



## **SAMPLE ASSESSMENT TASKS**

---

**ENGLISH**

**FOUNDATION YEAR 12**

**(TO RUN ALONGSIDE GENERAL 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.

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

## 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 to 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 task

### English – Foundation Year 12

#### Task 1

<b>Assessment type:</b>	Oral communication
<b>Conditions:</b>	Prepared in class and at home over three weeks
<b>Due date:</b>	Week 5
<b>Task weighting:</b>	12%

---

#### Instructions

##### Part 1

- Write a fable, fairytale, myth or legend (400–600 words) for a specific audience that communicates a life lesson.
- The subject may be original or an adaptation of a traditional story.
- Think about your audience, and develop ideas, values and/or attitudes that would appeal to them.
- Pay attention to:
  - narrative techniques (e.g. characterisation, setting, narrative point of view and conflict)
  - text structures (e.g. orientation, rising action, climax, falling action, resolution, flashbacks, juxtaposition, foreshadowing, motif, withholding and in medias res)
  - written language features (e.g. figurative language, emotive language, symbolism, dialogue, imagery, sound devices, diction and syntax)
  - spelling, grammar, punctuation and paragraphing.
- Submit an annotated draft that indicates edits you have made based upon feedback from your classmates, as well as a final good copy.

##### 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.
- As the storyteller, you will need to work out the best way to deliver your story. As you read aloud, you will need to use appropriate pacing – you might want to pause for comments or reread sections and ask questions. Think about using eye contact, voice variations and facial expressions to emphasise parts of your story.
- As a listener offering feedback, make sure you use the two stars and a wish framework. Your feedback should be constructive and helpful, so ensure your facial expressions and body language match the message you are delivering.
- As the storyteller, listen carefully to the verbal feedback and thank them for their input. You might want to ask follow-up questions to help you understand their thinking.

## Marking key for sample assessment task 1

Description	Marks
<b>Narrative conventions, text structures and written language features</b>	<b>/4</b>
Makes suitable use of narrative conventions, text structures and written language features for a particular audience	4
Makes some general use of narrative conventions, text structures and written language features for a particular audience	3
Makes simple use of narrative conventions, text structures and written language features for a particular audience	2
Makes limited use of narrative conventions, text structures and written language features for a particular audience	1
<b>Active listening techniques</b>	<b>/4</b>
Makes suitable use of active listening techniques	4
Makes some general use of active listening techniques	3
Makes simple use of active listening techniques	2
Makes limited use of active listening techniques	1
<b>Spoken language techniques</b>	<b>/4</b>
Makes suitable use of spoken language techniques for audience engagement	4
Makes some general use of spoken language techniques for audience engagement	3
Makes simple use of spoken language techniques for audience engagement	2
Makes limited use of spoken language techniques for audience engagement	1
<b>Mechanics of grammar, spelling and punctuation</b>	<b>/4</b>
Controls the mechanics of grammar, spelling and punctuation	4
Controls most of the mechanics of grammar, spelling and punctuation	3
Controls some of the mechanics of grammar, spelling and punctuation	2
Controls very few of the mechanics of grammar, spelling and punctuation	1
<b>Planning, drafting, proofreading and editing</b>	<b>/4</b>
Makes suitable use of planning, drafting, proofreading and editing strategies	4
Makes some general use of planning, drafting, proofreading and editing strategies	3
Makes simple use of planning, drafting, proofreading and editing strategies	2
Makes limited use of planning, drafting, proofreading and editing strategies	1
<b>Total</b>	<b>/20</b>

## Sample assessment task

### English – Foundation Year 12

#### Task 2

<b>Assessment type:</b>	Reading
<b>Conditions:</b>	Completed over two lessons
<b>Due date:</b>	Week 8
<b>Task weighting:</b>	15%

---

#### Instructions

- You are to answer comprehension questions analysing an unseen print advertisement.
- Suggested text for assessment task: ‘Now you swallow this’ Greenpeace advertisement.  
ad Ruby – Greenpeace: Change the picture now  
<https://www.adruby.com/print-ads/greenpeace-change-picture-now>
- You have two lessons to complete this assessment. You must hand in all work at the end of Lesson One. This will be returned to you at the beginning of Lesson Two.
- Make sure each answer incorporates supporting evidence, such as examples from the text and/or your personal experience.
- Proofread and edit your work carefully, paying attention to spelling, grammar and punctuation.

