



SAMPLE ASSESSMENT OUTLINE

ENGLISH
FOUNDATION YEAR 12

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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.

Sample assessment outline
English – Foundation Year 12
Unit 3 and Unit 4

Assessment type weightings	Assessment type and task weighting	Week due	Content	Assessment task
Writing (producing, constructing, creating and writing texts) 30%	Writing (10%)	Semester1 Week 5	<ul style="list-style-type: none"> • how texts work • how texts use the conventions of a particular form • how texts use language • how texts promote values and attitudes • how to discuss what has been learned about how texts work • how to use language • how and when to use punctuation • how to shape or structure a text to make it work • how to reflect on the strengths and weaknesses of texts created 	<p>Context: Literacy for everyday personal contexts Module: Using writing to say what you mean, to mean what you say Task 1: Writing. Take a walk and produce a short piece of writing (300–600 words) that develops a first person narrative from the point of view of a character (you) who sees, feels and thinks. In a separate reflection (200–300 words), explain what you have learned about your own values and attitudes by creating this narrative.</p>
	Writing (7.5%)	Semester 1 Week 8	<ul style="list-style-type: none"> • how to shape or structure a text to make it work • why a particular form is appropriate • how to use the conventions of a particular form • how to use language, including appropriate spelling, punctuation and grammar • how to shape language for particular purposes • how to brainstorm ideas • how to reflect on the strengths and weaknesses of texts created • how and when to use punctuation 	<p>Context: Literacy for work Module: Getting the interview and winning the position Task 2: Writing. Prepare a resume and write a job application letter.</p>
	Writing (7.5%)	Semester 2 Week 4	<ul style="list-style-type: none"> • how to shape or structure a text to make it work • how to use the conventions of a particular form • how to use language, including appropriate spelling, punctuation and grammar • how to shape language for particular purposes • how to learn and use concepts of English grammar 	<p>Context: Literacy for community participation Module: ‘I Protest!’: A local or community issue Task 6: Writing. Select an issue within your local or wider community that you believe has created a problem. You will propose a solution that requires a change in government policy or in the actions of a government agency, an industry or a private company.</p>

Assessment type weightings	Assessment type and task weighting	Week due	Content	Assessment task
	Writing (5%)	Semester 2 Week 5	<ul style="list-style-type: none"> how to use language, including appropriate spelling, punctuation and grammar how to shape language for particular purposes how to reflect on the strengths and weaknesses of texts created 	<p>Context: Literacy for community participation Module: 'I Protest!' Task 8: Writing. Using the feedback you receive from Task 7, you will write a reflection on your efforts. In your reflection, respond to the questions that are included in the work booklet.</p>
Reading (reading, understanding, comprehending, interpreting and analysing texts) 30%	Reading (including viewing) (10%)	Semester 1 Week 14	<ul style="list-style-type: none"> how texts work why texts use a particular form how texts use the conventions of a particular form how texts use language how texts promote values and attitudes how to discuss what has been learned about how texts work how texts can be interpreted in different ways 	<p>Context: Literacy for learning Module: Viewing a documentary Task 4: Reading: Viewing a documentary You are to choose a documentary from iView or SBS on Demand and, in pairs, create a report based on the bullet points of content covered by this task (in the middle column of this sample assessment outline).</p>
	Reading (10%)	Semester 2 Week 10	<ul style="list-style-type: none"> how texts work why texts use a particular form how texts use the conventions of a particular form how texts use language for particular purposes and audiences how texts promote values and attitudes how to discuss what has been learned about how texts work how texts can be interpreted in different ways 	<p>Context: Literacy for learning Module: Reading poetry Task 10: Reading. You will spend the second week writing six 100 word explanations of what six poems from <i>Top Lines</i> mean to you, how those poems work and why other students might not understand the poems the way you do.</p>
	Reading (10%)	Semester 2 Week 14	When reading texts, students learn <ul style="list-style-type: none"> how texts work why texts use a particular form how texts use the conventions of a particular form how to discuss what has been learned about how texts work When producing texts, students learn <ul style="list-style-type: none"> how to brainstorm how to shape or structure a text to make it work why a particular form is appropriate how to use the conventions of a particular form (report) how to use language, including appropriate spelling, punctuation and grammar how to promote values and attitudes 	<p>Context: Literacy for community participation Module: Attending a cultural event Task 11: Reading: Preparing for the Southbound Festival Compile your findings for the three activities into the four sections:</p> <ol style="list-style-type: none"> Southbound Camping Southbound Budget Festival Rules Report A list of the Website links used

Assessment type weightings	Assessment type and task weighting	Week due	Content	Assessment task
Oral communication (speaking and listening skills) 25%	Oral communication (10%)	Semester 1 Week 10	When speaking and listening, students learn <ul style="list-style-type: none"> • how to shape or structure an oral text • how to use the conventions of a particular form • how to use spoken language conventions • how to listen attentively and purposefully • how to promote values and attitudes • how to engage in a variety of speaking and listening scenarios 	Context: Literacy for work Module: Getting the interview and winning the position Task 3: Oral communication Participating in interview scenarios.
	Oral communication (7.5%)	Semester 2 Week 5	When producing texts, students learn <ul style="list-style-type: none"> • how to spell and pronounce words effectively When speaking and listening, students learn <ul style="list-style-type: none"> • how to shape or structure an oral text • how to use the conventions of a particular form • how to use spoken language conventions • how to listen attentively and purposefully • how to promote values and attitudes 	Context: Literacy for community participation Module: 'I Protest!' Task 7: Oral communication: Feedback and reflection When you have completed your campaign material, you will show it to at least two other students who will provide feedback and you will offer feedback to at least two other students.
	Oral communication (7.5%)	Semester 2 Week 8	When speaking and listening, students learn <ul style="list-style-type: none"> • how to shape or structure an oral text • why a particular form is appropriate • how to use the conventions of a particular form • how to use spoken language conventions • how to listen attentively and purposefully • how to promote values and attitudes • how to engage in a variety of speaking and listening scenarios 	Context: Literacy for everyday personal contexts Module: Using public transport Task 9: Oral communication. Participate in a range of role-plays which investigate issues concerning personal space, social and anti-social behaviour.
Externally set task 15%	15%	Semester 1 Week 12	To be confirmed	Task 5: Externally set task.
100%	100%			