



## **SAMPLE ASSESSMENT OUTLINE**

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**ENGLISH**

**GENERAL YEAR 12**

**(TO RUN ALONGSIDE ENGLISH FOUNDATION YEAR 12)**

**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.

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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 Foundation documents can be found under the Support Materials tab on the English Foundation page (<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english2>).

### 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 *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 outline

### English – General Year 12 (to run alongside Foundation Year 12)

#### Unit 3 and Unit 4

Assessment type and weighting	Assessment task weighting	Due	Assessment task	Syllabus content
Responding 40%	13%	Due: Week 8	<b>Task 2:</b> Complete comprehension questions analysing an unseen speech and advertisement.	<p><b>Use strategies and skills for comprehending texts, including:</b></p> <ul style="list-style-type: none"> <li>distinguishing different perspectives about the main ideas in texts</li> <li>explaining shifts in tone and perspectives and identifying the effect of language choices on an audience</li> </ul> <p><b>Consider how different perspectives and values are presented in texts, including:</b></p> <ul style="list-style-type: none"> <li>the relationships between context, purpose, and audience in a range of texts</li> </ul>
	13%	Set: Week 13 Due: Week 15	<b>Task 5:</b> Write a formal letter to the School Curriculum and Standards Authority explaining why the class novel should or should not be added to the <i>General English – Suggested text list</i> .	<p><b>Use strategies and skills for comprehending texts, including:</b></p> <ul style="list-style-type: none"> <li>understanding the way attitudes and values are presented</li> </ul> <p><b>Consider how different perspectives and values are presented in texts, including:</b></p> <ul style="list-style-type: none"> <li>the relationships between context, purpose, and audience in a range of texts</li> <li>the use of narrative techniques, for example, characterisation and narrative point of view</li> </ul>
	14%	Due: Week 20	<b>Task 6:</b> Write an in-class essay on a studied documentary.	<p><b>Use strategies and skills for comprehending texts, including:</b></p> <ul style="list-style-type: none"> <li>analysing issues and ideas in texts and explaining perspectives</li> <li>explaining how texts use language to appeal to the beliefs, attitudes and values of an audience</li> </ul> <p><b>Consider how attitudes and assumptions are presented in texts, including:</b></p> <ul style="list-style-type: none"> <li>local and/or global issues in a range of texts</li> <li>the use of text types, text structures and language features</li> </ul>

Assessment type and weighting	Assessment task weighting	Due	Assessment task	Syllabus content
				<ul style="list-style-type: none"> <li>how some perspectives are privileged while others are marginalised or silenced</li> </ul>
Creating 45%	11%	Set: Week 3 Due: Week 5	<p><b>Task 1:</b> Part 1 – Write a fable, fairytale, myth or legend for a specific audience that communicates a life lesson. The subject may be original or may adapt a traditional story. Submit an annotated draft that indicates edits made based upon feedback offered by classmates, plus a final good copy.</p> <p>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.</p>	<p><b>Create a range of texts by:</b></p> <ul style="list-style-type: none"> <li>using appropriate vocabulary, spelling and sentence structures</li> <li>selecting text structures and language features (written, visual and/or audio) to communicate and present ideas and information for different contexts and purposes</li> <li>using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing</li> </ul> <p><b>Communicating and interacting with others by:</b></p> <ul style="list-style-type: none"> <li>speaking clearly and coherently about ideas, opinions and personal experiences in a range of oral contexts</li> <li>listening actively; being prepared to assert personal views</li> <li>applying critical thinking and problem solving cooperatively</li> </ul>
	11%	Set: Week 8 Due: Week 10	<p><b>Task 3:</b> Write a persuasive speech that presents a perspective about a social protest movement. You may write as yourself or take on a persona.</p>	<p><b>Use information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>gathering different viewpoints, for example, through interviews, surveys, questionnaires, library and/or internet resources</li> <li>categorising and integrating ideas and evidence about specific issues</li> </ul> <p><b>Create a range of texts by:</b></p> <ul style="list-style-type: none"> <li>using personal voice and adopting different viewpoints and/or perspectives to influence audiences</li> <li>selecting text structures and language features (written, visual and/or audio) to communicate and present ideas and information for different contexts and purposes</li> </ul>
	11%	Set: Week 23 Due: Week 25	<p><b>Task 7:</b> Write a problem letter to an advice column about a workplace issue. The letter should be posted to an online forum or discussion group.</p> <p>Students are to reply to three posts from classmates. The replies should</p>	<p><b>Use information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>determining the relevance of source material to the context and topic</li> <li>investigating and synthesising ideas and collating appropriate information from a range of source material</li> </ul>

Assessment type and weighting	Assessment task weighting	Due	Assessment task	Syllabus content
			express a viewpoint on how to solve the various problems described and should incorporate some information gathered through research.	<p><b>Create a range of texts by:</b></p> <ul style="list-style-type: none"> <li>expressing a logical viewpoint about an idea, issue or event in written, spoken and multimodal forms</li> <li>using and adapting text structures and language features to communicate ideas</li> </ul> <p><b>Communicating and interacting with others by:</b></p> <ul style="list-style-type: none"> <li>using the language of negotiation, problem solving and conflict resolution</li> </ul>
	12%	Set: Week 28 Due: Week 30	<b>Task 8:</b> 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.	<p><b>Create a range of texts by:</b></p> <ul style="list-style-type: none"> <li>integrating text structures and language features (written, visual and/or audio) to engage and persuade audiences</li> <li>using and adapting text structures and language features to communicate ideas</li> </ul> <p><b>Communicating and interacting with others by:</b></p> <ul style="list-style-type: none"> <li>creating oral texts that communicate ideas and perspectives</li> </ul>
<b>Externally Set Task</b> 15%	15%	Weeks 12–14 <Teacher to insert date>	<b>Task 4 (Externally Set Task):</b> A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.	<Teacher to insert content set by the Authority>  Note: The Authority informs schools during Term 3, in the previous year, of the Unit 3 syllabus content on which the task will be based.
<b>Total</b>	<b>100%</b>			