#### Questions

Respond to **all** questions below:

1. Identify one visual technique and explain how it influences the audience. (4 marks)
  2. Identify one written technique and explain how it influences the audience. (4 marks)
  3. What is the purpose of this advertisement? (4 marks)
  4. Do you think the advertisement is successful in achieving this purpose? Explain why or why not. (4 marks)
  5. What attitude towards the environment is presented in the advertisement? (4 marks)
  6. Mechanics of grammar, spelling and punctuation (4 marks)
- Total** **24 marks**

## Marking key for sample assessment task 2

Description	Marks
<b>1. Identify one visual technique and explain how it influences the audience.</b>	<b>/4</b>
Identifies one visual technique, uses the correct terminology, and gives an example Offers an in-depth explanation of how it influences the audience Uses well-chosen supporting evidence	4
Identifies one visual technique and gives an example Offers a plausible explanation of how it influences the audience Uses relevant supporting evidence	3
Identifies one visual technique and gives an example Makes some general comments about how it influences the audience Uses some supporting evidence	2
Attempts to identify one visual technique and/or give an example Uses limited supporting evidence or presents inaccuracies in the response	1
<b>2. Identify one written technique and explain how it influences the audience.</b>	<b>/4</b>
Identifies one written technique, uses the correct terminology, and gives an example Offers an in-depth explanation of how it influences the audience Uses well-chosen supporting evidence	4
Identifies one written technique and gives an example Offers a plausible explanation of how it influences the audience Uses relevant supporting evidence	3
Identifies one written technique and gives an example Makes some general comments about how it influences the audience Uses some supporting evidence	2
Attempts to identify one written technique and/or give an example Uses limited supporting evidence or presents inaccuracies in the response	1
<b>3. What is the purpose of this advertisement?</b>	<b>/4</b>
Offers an in-depth explanation of the purpose of the advertisement Uses well-chosen supporting evidence	4
Offers a plausible explanation of the purpose of the advertisement Uses relevant supporting evidence	3
Offers some explanation of the purpose of the advertisement Uses some supporting evidence	2
Makes limited comments about the purpose of the advertisement Makes limited use of supporting evidence Presents inaccuracies or implausibilities in the response	1
<b>4. Do you think the advertisement is successful in achieving this purpose? Explain why or why not.</b>	<b>/4</b>
Offers an in-depth explanation about why they think the advertisement is successful or not in achieving its purpose Uses well-chosen supporting evidence	4
Offers a plausible explanation about why they think the advertisement is successful or not in achieving its purpose Uses relevant supporting evidence	3
Makes some comments about why they think the advertisement is successful or not Uses some supporting evidence	2
Makes limited comments about why they think the advertisement is successful or not Makes limited use of supporting evidence Presents inaccuracies or implausibilities in the response	1



<b>5. What attitude towards the environment is presented in the advertisement?</b>	<b>/4</b>
Offers an in-depth explanation about an attitude that is presented in the advertisement Uses well-chosen supporting evidence	4
Offers a plausible explanation about an attitude that is presented in the advertisement Uses relevant supporting evidence	3
Makes some comments about an attitude that is presented in the advertisement Uses some supporting evidence	2
Makes limited comments about an attitude that is presented in the advertisement Makes limited use of supporting evidence Presents inaccuracies or implausibilities in the response	1
<b>Mechanics of grammar, spelling and punctuation</b>	<b>/4</b>
Controls the mechanics of grammar, spelling and punctuation	4
Controls most of the mechanics of grammar, spelling and punctuation	3
Controls some of the mechanics of grammar, spelling and punctuation	2
Controls very few of the mechanics of grammar, spelling and punctuation	1
<b>Total</b>	<b>/24</b>

## Sample assessment task

### English – Foundation Year 12

#### Task 3

<b>Assessment type:</b>	Writing
<b>Conditions:</b>	Prepared in class and at home over three weeks
<b>Due date:</b>	Week 10
<b>Task weighting:</b>	10%

