



SAMPLE ASSESSMENT OUTLINE

ENGLISH
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.

Copyright

© School Curriculum and Standards Authority, 2023

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

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.

Sample assessment outline
English – General Year 11
Eight-Task Model

Assessment type	Assessment task weighting	Setting and submission dates	Syllabus content covered	Assessment task
Responding	10%	Set Week 3 Due Week 4	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> predicting meaning by interpreting text structures and language features (written, visual and/or audio). <p>Consider the ways in which texts communicate ideas, attitudes and values, including:</p> <ul style="list-style-type: none"> how texts are constructed for particular purposes, audiences and contexts. 	<p>Task 1 – Short answer responses to a television episode Students view a range of television drama/comedy episodes and respond to two questions about one episode. This task will take place over two lessons.</p> <p>Part A: planning, preparation and note making. The three questions will be provided during this lesson. Teacher may scaffold.</p> <p>Part B: students respond to two of the three questions (timed, in class, open-book). Students to refer to one text (suggested length 200–300 words per question).</p> <ol style="list-style-type: none"> Explain your response to the character/s and the issues presented. Identify and explain how stereotypes are constructed and used to represent groups. Discuss how your understanding of context shaped your understanding of the text.

Assessment type	Assessment task weighting	Setting and submission dates	Syllabus content covered	Assessment task
Creating	15%	Set Week 5 Due Week 8	<p>Create a range of texts by:</p> <ul style="list-style-type: none"> using appropriate language, content and mode for different purposes and audiences using text structures and language features to communicate ideas and information in a range of written, spoken and multimodal forms. 	<p>Task 2 – Memoir composition Students write a memoir piece (600–800 words). Students are given the choice to either write about a significant event from their own life or to write a ‘fictional memoir’ by taking on the persona of an individual who inspires them. Students are required to demonstrate control of written language features and text structures in the creation of their memoir piece. Students should aim to also engage audiences through the use of visual features, by including a range of images (e.g. photographs, maps) to complement the creation of their memoir. Students submit a plan, a draft with annotated improvements/indicated improvements, and a final piece. Note: this task can be worked on concurrently with Task 3.</p>
Responding	15%	Set Week 9 Due Week 12	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> posing and answering questions that clarify meaning and promote deeper understanding of the text. <p>Consider the ways in which texts communicate ideas, attitudes and values, including:</p> <ul style="list-style-type: none"> the ways text structures and language features (written, visual and/or audio) are used to communicate information and shape audience responses. <p>Create a range of texts by:</p> <ul style="list-style-type: none"> developing appropriate vocabulary and sentence structures and using accurate spelling, punctuation and grammar. 	<p>Task 3 – Analytical essay response to a studied memoir Students plan, edit and draft an analytical essay in response to a memoir studied in class, considering the ways language features and text structures have been used to communicate ideas. Students produce a final copy of their essay in class, under timed assessment conditions. Students to respond to one of the following questions.</p> <ol style="list-style-type: none"> Explain how a text you have studied presents an issue or idea to its reader/audience. Explain why a text you have studied inspired, challenged or educated you. Explain how a text positioned you to feel towards a person, issue or idea.

Assessment type	Assessment task weighting	Setting and submission dates	Syllabus content covered	Assessment task
Creating	10%	Set Week 13 Due Week 16	<p>Use information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> using strategies and tools for collecting and processing information, for example, informational organisers. <p>Create a range of texts by:</p> <ul style="list-style-type: none"> consolidating literacy skills for future pathways. <p>Communicating and interacting with others by:</p> <ul style="list-style-type: none"> communicating ideas and information clearly working collaboratively and cooperatively. 	<p>Task 4 – Infographic creation and video presentation</p> <p>Part A: Completed individually Students are to create a one- to two-page infographic summarising an investigation into a chosen career path/industry.</p> <p>Part B: Completed in pairs Create a ‘how-to’ video guide for job interviews. The video can be serious or humorous (e.g. <i>How Not to Ace that Job Interview</i>).</p>
Responding	15%	Set Week 21 Due Week 21	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> identifying facts, opinions, supporting evidence and bias. <p>Consider the ways in which context, purpose and audience influence meaning, including:</p> <ul style="list-style-type: none"> the ways in which main ideas, values and supporting details are presented in texts. 	<p>Task 5 – Short answer responses to a studied documentary</p> <p>Students respond concisely to both of the following questions (200–300 words per question). Questions to be given to students in class/online the day before they write the assessment. A one-sided A4 page of notes will be permitted on the day.</p> <ol style="list-style-type: none"> Describe how one value has been presented in a documentary you have studied. Explain your own response to a main idea presented in the studied documentary.

