



## **SAMPLE ASSESSMENT TASKS**

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**ENGLISH**  
**FOUNDATION YEAR 11**  
**EIGHT-TASK MODEL**

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## **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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## How to use this document

### Background to the Eight-Task Model

The Board of the School Curriculum and Standards Authority (the 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 of Education 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 on *Use of Texts in Educational Settings* 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 11

#### Task 1

<b>Assessment type</b>	Writing
<b>Conditions</b>	To be completed in class and at home Due Week 5
<b>Weighting</b>	10%
<b>Module</b>	Novel study – social issues through stories
<b>Contexts</b>	Literacy for learning Literacy for community participation

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#### **Task 1 – Letter to local council or MP (31 marks)**

You are to write an informed letter to your local council or Member of Parliament (MP) on a social issue seen in your local or school community.

1. Choose a social issue seen in the studied novel, e.g. racial discrimination, cyberbullying, climate change, overuse of plastic, substance abuse.
2. Research the prevalence of this issue in your local or school community.
3. Produce a letter for your local council or MP. Imagine it is to be read out at an upcoming public meeting on this social issue. The purpose of the letter is to:
  - explain the issue to your community (8 marks)
  - persuade your audience to take specific actions such as a petition, an awareness campaign, education, or organisation of a practical initiative. (6 marks)
4. Edit your letter using editing strategies (e.g. using a checklist), including having another student edit and mark your work against the criteria. Your writing will be assessed on:
  - use of grammar, punctuation and spelling (5 marks)
  - use of structure at a sentence, paragraph and whole letter level (5 marks)
  - use of language and expression of ideas. (7 marks)

## Marking key for sample assessment task 1

Description	Marks
<b>Explanation of the social issue involved in their local or school community</b>	
Explains the social issue in their local or school community with clarity	7–8
Explains the social issue in their local or school community	5–6
Partially explains the social issue in their local or school community	3–4
Provides little explanation the social issue in their local or school community	1–2
<b>Subtotal</b>	<b>/8</b>
<b>Persuasion of the audience to take specific actions or organise a practical initiative</b>	
Presents a persuasive argument to take specific actions or organise a practical initiative	6
Presents a mostly persuasive argument to take specific actions or organise a practical initiative	4–5
Presents a sometimes persuasive argument to take specific actions or organise a practical initiative	3–4
Rarely presents a persuasive argument to take specific actions or organise a practical initiative	1–2
<b>Subtotal</b>	<b>/6</b>
<b>Control of the mechanics of grammar, spelling and punctuation</b>	
Displays control of the mechanics of grammar, spelling and punctuation	5
Displays control of most of the mechanics of grammar, spelling and punctuation	4
Displays control of some of the mechanics of grammar, spelling and punctuation	2–3
Displays control of very few of the mechanics of grammar, spelling and punctuation	1
<b>Subtotal</b>	<b>/5</b>
<b>Use of structure at sentence, paragraph and whole text (letter) level</b>	
Organises ideas coherently in an effective structure at sentence, paragraph and whole text level	5
Organises ideas logically in an appropriate structure at sentence, paragraph and whole text level	4
Organises some ideas at sentence, paragraph and whole text level	2–3
Rarely organises ideas at sentence, paragraph and whole text level	1
<b>Subtotal</b>	<b>/5</b>

Description	Marks
<b>Control of language for expression of ideas</b>	
Usually controls vocabulary and language features for clarity of expression and awareness of audience	6–7
Often controls vocabulary and language features for clarity of expression and awareness of audience	4–5
Sometimes controls vocabulary and language features for clarity of expression and awareness of audience	2–3
Rarely controls vocabulary and language features for clarity of expression and awareness of audience	1
<b>Subtotal</b>	<b>/7</b>
<b>Total</b>	<b>/31</b>

## Sample assessment task

### English – Foundation Year 11

#### Task 2

<b>Assessment type</b>	Oral communication
<b>Conditions</b>	To be completed in class and at home Due Week 8
<b>Task weighting</b>	15%
<b>Module</b>	Novel study – relationships through stories
<b>Context</b>	Literacy for learning

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#### Task 2 – Family dinner (role play)

**(35 marks)**

In groups of two to four, plan and present a role play featuring a family dinner at the house of one of the characters from the studied novel. You may choose an alternative social/family gathering (e.g. a wedding or funeral) instead of a family dinner.

Each student must take the role of one character and write at least ten lines of dialogue for that character.

Your dialogue must capture the personality and opinions of your chosen character. Aim to speak and move (using body language) as your character would speak and move.

1. Brainstorm the kinds of things each character would talk/argue about and create a mindmap of the ideas (group mark) (5 marks)
2. Decide how each character would react to the other characters. (group mark) (5 marks)
3. Create a detailed script which includes stage directions. (group mark) (5 marks)
4. Make sure that every member of your group has a copy of the script.
5. Draw and label a layout of the set design. (group mark) (5 marks)
6. Decide on and collect the props and costumes. (group mark) (5 marks)
7. Practise the role play so that you can remember your lines easily and react to other characters' lines appropriately.