---

#### Instructions

- Write a persuasive speech (400–600 words) that promotes a social protest movement. You may write as yourself or take on a persona.
- You should promote ideas, values and/or attitudes for a purpose and audience.
- Think about your audience, and incorporate techniques that would appeal to them.
- Pay attention to:
  - text structures (e.g. introduction, juxtaposition, foreshadowing, motif, cause and effect, problem and solution, hook, thesis, call to action, cohesive devices and conclusion)
  - persuasive language features (e.g. figurative language, emotive language, symbolism, dialogue, imagery, sound devices, diction, syntax, punctuation, statistics, anecdotes, reference to experts, rhetorical questions, inclusive language, direct address, tone, register and style)
  - spelling, grammar, punctuation and paragraphing.
- The written speech should incorporate information gathered from interviews, surveys, questionnaires and library and/or internet resources.
- You must submit a note-making retrieval chart that incorporates information from three different sources. Make sure you reference these correctly and include a bibliography.
- You must submit all notes, plans and drafts along with your final copy.

## Marking key for sample assessment Task 3

Description	Marks
<b>Ideas, values and attitudes</b>	<b>/4</b>
Promotes relevant ideas, values and/or attitudes related to the topic	4
Promotes some general ideas, values and/or attitudes related to the topic	3
Promotes simple ideas, values and/or attitudes related to the topic	2
Promotes limited values and/or attitudes related to the topic	1
<b>Persuasive techniques</b>	<b>/4</b>
Makes suitable use of persuasive techniques for an audience and purpose	4
Makes some general use of persuasive techniques for an audience and purpose	3
Makes simple use of persuasive techniques for an audience and/or purpose	2
Makes limited use of persuasive techniques for an audience and/or purpose	1
<b>Text structures</b>	<b>/4</b>
Makes suitable use of text structures for an audience and purpose	4
Makes some general use of text structures for an audience and purpose	3
Makes simple use of text structures for an audience and/or purpose	2
Makes limited use of text structures for an audience and/or purpose	1
<b>Research and note-making</b>	<b>/4</b>
Makes suitable use of research and note-making strategies	4
Makes some general use of research and note-making strategies	3
Makes simple use of research and note-making strategies	2
Makes limited use of research and note-making strategies	1
<b>Mechanics of grammar, spelling and punctuation</b>	<b>/4</b>
Controls the mechanics of grammar, spelling and punctuation	4
Controls most of the mechanics of grammar, spelling and punctuation	3
Controls some of the mechanics of grammar, spelling and punctuation	2
Controls very few of the mechanics of grammar, spelling and punctuation	1
<b>Planning, drafting, proofreading and editing</b>	<b>/4</b>
Makes suitable use of planning, drafting, proofreading and editing strategies	4
Makes some general use of planning, drafting, proofreading and editing strategies	3
Makes simple use of planning, drafting, proofreading and editing strategies	2
Makes limited use of planning, drafting, proofreading and editing strategies	1
<b>Total</b>	<b>/24</b>

## Sample assessment task

### English – Foundation Year 12

#### Task 5

<b>Assessment type:</b>	Reading
<b>Conditions:</b>	Prepared in class and at home over three weeks
<b>Due date:</b>	Week 15
<b>Task weighting:</b>	15%

---

#### Instructions

Analyse the studied novel by responding to **all** questions below, using paragraphs as appropriate.

1. Design a plot diagram, charting and labelling the important incidents in the novel. (3 marks)
  2. Create a sociogram that represents the main characters and their relationships. (3 marks)
  3. Explain how one character grows and changes throughout the novel. (4 marks)
  4. Identify two examples of conflict in the novel (e.g. person versus person, person versus self, person versus nature or person versus society). Explain how the conflict develops and how it is resolved over the course of the novel. (6 marks)
  5. Identify one theme in the novel. Discuss how particular characters, settings and events from the novel are used to present this theme. (4 marks)
  6. Do you think this novel is effective in appealing to a teenage target audience? Why or why not? (4 marks)
  7. How might adults respond to this novel? (4 marks)
- Mechanics of grammar, spelling and punctuation (4 marks)
- Total 32 marks**