Assessment type	Assessment task weighting	Setting and submission dates	Syllabus content covered	Assessment task
Creating	10%	Set Week 22 Due Week 24	<p>Create a range of texts by:</p> <ul style="list-style-type: none"> using appropriate vocabulary, sentence structures, accurate spelling, punctuation and grammar planning, organising, drafting and presenting information or arguments for particular purposes and audiences. <p>Communicating and interacting with others by:</p> <ul style="list-style-type: none"> speaking coherently and with confidence for different audiences and purposes being receptive to others' ways of thinking and learning. <p>Using information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> using a range of strategies for finding information. 	<p>Task 6 – Persuasive written text and recording</p> <p>Part A (due end of Week 22) Students compose a persuasive text of 450–600 words that responds to the following instruction: Describe any aspect of a film that encouraged you to think in a new way, or helped you understand something more thoroughly than before. In addition, explain how it changed your thinking and then persuade an audience to watch it.</p> <p>Part B (conducted over Week 23) Speaking and listening: students present and record (audio or video) their persuasive text to a group of three peers and actively listen to feedback from them (7–8 minutes per presenter). The teacher marks the recorded presentation.</p> <p>Part C (due end of Week 24) Using the feedback provided during the presentation, students complete or adjust their persuasive text ready for final submission.</p>
Responding	10%	Set Week 25 Due Week 28	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> consolidating comprehension strategies making inferences from content, text structures and language features summarising ideas and information presented in texts. <p>Consider the ways in which context, purpose and audience influence meaning, including:</p> <ul style="list-style-type: none"> the effects of text types and text structures on audiences. 	<p>Task 7 – Short answer responses to an advertisement Students complete a response to an unseen print advertisement by responding concisely to both of the following questions:</p> <ol style="list-style-type: none"> Explain how two visual features are used to persuade an audience. (200–300 words) How does the advertisement challenge or reinforce particular stereotypes? (200–300 words)

Assessment type	Assessment task weighting	Setting and submission dates	Syllabus content covered	Assessment task
Creating	15%	Set Week 31 Due Week 32	<p>Consider the ways in which context, purpose and audience influence meaning, including:</p> <ul style="list-style-type: none"> the use of language features (written, visual and/or audio) to influence responses. <p>Create a range of texts:</p> <ul style="list-style-type: none"> using appropriate vocabulary, sentence structures, accurate spelling, punctuation and grammar using persuasive techniques and language features (written, visual and/or audio) to engage audiences in a range of modes planning, organising, drafting and presenting information or arguments for particular purposes and audiences. 	<p>Task 8 – Short story composition</p> <p>In class (and/or at home), students are to:</p> <ul style="list-style-type: none"> reflect over the formative exercises in Weeks 29–30, and use any of these activities as a stimulus/inspiration for a story of their own plan, draft, edit and create a prose or multimodal narrative text (approximately 700–900 words) write a rationale indicating the intended audience and purpose and explaining the reasons for the use of particular narrative techniques, language features and form or genre (150–200 words).

Assessment type	Assessment task weighting
Responding (suggested weighting 40–60%)	50%
Creating (suggested weighting 40–60%)	50%