



SAMPLE ASSESSMENT OUTLINE

ENGLISH
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.

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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. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

How to use this document

Combined course classes

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 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 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. Text 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 – Foundation Year 12
Unit 3 and Unit 4

Assessment type	Assessment task weighting	Setting and submission dates	Assessment task	Content covered (key points only)
Writing	10%	Set Week 2 Due Week 5	Task 1 – Prepare a tailored cover letter and résumé	Use of language, form and conventions
Writing	10%	Set Week 6 Due Week 10	Task 2 – Letter to the editor or a blog on current issue Use at least 10 conventions and persuasive devices.	Form, generic conventions, purpose, audience, language, brainstorming, values and attitudes
Externally set task	15%	Set Week 11 Due Week 11	Task 8 – Externally set task	
Oral communication	12%	Set Week 12 Due Week 15	Task 3 – Oral communication: inquiry Share information about a topic of interest.	Shape and structure oral texts, spoken language conventions and techniques; listening skills, values and attitudes
Reading	10%	Set Week 16 Due Week 20	Task 4 – Produce a guide for first-car buyers Conduct an investigation into the process of buying and owning a car.	How texts work, form, conventions of genre, purpose, audience
Oral communication	13%	Set Week 21 Due Week 24	Task 5 – A tribute speech Write and deliver a tribute speech for a member of the community.	Brainstorming, form, frameworks, structure, values and attitudes, speaking and listening scenarios
Reading	10%	Set Week 25 Due Week 27	Task 6 – Short answer responses to a documentary film Respond to unseen questions about, and share a personal reaction to, a documentary.	How texts can be interpreted in different ways, how to discuss what has been learned about how texts work, representation in texts
Reading, Writing	Reading 10% Writing 10%	Set Week 2 Due Week 30	Task 7 – Wider reading/viewing program and creative response Part A – Reading/viewing program (record of learning) Part B – Creative response (to one studied text)	How texts work, form, conventions, purpose, audience, values, attitudes, interpretations of texts
Total	100%			