## Marking key for sample assessment Task 5

Description	Marks
<b>1. Design a plot diagram charting and labelling the important incidents in the novel.</b>	<b>/3</b>
Designs a detailed plot diagram that uses relevant supporting evidence	3
Designs a plot diagram that uses some supporting evidence	2
Designs a plot diagram that uses limited evidence or includes inaccuracies	1
<b>2. Create a sociogram that represents the main characters and their relationships.</b>	<b>/3</b>
Creates a detailed sociogram that uses relevant supporting evidence	3
Creates a sociogram that uses some supporting evidence	2
Creates a sociogram that uses limited evidence or includes inaccuracies	1
<b>3. Explain how one character grows and changes throughout the novel.</b>	<b>/4</b>
Offers an in-depth explanation about how the character grows and changes Uses well-chosen supporting evidence	4
Offers a plausible explanation about how the character grows and changes Uses relevant supporting evidence	3
Makes general comments about how the character grows and changes Uses some supporting evidence	2
Makes limited comments about how the character grows and changes Uses limited supporting evidence Presents inaccuracies or implausibilities in the response	1
<b>4. Identify two examples of conflict in the novel (e.g. person versus person, person versus self, person versus nature or person versus society). Explain how the conflict develops and how it is resolved over the course of the novel. (2 x 3 marks)</b>	<b>/6</b>
<b>Conflict example one</b>	
Identifies an example of conflict Explains in detail how the conflict develops and how it is resolved Uses relevant supporting evidence	3
Identifies an example of conflict Makes some general comments about how the conflict develops and how it is resolved Uses some supporting evidence	2
Attempts to identify an example of conflict Uses limited supporting evidence or presents inaccuracies in the response	1
<b>Conflict example two</b>	
Identifies an example of conflict Explains in detail how the conflict develops and how it is resolved Uses relevant supporting evidence	3
Identifies an example of conflict Makes some general comments about how the conflict develops and how it is resolved Uses some supporting evidence	2
Attempts to identify an example of conflict Uses limited supporting evidence or presents inaccuracies in the response	1

<b>5. Identify one theme in the novel. Discuss how particular characters, settings and/or events from the novel are used to present this theme.</b>	<b>/4</b>
Identifies one plausible theme and offers an in-depth discussion about how particular characters, settings and/or events from the novel are used to present this theme Uses detailed and well-chosen supporting evidence	4
Identifies one theme and offers a plausible discussion about how particular characters, settings and/or events from the novel are used to present this theme Uses relevant supporting evidence	3
Makes general comments about one theme Uses some supporting evidence	2
Makes limited comments about one theme Uses limited supporting evidence Presents inaccuracies or implausibilities in the response	1
<b>6. Do you think this novel is effective in appealing to a teenage target audience? Why or why not?</b>	<b>/4</b>
Offers an in-depth explanation about why they think the novel is or is not effective in appealing to a teenage audience Uses well-chosen supporting evidence	4
Offers a plausible explanation about why they think the novel is or is not effective in appealing to a teenage audience Uses relevant supporting evidence	3
Makes general comments about why they think the novel is or is not effective in appealing to a teenage audience Uses some supporting evidence	2
Makes limited comments about why they think the novel is or is not effective in appealing to a teenage audience Uses limited supporting evidence Presents inaccuracies or implausibilities in the response	1
<b>7. How might adults respond to this novel?</b>	<b>/4</b>
Offers an in-depth explanation of how adults might respond to this novel Uses well-chosen supporting evidence	4
Offers a plausible explanation of how adults might respond to the novel Uses relevant supporting evidence	3
Makes general comments about how adults might respond to the novel Uses some supporting evidence	2
Makes limited comments about how adults might respond to the novel Uses limited supporting evidence Presents inaccuracies or implausibilities in the response	1
<b>Mechanics of grammar, spelling and punctuation</b>	<b>/4</b>
Controls the mechanics of grammar, spelling and punctuation	4
Controls most of the mechanics of grammar, spelling and punctuation	3
Controls some of the mechanics of grammar, spelling and punctuation	2
Controls very few of the mechanics of grammar, spelling and punctuation	1
<b>Total</b>	<b>/32</b>

## Sample assessment task

### English – Foundation Year 12

#### Task 6

<b>Assessment type:</b>	Writing
<b>Conditions:</b>	Completed in class and at home over three weeks
<b>Due date:</b>	Week 20
<b>Task weighting:</b>	10%

---

#### Instructions

- Design an A4 double-sided pamphlet that educates a target audience about a community issue.
- The pamphlet should incorporate information gathered from watching the documentary, as well as other research.
- Think about the audience for your pamphlet and tailor your choices accordingly.
- Your pamphlet should incorporate written and visual techniques.
- You must submit a note-making retrieval chart that incorporates information from three different sources. Make sure you reference these correctly and include a bibliography.
- You must submit all notes, plans and drafts along with your final copy.

