



SAMPLE ASSESSMENT TASKS

ENGLISH
FOUNDATION YEAR 11

Copyright

© School Curriculum and Standards Authority, 2014

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 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 School Curriculum and Standards 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-NonCommercial 3.0 Australia 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.

Sample assessment task

English – Foundation Year 11

Task 3 – Semester 1

Assessment type: Reading (including viewing) and Writing

Conditions

Period allowed for completion of the task: five weeks

Due Week 5

Task weighting

Writing 5% of the school mark for this pair of units

Reading (including viewing) 7.5% of the school mark for this pair of units

Review or report

(30 marks)

Combine your research findings for the activities described below into either a review for a newspaper or a report for the program selection manager at a television station.

Record a television program that you watch regularly.

1. Make some notes about the form it takes (for example, a television drama, a soap opera, a sitcom, a documentary, a sports program).
2. Explain the way that program makes use of the features/conventions that are typical of that form. Describe **five (5)** examples. (10 marks)
3. Make notes about how language (for example, words, phrases, sentences, expressions, narration, dialogue) is used in that program.
4. Make some generalisations about the values promoted by that program and/or the attitudes of characters or persons within the program.
5. Decide whether you approve or disapprove of those values and attitudes and explain why. Explain how other viewers of that program might not agree with your explanation. (5 marks)
6. Conclude with a summary of what you have learned about how this text works and how texts using this form tend to work. (5 marks)
7. Express your ideas clearly. (5 marks)
8. Use the conventions of a review or report. (5 marks)

Marking key for sample assessment Task 3

| Criteria | The response | Marks |
|--|--|--------------|
| Explanation of five features/conventions used by that form of television program | presents a thoughtful and purposeful explanation of the features/conventions | 9–10 |
| | presents a mostly purposeful explanation of the features/conventions | 7–8 |
| | presents a general explanation of the features/conventions | 5–6 |
| | presents a limited or simplistic explanation of the features/conventions | 3–4 |
| | presents little explanation of the features/conventions | 1–2 |
| | presents no explanation of the features/conventions | 0 |
| Discussion of values/attitudes | presents a detailed, insightful and informed discussion of the values/attitudes | 5 |
| | presents a detailed, logical discussion of the values/attitudes | 4 |
| | presents a feasible discussion of the values/attitudes | 3 |
| | makes some general points about the values/attitudes | 2 |
| | shows limited understanding of the values/attitudes | 1 |
| | shows no understanding of the values/attitudes | 0 |
| Quality of summary of how this text works and how texts using this form tend to work | presents a comprehensive summary | 5 |
| | presents a detailed summary | 4 |
| | presents a partial summary | 3 |
| | presents a brief summary | 2 |
| | makes one or two points | 1 |
| | provides no summary | 0 |
| Expression of ideas | expresses ideas in a lucid style | 5 |
| | expresses ideas in a clear, well-structured and coherent manner | 4 |
| | expresses ideas clearly | 3 |
| | expresses some ideas clearly | 2 |
| | expresses ideas in a manner that is unstructured and incoherent | 1 |
| | does not express any ideas clearly | 0 |
| Use of features/conventions of chosen genre, that is, a review or report | demonstrates a consistently accurate understanding of features/conventions of chosen genre | 5 |
| | demonstrates a sound understanding of features/conventions of chosen genre | 4 |
| | demonstrates some understanding of features/conventions of chosen genre | 3 |
| | makes limited use of features/conventions of chosen genre | 2 |
| | makes very limited use of features/conventions of chosen genre | 1 |
| | makes no use of features/conventions of chosen genre | 0 |
| | Total | 30 |
| | Mark converted to percentage out of 12.5% for this pair of units | 12.5% |

Sample assessment task

English – Foundation Year 11

Task 7 – Semester 1

Assessment type: Reading**Conditions**

Time for the task: 60 minutes

One page of notes, in class

Due Week 14

Task weighting

2.5% of the school mark for this pair of units

Comprehension of accident report form**(15 marks)**

Using a sample accident form that has been completed incorrectly, identify the problems with the way in which details requested were provided, the way the description was written and other errors in the completion of this form.