Your role play will be assessed on:

- physical performance (facial expression, body language, gesture and movement) (individual mark) (5 marks)
- speaking skills (pronunciation, pace and pause, tone, eye-contact) (individual mark) (5 marks)

## Marking key for sample assessment task 2

Description	Marks
<b>Quality of mindmap (group mark)</b>	
Creates a mindmap which purposefully relates to the things characters would talk/argue about	5
Creates a mindmap which relates to the things characters would talk/argue about	4
Creates a mindmap which refers to the things the characters would talk/argue about	3
Creates a mindmap which rarely refers to the things the characters would talk/argue about	2
Provides little to no evidence of brainstorming in a mindmap.	1
<b>Subtotal</b>	<b>/5</b>
<b>Interaction of characters in final script (group mark)</b>	
Provides a final script which displays how characters would react with others in a relevant manner	5
Provides a final script which displays how characters would react with others in an identifiable manner	4
Provides a final script which sometimes displays how characters would react with others	3
Provides a final script which rarely displays how characters would react with others	1–2
<b>Subtotal</b>	<b>/5</b>
<b>Quality of the final script including stage directions (group mark)</b>	
Provides a final script which addresses all aspects of the task, including stage directions	5
Provides a final script which addresses most aspects of the task, including stage directions	4
Provides a final script which addresses some aspects of the task, including stage directions	3
Provides a final script which addresses very few aspects of the task, including stage directions	1–2
<b>Subtotal</b>	<b>/5</b>
<b>Quality of set design (group mark)</b>	
Provides an effective detailed drawing of the set design	5
Provides a drawing with details of most of the set design	4
Provides a drawing with some aspects of the set design	3
Provides a drawing with very few details of the set design	1–2
<b>Subtotal</b>	<b>/5</b>
<b>Use of props and/or costumes (group mark)</b>	
Makes purposeful use of props and/or costumes	5
Makes appropriate use of props and/or costumes	4
Makes some use of props and/or costumes	3
Makes very little use of props and/or costumes	1–2
<b>Subtotal</b>	<b>/5</b>



Description	Marks
<b>Use of physical performance (facial expression, body language, gesture and movement) (individual mark)</b>	
Usually engages the audience with their physical performance	5
Mostly engages the audience with their physical performance	4
Sometimes engages the audience with their physical performance	3
Rarely engages the audience with their physical performance	1–2
<b>Subtotal</b>	<b>/5</b>
<b>Use of speaking skills (pronunciation, pace and pause, tone, eye-contact) (individual mark)</b>	
Engages the audience with their use of speaking skills	5
Mostly engages the audience with their use of speaking skills	4
Sometimes engages the audience with their use of speaking skills	3
Rarely engages the audience with their use of speaking skills	1–2
<b>Subtotal</b>	<b>/5</b>
<b>Total</b>	<b>/35</b>

## Sample assessment task

### English – Foundation Year 11

#### Task 3

<b>Assessment type</b>	Reading
<b>Conditions</b>	To be completed in class Due Week 10
<b>Task weighting</b>	10%
<b>Module</b>	The reality of work
<b>Context</b>	Literacy for work

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#### **Task 3 – Three-paragraph response (36 marks)**

You are to write a three-paragraph response to a reality television show studied in class.

In the first paragraph, explain how relevant techniques and generic conventions relate to a character from the show. (8 marks)

Then discuss how you are positioned to respond to the character. (6 marks)

In the second paragraph, explain how the specific profession of the character is represented in the show. (6 marks)

In the third paragraph, discuss how another person could have a different opinion about the character and their profession. (6 marks)

Your writing will be assessed on:

- use of grammar, punctuation and spelling (5 marks)
- use of language and expression of ideas. (5 marks)

### Marking key for sample assessment task 3

Description	Marks
<b>Identification of relevant techniques and generic conventions relating to chosen character in the reality TV show</b>	
Identifies and explains coherently how techniques and conventions work relating to chosen character	7–8
Identifies and explains logically how techniques and conventions work relating to chosen character	5–6
Identifies and explains how techniques and conventions work relating to chosen character in a general manner	3–4
Rarely identifies and explains how techniques and conventions work relating to chosen character	1–2
<b>Subtotal</b>	<b>/8</b>
<b>Response to the character</b>	
Identifies and coherently explains how they respond to the character	5–6
Identifies and logically explains how they respond to the character	3–4
Attempts to identify and/or explain how they respond to the character	1–2
<b>Subtotal</b>	<b>/6</b>
<b>Explanation of how the specific profession of the character is represented</b>	
Identifies and coherently explains how the specific profession of the character is represented in the show	5–6
Identifies and logically explains how the specific profession of the character is represented in the show	3–4
Attempts to identify and explain how the specific profession of the chosen character is represented in the show	1–2
<b>Subtotal</b>	<b>/6</b>
<b>Quality of an alternative opinion of the character and their profession</b>	
Discusses an alternative opinion of the character and their profession	5–6
Comments on an alternative opinion of the character and their profession	3–4
Refers to an alternative opinion of the character and their profession	2
Rarely refers to an alternative opinion of the character and their profession	1
<b>Subtotal</b>	<b>/6</b>
<b>Control of mechanics of grammar, spelling and punctuation</b>	
Controls the mechanics of grammar, spelling and punctuation	5
Controls most of the mechanics of grammar, spelling and punctuation	4
Controls some of the mechanics of grammar, spelling and punctuation	3
Controls very few of the mechanics of grammar, spelling and punctuation	1–2
<b>Subtotal</b>	<b>/5</b>