## Marking key for sample assessment Task 6

Description	Marks
<b>Visual techniques</b>	<b>/4</b>
Makes suitable use of visual techniques to present information and educate a target audience	4
Makes some general use of visual techniques to present information and educate a target audience	3
Makes simple use of visual techniques to present information and educate a target audience	2
Makes limited use of visual techniques to present information and educate a target audience	1
<b>Written techniques</b>	<b>/4</b>
Makes suitable use of written techniques to present information and educate a target audience	4
Makes some general use of written techniques to present information and educate a target audience	3
Makes simple use of written techniques to present information and educate a target audience	2
Makes limited use of written techniques to present information and educate a target audience	1
<b>Research and note-making</b>	<b>/4</b>
Makes suitable use of research and note-making strategies	4
Makes some general use of research and note-making strategies	3
Makes simple use of research and note-making strategies	2
Makes limited use of research and note-making strategies	1
<b>Mechanics of grammar, spelling and punctuation</b>	<b>/4</b>
Controls the mechanics of grammar, spelling and punctuation	4
Controls most of the mechanics of grammar, spelling and punctuation	3
Controls some of the mechanics of grammar, spelling and punctuation	2
Controls very few of the mechanics of grammar, spelling and punctuation	1
<b>Planning, drafting, proofreading and editing</b>	<b>/4</b>
Makes suitable use of planning, drafting, proofreading and editing strategies	4
Makes some general use of planning, drafting, proofreading and editing strategies	3
Makes simple use of planning, drafting, proofreading and editing strategies	2
Makes limited use of planning, drafting, proofreading and editing strategies	1
<b>Total</b>	<b>/20</b>



## Sample assessment task

### English – Foundation Year 12

#### Task 7

<b>Assessment type:</b>	Writing
<b>Conditions:</b>	Completed over three weeks
<b>Due date:</b>	Week 25
<b>Task weighting:</b>	10%

---

#### Instructions

- Write a problem letter (150–200 words) to an advice column about a workplace issue. The letter should be posted to an online forum or discussion group. Suggested platforms include Edublogs, Connect, Microsoft Teams, OneNote Class Notebook and SEQTA.
- Reply to three posts from classmates. The replies (150–200 words each) should suggest solutions for the problems described.
- Make sure you include supporting evidence (e.g. information gathered through research) for both your letter and your replies.
- Pay attention to:
  - text structures (e.g. introduction, resolution, cause and effect, problem and solution)
  - persuasive techniques (e.g. figurative language, emotive language, symbolism, dialogue, imagery, sound devices, diction, syntax, punctuation, statistics, anecdotes, reference to experts, rhetorical questions, inclusive language, direct address, tone, register and style)
  - spelling, grammar, punctuation and paragraphing.
- You must submit a note-making retrieval chart that incorporates information from three different sources. Make sure you reference these correctly and include a bibliography.

