of research and note-making strategies	3
Makes simple use of research and note-making strategies	2
Makes limited use of research and note-making strategies	1
Vlog elements	4
Makes suitable use of vlog elements for audience engagement	4
Makes some general use of vlog elements for audience engagement	3
Makes simple use of vlog elements for audience engagement	2
Makes limited use of vlog elements for audience engagement	1
Spoken language techniques	4
Makes suitable use of spoken language techniques for audience engagement	4
Makes some general use of spoken language techniques for audience engagement	3
Makes simple use of spoken language techniques for audience engagement	2
Makes limited use of spoken language techniques audience engagement	1
Interaction through comments	4
Makes relevant comments	4
Makes some general comments	3
Makes simple comments	2
Makes limited comments	1
Total	/20

Acknowledgements

Sample Assessment Task 7 – Questions 1–7

Extracts from: Beachley, L. (2017). Layne Beachley: How We Fought Back Against Surfing's Sexist Bullies. *The Guardian*. Retrieved February, 2023, from <https://www.theguardian.com/sport/2017/mar/14/layne-beachley-how-we-fought-back-against-surfing-sexism>