You will be given a scenario and will complete an accident form using information provided. The accident form has a number of blank spaces, like a 'cloze' activity, into which you must write the correct answers. (5 marks)

The form also allows for a number of short answer responses in which you must express your ideas clearly. (10 marks)

Marking key for sample assessment Task 7

| Criteria | The response | Marks |
|--|--|-------------|
| Accuracy of information inserted into 'cloze' section of the accident report | indicates that 81–100% of information is accurate | 5 |
| | indicates that 61–80% of information is accurate | 4 |
| | indicates that 41–60% of information is accurate | 3 |
| | indicates that 20–40% of information is accurate | 2 |
| | indicates that 1–19% of information is accurate | 1 |
| | provides no accurate information | 0 |
| Accuracy of information within the short written response section of the accident report | presents detailed, accurate information | 5 |
| | presents mostly accurate information | 4 |
| | presents accurate information three times out of five | 3 |
| | provides some accurate information | 2 |
| | provides a limited amount of accurate information | 1 |
| | provides no accurate information | 0 |
| Use of expression to articulate comprehension of the scenario | expresses ideas in a lucid style | 5 |
| | expresses ideas in a clear, well-structured and logical manner | 4 |
| | expresses ideas clearly | 3 |
| | expresses some ideas clearly | 2 |
| | expresses ideas in a manner that is unstructured and incoherent | 1 |
| | does not express any ideas clearly | 0 |
| | Total | 15 |
| | Mark converted to percentage out of 2.5% for this pair of units | 2.5% |

Sample assessment task

English – Foundation Year 11

Task 15 – Semester 2

Assessment type: Oral

Conditions

Time for the task: 20 minutes in-class presentation

Period allowed for completion of the task: one week preparation time

Due Week 15

Task weighting

7.5% of the school mark for this pair of units

‘Out there in the real world’: how to survive interstate (36 marks)

Having done your research and written your ‘how to survive’ guide, it is time to reflect on the process. Your project will conclude with an oral presentation to the class where you describe some of the more interesting aspects of your journey.

1. Prepare a structured overview of the key points that you will cover in your presentation. (4 marks)
In particular, please address these questions:
 - list **four (4)** of your research findings. (4 marks)
 - what was difficult about the research process (e.g. combining information) and/or what was useful (e.g. finding information on websites)? (4 marks)
 - what advice for surviving ‘out there in the real world’ would you give? (4 marks)
2. Use at least one effective multimodal technique in your presentation. (4 marks)
3. Speak clearly and engage your audience with your expression. (16 marks)

Marking key for sample assessment Task 15

| Criteria | The response | Marks |
|---|---|-------------|
| Evidence in structured overview of preparation for the presentation | a detailed, complex structured overview created | 4 |
| | a structured overview created | 3 |
| | some preparation evident in notes | 2 |
| | very few notes provided | 1 |
| | no notes provided; no preparation evident | 0 |
| Use of multimodal technique(s) | one or more very effective multimodal techniques used | 4 |
| | one relatively successful multimodal technique used | 3 |
| | one partially effective multimodal technique used | 2 |
| | one relatively ineffective multimodal technique used | 1 |
| | no multimodal techniques used | 0 |
| Conceptual contributions: list of four research findings | four sound points made | 4 |
| | three sound points made | 3 |
| | two sound points made | 2 |
| | one sound point made | 1 |
| | did not present any research findings | 0 |
| What was difficult and/or useful about the research process | four sound points made | 4 |
| | three sound points made | 3 |
| | two sound points made | 2 |
| | one sound point made | 1 |
| | did not address this aspect | 0 |
| Quality of advice | convincing | 4 |
| | engaging | 3 |
| | logical | 2 |
| | unconvincing | 1 |
| | did not address this aspect | 0 |
| Speaking skills | pronunciation | 0–3 |
| | tone | 0–3 |
| | pace | 0–3 |
| | eye contact | 0–2 |
| Expression | totally engaging | 5 |
| | a nice turn of phrase | 4 |
| | functional | 3 |
| | clichéd | 2 |
| | rudimentary | 1 |
| | Total marks | 36 |
| | Total out of 7.5% for the pair of units | 7.5% |