## Marking key for sample assessment task 7

Description	Marks
<b>Ideas and supporting evidence</b>	<b>/4</b>
Presents relevant ideas and supporting evidence related to the topic	4
Presents some general ideas and supporting evidence related to the topic	3
Presents simple ideas and supporting evidence related to the topic	2
Presents limited ideas and supporting evidence related to the topic	1
<b>Persuasive techniques</b>	<b>/4</b>
Makes suitable use of persuasive techniques for a particular audience and purpose	4
Makes some general use of persuasive techniques for a particular audience and purpose	3
Makes simple use of persuasive techniques for a particular audience and purpose	2
Makes limited use of persuasive techniques for a particular audience and purpose	1
<b>Text structures</b>	<b>/4</b>
Makes suitable use of text structures for a particular audience and purpose	4
Makes some general use of text structures for a particular audience and purpose	3
Makes simple use of text structures for a particular audience and purpose	2
Makes limited use of text structures for a particular audience and purpose	1
<b>Research and note-making</b>	<b>/4</b>
Makes suitable use of research and note-making strategies	4
Makes some general use of research and note-making strategies	3
Makes simple use of research and note-making strategies	2
Makes limited use of research and note-making strategies	1
<b>Mechanics of grammar, spelling and punctuation</b>	<b>/4</b>
Controls the mechanics of grammar, spelling and punctuation	4
Controls most of the mechanics of grammar, spelling and punctuation	3
Controls some of the mechanics of grammar, spelling and punctuation	2
Controls very few of the mechanics of grammar, spelling and punctuation	1
<b>Planning, drafting, proofreading and editing</b>	<b>/4</b>
Makes suitable use of planning, drafting, proofreading and editing strategies	4
Makes some general use of planning, drafting, proofreading and editing strategies	3
Makes simple use of planning, drafting, proofreading and editing strategies	2
Makes limited use of planning, drafting, proofreading and editing strategies	1
<b>Total</b>	<b>/24</b>

## Sample assessment task

### English – Foundation Year 12

#### Task 8

<b>Assessment type:</b>	Oral communication
<b>Conditions:</b>	Prepared in class and at home over three weeks
<b>Due date:</b>	Week 30
<b>Task weighting:</b>	13%

---

#### Instructions

- In pairs, design a multimodal presentation on the topic 'A guide to surviving high school'. The presentation should be created for a particular situation, purpose and audience. Suggested software includes iMovie, Filmora and VivaVideo.
- Think about your purpose and audience, and try to promote ideas, values and/or attitudes that would appeal to them.
- You must include supporting evidence (e.g. from studied texts or your personal experience).
- Your presentation should run for between four to eight minutes.
- When delivering your presentation to the class you should focus on speaking skills such as modulating volume, tone, emphasis, pitch, pace, intonation, body language, stance, gestures and eye contact.
- Your presentation must include relevant multimodal techniques such as a PowerPoint presentation, poster, handout, video or audio.
- You will complete peer evaluations and a self-evaluation, reflecting on how well your group worked collaboratively and cooperatively.

#### Ideas for your presentation

##### Suggested contexts and audiences

- You are giving a high school graduation speech, reflecting on your time at school
- You are a student councillor and are presenting at the Year 7 Orientation
- You are presenting to new students on their first day of school
- You are creating a humorous YouTube video

##### Suggested topics

- A day in the life of a high school student
- Dos and don'ts in high school
- Top ten tips for surviving high school

## Marking key for sample assessment task 8

Description	Marks
<b>Ideas, values and/or attitudes</b>	<b>/4</b>
Promotes relevant ideas, values and/or attitudes related to the topic	4
Promotes some general ideas, values and/or attitudes related to the topic	3
Promotes simple ideas, values and/or attitudes related to the topic	2
Promotes limited ideas, values and/or attitudes related to the topic	1
<b>Supporting evidence</b>	<b>/4</b>
Incorporates relevant supporting evidence related to the topic	4
Incorporates some general supporting evidence related to the topic	3
Incorporates simple supporting evidence related to the topic	2
Incorporates limited supporting evidence related to the topic	1
<b>Multimodal techniques</b>	<b>/4</b>
Makes suitable use of multimodal techniques for a particular audience and purpose	4
Makes some general use of multimodal techniques for a particular audience and purpose	3
Makes simple use of multimodal techniques for a particular audience and purpose	2
Makes limited use of multimodal techniques a particular audience and purpose	1
<b>Speaking skills</b>	<b>/4</b>
Makes suitable use of speaking skills for a particular audience and purpose	4
Makes some general use of speaking skills for a particular audience and purpose	3
Makes simple use of speaking skills for a particular audience and/or purpose	2
Makes limited use of speaking skills for a particular audience and/or purpose	1
<b>Cooperation and teamwork</b>	<b>/4</b>
Demonstrates suitable cooperation and teamwork skills	4
Demonstrates some general cooperation and teamwork skills	3
Demonstrates simple cooperation and teamwork skills	2
Demonstrates limited cooperation and teamwork skills	1
<b>Total</b>	<b>/20</b>