



SAMPLE ASSESSMENT OUTLINE

ENGLISH

ATAR 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.

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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 of Education 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.

Department of Education. (2023). *Select and use Texts in the Classroom*. Retrieved April, 2025, from <https://www.education.wa.edu.au/dl/4gr22v3>
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Sample assessment outline

English – ATAR Year 12

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 3	Language features; attitudes; values; perspectives; viewpoints; analysis; response	<p>Task 1 – Short answers Students complete two concise short answer responses in one lesson.</p> <p>Part A Prior to the in-class part of the assessment, students select an appropriate text (200- to 300-word prose fiction excerpt) and may annotate it at home. In class, students are to use this text to concisely answer one of the following questions (200–300 words):</p> <p>Explain how two language features work to convey an attitude in the text.</p> <p style="text-align: center;">or</p> <p>Explain how your response to the text has been influenced by two language features.</p> <p>Part B Students are to concisely answer the question not used in Part A with reference to a previously unseen prose fiction excerpt provided by the teacher.</p>
Responding	10%	Set: Week 5 Due: Week 7	Perspectives; contexts; representations; readings; interpretations; empathy; controversy; evaluating	<p>Task 2 – Essay on different perspectives Students complete a take-home essay that compares two texts, responding to the question:</p> <p>Evaluate how two texts you have studied present different perspectives on the same issue. (900–1200 words, not including the reference list/bibliography)</p>

Assessment type	Assessment task weighting	Setting and submission dates	Content covered (key points only)	Assessment task
Creating	17%	Set: Week 10 Due: Week 13	Genre; conventions of genre; language features; structural choices; stylistic choices; attitudes; values; perspectives; representations; reflection; narrative point of view; use of voice	Task 3 – Narrative Part A Create a short narrative text or excerpt, incorporating two to three characters, which evokes a strong sense of place (800–1000 words). Part B Submit a short reflection on your representation of place within the narrative (150 words).
Examination	10%	Weeks 14–15		Task 7 – Semester One examination
Responding	10%	Set: Week 17 Due: Week 20	Mode; genre; conventions of genre; contexts; audience expectations of genre; meaning; interpretation; compare and contrast distinctive features of genre; analysis of audience response; responses to texts and genre; role of audience in making meaning; expectations of genre; manipulation of genre	Task 4 – Comparison of texts In a multimodal presentation, compare how one scene from a text of your choice and one scene from the text studied in class manipulate the conventions associated with their genres, and discuss how audiences might react when their expectations of the genre are or are not met. Students will: <ul style="list-style-type: none"> • deliver a multimodal presentation based on the question (5–6 minutes, not including example scenes) • submit a script and a copy of visual aids used in the presentation.

Assessment type	Assessment task weighting	Setting and submission dates	Content covered (key points only)	Assessment task
Creating	18%	Set: Week 21 Due: Week 24	Conventions of genre; innovative and imaginative use of text structures and language features; voice; narrative point of view; content; purpose; stylistic choices; structural choices; perspectives; interpretations; using strategies for planning, drafting, editing and proofreading; reflection	<p>Task 5 – Extended writing Part A (formative – not marked)</p> <p>In a form of your choice, compose the exposition for a persuasive, interpretive or narrative text, sustaining a voice. (250–300 words)</p> <p>Part B (summative) Work in a small group of four students.</p> <ul style="list-style-type: none"> Present a written copy of the exposition to the other members of your group and read your exposition aloud. Conduct a discussion (5–10 minutes per presenter) in which you explain how and why you wrote your text that way; for example, comments about ideas, genre, generic conventions, techniques, language features, tone, style etc. Actively listen to feedback from your peers. (Note: this discussion will be recorded and used as part of the speaking and listening component of this task.) Encourage responses from your peers by asking questions like: <ul style="list-style-type: none"> What is your understanding or interpretation of my text? What are some suggestions for improvement? How could the remainder of my text have more impact? Your peers are encouraged to ask you questions like: <ul style="list-style-type: none"> What themes were you developing and what meaning were you trying to convey? What features or techniques did you use to sustain the voice? Why did you ... (do such and such) in your text? <p>Part C (summative) Using the feedback provided during the presentation, complete your piece of writing with particular attention to the employment of voice throughout your piece. (900–1100 words, including the 250–300 words of the exposition)</p>
Responding	10%	Set: Week 25 Due: Week 28 (in class)	Narrative point of view; voice; values; conventions of genre; context; controversy; assumptions and perspectives; empathy; response; interpretations; questioning assumptions in texts;	<p>Task 6 – Analytical essay The task will be completed in class in one lesson (questions previously unseen).</p> <p>With reference to the novel studied, respond to one of the following questions.</p>

Assessment type	Assessment task weighting	Setting and submission dates	Content covered (key points only)	Assessment task
			questioning perspectives in texts; audience response	<ol style="list-style-type: none"> 1. Explain how narrative voice shapes your understanding of values in the text. 2. Evaluate how the text engages with the conventions of the genre. 3. Explain how your context influences your response to a character in the text. 4. Examine how you are positioned to respond to a controversial issue in the text. 5. Show how different interpretations of one text are possible by questioning the text's assumptions and/or perspectives. 6. Evaluate how the construction of voice is used to create an empathetic response from the reader.
Examination	20%	Weeks 29–30		Task 8 – Semester Two examination
Total	100%			

Assessment type	Assessment task weighting
Responding	35%
Creating	35%
Examination	30%