



SAMPLE ASSESSMENT OUTLINE

ENGLISH
ATAR 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 – ATAR Year 12

Unit 3 and Unit 4

Assessment type	Assessment type weighting	Assessment task weighting	Semester Week set – week due	Content covered	Assessment task
Responding	35%	5%	Semester 1 Set: Week 4 Due: Week 5	Comparing and contrasting distinctive features of genres; comparing texts from similar or different genres; analysing how techniques are used in different genres.	<p>Task 2: Responding. In class</p> <p>You will be provided with three previously unseen texts – one prose fiction, one prose non-fiction and one multimodal – from a range of genres. Respond in 150–200 words to each of the three questions below based on the content for Weeks 3–5.</p> <ol style="list-style-type: none"> 1. Discuss one language feature that the prose fiction text uses to engage the reader. 2. Discuss a generic convention that the prose non-fiction text uses effectively. 3. Discuss how the use of a visual element in the multimodal text shapes audience response.
		5%	Semester 1 Set: Week 6 Due: Week 8	Comparing texts with regard to language, conventions, style, ideas, issues and themes; the role of the audience in meaning-making.	<p>Task 3: Responding. In class and at home</p> <p>Maintain a reflective journal for each text covered in which you:</p> <ul style="list-style-type: none"> • identify any language features and/or generic conventions that impacted on you as a reader/viewer and briefly explain why • evaluate the ways in which textual and language features have shaped your responses to ideas/issues/themes for each genre you have studied • consider the extent to which responses to your chosen texts may differ over time in different cultural contexts. <p>Your journal must include one entry for each of five text types, such as a feature film, a poem, a short play, a documentary, an episode from a sitcom, a cartoon or comic strip.</p>
		5%	Semester 1 Set: Week 6 Due: Week 9	Comparing texts with regard to language, generic conventions, style, ideas, issues and themes; the role of the audience in meaning-making.	<p>Task 4: Responding. In-class essay</p> <p>You will be required to write on one of the following:</p> <ul style="list-style-type: none"> • Compare how two texts from different genres use conventions to influence audience response. • Discuss how and why different audiences/readers may make different meanings of one text you have studied. • Examine how similar themes/issues/ideas are treated in two texts you have studied. Your response should give some consideration to language features and generic conventions.

Assessment type	Assessment type weighting	Assessment task weighting	Semester Week set – week due	Content covered	Assessment task
		5%	Semester 2 Set: Week 1 Due: Week 2	Considering texts and their contexts, evaluating different perspectives, attitudes and values represented in texts and evaluating how texts offer perspectives.	<p>Task 7: Responding. In class</p> <p>Three texts will be provided, one prose fiction, one prose non-fiction and one multimodal text. Respond in 250–300 words to each of the three questions below. You must refer to each of the three texts at some stage. Provide brief examples to support your answers where relevant.</p> <ol style="list-style-type: none"> 1. Explain how your context has influenced your reading of one text. 2. Briefly explain how the genre of the text has influenced the development of the perspective offered in two of the three texts. 3. How has the use of language features in one text been effective in shaping your response to that text?
		5%	Semester 2 Set: Week 1 Due: Week 4	Language features, values, perspectives, empathy or controversy, different readings of texts of texts.	<p>Task 8: Responding. In-class essay</p> <p>Write an essay in which you discuss the language features that generate empathy or controversy in one of the non-fiction texts provided and the possible readings of that text.</p>
		10%	Semester 2 Set: Week 8 Due: Week 11	Investigating and evaluating relationships between texts and contexts through close analysis; examining how texts relate to particular contexts; comparing the contexts in which texts are created and received. Reflecting on texts and the values, attitudes and assumptions that underpin them.	<p>Task 10: Responding. Speaking and listening task</p> <p>Group work on novel.</p> <p>Working in small groups, create a multimodal presentation in which you discuss the connections between the novel and the other texts you have chosen. Focus on representations, issues, attitudes, perspectives, values and/or assumptions of all texts and how different readings of those texts vary according to different contexts and audiences.</p> <p>Students are required to respond to questions from the audience.</p>
Creating	35%	7%	Semester 1 Set: Week 2 Due: Week 3	Making innovative and imaginative use of language features; experimenting with text structures and language	<p>Task 1: 7% Creating (Set Week 2, due Week 3)</p> <p>In class and at home</p> <p>Write a prose fiction narrative based on one of the stimuli below in which you experiment with the techniques of narrative point of view, stream of consciousness and</p>

Assessment type	Assessment type weighting	Assessment task weighting	Semester Week set – week due	Content covered	Assessment task
				techniques for particular effects.	metaphorical language to shape reader response. Stimuli: 1. your thoughts and observations during a 20 minute walk 2. a section of a film with the sound off 3. a series of photos 4. images in a poem 5. the events/characters/setting depicted in a painting 6. the tone, rhythm, style, mood and/or atmosphere of a piece of music.
		7%	Semester 1 Set: Week 10 Due: Week 13	Transforming and adapting texts for different purposes, contexts and audiences; use of language; text structures; spelling; punctuation; grammar; editing skills.	Task 5: Creating. In class Select one text you have studied and transform part of this into a different genre, adapting it for a different purpose, context and/or audience. Your text should demonstrate a clear understanding of the language features and textual conventions of your adopted genre.
		6%	Semester 1 Set: Week 12 Due: Week 14	Comparing texts with regard to language, generic conventions, structure, style, ideas, issues, themes and contexts.	Task 6: Creating. Speaking and listening task Choose two short texts that deal with the same issue, one prose fiction or non-fiction and one multimodal/visual. Using persuasive techniques, argue a case for one text being more effective than the other. Aim for 5–8 minutes in total. You may use audio/visual technology in your presentation. Students are required to respond to questions from the audience.
		7.5%	Semester 2 Set: Week 5 Due: Week 7	Use of language; text structures; spelling; punctuation; grammar; editing skills.	Task 9: Creating. In class (one page of notes allowed) Choose a text that you have studied that presents a perspective and, in one paragraph, summarise the values that underpin that perspective. Then, in a form of your choice, create a text that sustains a strong sense of voice while it challenges the perspective presented in the original text.
		7.5%	Semester 2 Set: Week 12 Due: Week 14	Using appropriate language and stylistic features to sustain a personal voice and perspective; using nuanced language;	Task 11: Creating. In class. (No notes allowed) Create an interpretive magazine or newspaper article (digital or print) for a specified audience in which you advocate strongly on behalf of a marginalised group. Your clearly structured article should seek to raise awareness of the issues confronting this group and detail what can be done for these issues to be addressed. Your article should be thoroughly researched and supported with factual evidence.

Assessment type	Assessment type weighting	Assessment task weighting	Semester Week set – week due	Content covered	Assessment task
				developing complex argument substantiating and justifying, using evidence.	
Examination	30%	10%	Semester 1 Week 15		
		20%	Semester 2 Week 15		
Total	100%	100%			