



SAMPLE ASSESSMENT OUTLINE

ENGLISH

FOUNDATION YEAR 11

(TO RUN ALONGSIDE 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.

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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 outline

English – Foundation Year 11 (to run alongside General Year 11)

Unit 1 and Unit 2

Assessment type and weighting	Assessment task weighting	Setting and submission dates	Assessment task	Syllabus content
Reading 35%	12%	Due: Week 3	Task 1: Complete comprehension questions analysing an unseen short story.	When reading texts, students learn <ul style="list-style-type: none"> • how texts work, for example, their structures, conventions, techniques • how texts promote values and attitudes, for example, how people are represented in texts • how to discuss what has been learned about how texts work, for example, learning some terms, such as introduction, simile, climax, resolution
	10%	Due: Week 25	Task 6: Write a book review (200–300 words) of a studied graphic novel.	When reading texts, students learn <ul style="list-style-type: none"> • how texts use language for particular purposes and audiences, for example, to tell the story, to create an image • how texts promote values and attitudes, for example, how people are represented in texts • how to discuss what has been learned about how texts work, for example, learning some terms, such as introduction, simile, climax, resolution • how texts can be interpreted in different ways, for example, how interpretations differ depending on the gender of the reader or writer
	13%	Due: Week 27	Task 7: Answer comprehension questions analysing an unseen feature article.	When reading texts, students learn <ul style="list-style-type: none"> • why texts use a particular form, for example, how a news article differs from a feature article • how texts use the conventions of a particular form, for example, a script versus a prose fiction narrative versus a documentary versus a sitcom • how texts use language for particular purposes and audiences, for example, to tell the story, to create an image • how texts promote values and attitudes, for example, how people are represented in texts

Assessment type and weighting	Assessment task weighting	Setting and submission dates	Assessment task	Syllabus content
Writing 35%	10%	Set: Week 3 Due: Week 5	Task 2: Write a short story (300–500 words) aimed at a teenage audience.	When producing texts, students learn <ul style="list-style-type: none"> • how to use language, including appropriate spelling, punctuation and grammar • how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase • how to use the conventions of a particular form, for example, the sports article • how to promote values and attitudes
	10%	Set: Week 13 Due: Week 15	Task 4: Design a print advertisement, featuring a celebrity, aimed at a particular target audience. Include a rationale (200 words) that explains two design choices.	When reading texts, students learn <ul style="list-style-type: none"> • how texts use language for particular purposes and audiences, for example, to tell the story, to create an image • how texts can be interpreted in different ways, for example, how interpretations differ depending on the gender of the reader or writer When producing texts, students learn <ul style="list-style-type: none"> • how to use language, including appropriate spelling, punctuation and grammar • how to reflect on the strengths and weaknesses of texts created, for example, why some texts are more engaging than others
	10%	Set: Week 18 Due: Week 20	Task 5: Create a portfolio for a party or event. The following elements should be included: <ul style="list-style-type: none"> • budget (to be represented in graph form) • mood board with written explanation of two elements • annotated music playlist. 	When producing texts, students learn <ul style="list-style-type: none"> • how to use language, including appropriate spelling, punctuation and grammar • how to brainstorm ideas, for example, by using mindmaps • how to shape or structure a text to make it work, for example, by creating a framework • why a particular form is appropriate, for example, a weekly column instead of a feature article • how to use the conventions of a particular form, for example, the sports article
	5%	Due: Week 25	Task 6: Write a book review of a studied graphic novel.	When producing texts, students learn <ul style="list-style-type: none"> • how to use language, including appropriate spelling, punctuation and grammar • how to use the conventions of a particular form, for example, the sports article

Assessment type and weighting	Assessment task weighting	Setting and submission dates	Assessment task	Syllabus content
Oral communication 30%	15%	Set: Week 8 Due: Week 10	<p>Task 3: In pairs, deliver a multimodal oral presentation (4–8 minutes) which explores one job that no longer exists OR a job that was created in the last 20 years. Submit a note-making retrieval chart that incorporates information from three different sources, referenced correctly, and a bibliography. Complete peer evaluations and a self-evaluation.</p>	<p>When producing texts, students learn</p> <ul style="list-style-type: none"> how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase <p>When speaking and listening, students learn</p> <ul style="list-style-type: none"> how to shape or structure an oral text for particular purposes and audiences, for example, by using a framework how to use the spoken language conventions of a particular form, for example, a panel discussion or debate how to use spoken language techniques for particular purposes and audiences, for example, tone, pace, emphasis
	15%	Set: Week 28 Due: Week 30	<p>Task 8: In a pair or small group, create a vlog (4–8 minutes) exploring a subculture. The following areas should be discussed:</p> <ul style="list-style-type: none"> origins clothing and accessories hobbies and hangouts music, television and films of choice public perception current popularity. <p>The vlog should be posted to an online forum or discussion group. Platforms include Edublogs, Connect, Microsoft Teams, OneNote Class Notebook and SEQTA.</p>	<p>When speaking and listening, students learn</p> <ul style="list-style-type: none"> how to shape or structure an oral text for particular purposes and audiences, for example, by using a framework why a particular form is appropriate, for example, a speech instead of a monologue how to use the spoken language conventions of a particular form, for example, a panel discussion or debate how to use spoken language techniques for particular purposes and audiences, for example, tone, pace, emphasis how to listen attentively and purposefully, for example, active listening techniques how to promote values and attitudes, for example, the implicit versus the explicit how to engage in a variety of speaking and listening scenarios, for example, role plays, listening and reflecting on audio texts

Assessment type and weighting	Assessment task weighting	Setting and submission dates	Assessment task	Syllabus content
			Students are to make written comments (50 words each) on three vlogs from classmates. Students must submit a note-making retrieval chart that incorporates information from three different sources, referenced correctly, and a bibliography.	
Total	100%			