Description	Marks
<b>Control of language and expression of ideas</b>	
Usually controls vocabulary and language features for clarity of expression of ideas	5
Often controls vocabulary and language features for clarity of expression of ideas	4
Sometimes controls vocabulary and language features for clarity of expression of ideas	3
Rarely controls vocabulary and language features for clarity of expression of ideas	2
Completes minimal number of the task requirements	1
<b>Subtotal</b>	<b>/5</b>
<b>Total</b>	<b>/36</b>

## Sample assessment task

### English – Foundation Year 11

#### Task 4

<b>Assessment type</b>	Writing
<b>Conditions</b>	To be completed in class and at home Due Week 13
<b>Task weighting</b>	10%
<b>Module</b>	Reality television – behaviour in the workplace
<b>Context</b>	Literacy for Work

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#### Task 4 – Audiences in the workplace (responses to a scenario) (30 marks)

You will be given a detailed scenario of an incident involving two parties in a workplace. \*

You are to write **two** responses to the given scenario: a response for each of the two parties involved in the incident. Each response must contain at least ten sentences.

Your responses can be in the form of:

- face-to-face conversations or phone calls (written in the form of scripts, including information about how the people are saying their words and any actions they might perform)
- emails
- letters
- social media posts
- press releases

Your responses will be assessed on the:

- use of language and expression of ideas (10 marks)
- use of grammar, punctuation and spelling (5 marks)
- use of the conventions appropriate to the form chosen. (5 marks)

After each response, identify and explain the tone you chose to use by writing (10 marks)

- a sentence identifying the tone that you used
- a sentence explaining why you used that tone
- a sentence explaining which words/phrases/punctuation in your response create that tone and how they do this.

\*Teacher's note: for example, it is 9 am on Christmas Eve and Woolworths has run out of ice cream due to a number of employee blunders. Your responses should reflect your role as the duty manager at the time.

## Marking key for sample assessment task 4

Description	Marks
<b>Control of language and expression of the written responses</b>	
Usually controls vocabulary and language features for clarity of expression, development of voice and awareness of audience	9–10
Often controls vocabulary and language features for clarity of expression, development of voice and awareness of audience	7–8
Sometimes controls vocabulary and language features for clarity of expression, development of voice and awareness of audience	5–6
Rarely controls vocabulary and language features for clarity of expression, development of voice and awareness of audience	3–4
Provides minimal response to the task requirements	1–2
<b>Subtotal</b>	<b>/10</b>
<b>Control of mechanics of grammar, spelling and punctuation</b>	
Controls the mechanics of grammar, spelling and punctuation	5
Controls most of the mechanics of grammar, spelling and punctuation	4
Controls some of the mechanics of grammar, spelling and punctuation	3
Controls very few of the mechanics of grammar, spelling and punctuation	2
Demonstrates minimal control of the mechanics of grammar, spelling and punctuation.	1
<b>Subtotal</b>	<b>/5</b>
<b>Use of conventions appropriate to the form/s chosen</b>	
Adheres consistently to the conventions of the form/s chosen	5
Adheres to most of the conventions of the form/s chosen	4
Adheres to some of the conventions of the form/s chosen	3
Adheres to very few conventions of the form/s chosen	2
Makes minimal use of conventions	1
<b>Subtotal</b>	<b>/5</b>
<b>Explanation of tone choice</b>	
Identifies and purposefully explains their choice of tone	9–10
Identifies and comments on their choice of tone	7–8
Identifies and refers to their choice of tone	5–6
Identifies their choice of tone with minimal/to no explanation of their choice	3–4
Provides minimal identification of their choice of tone and minimal explanation	1–2
<b>Subtotal</b>	<b>/10</b>
<b>Total</b>	<b>/30</b>

## Sample assessment task

### English – Foundation Year 11

#### Task 5

<b>Assessment type</b>	Reading
<b>Conditions</b>	To be completed in class and at home Due Week 18
<b>Task weighting</b>	10%
<b>Module</b>	Life as we know it
<b>Context</b>	Literacy for community participation Literacy for everyday personal contexts Literacy for learning

#### **Task 5 – Biographies compared: a five-paragraph response** **(28 marks)**

You are to write a five-paragraph response comparing your life with the life of someone whose biography/autobiography you have studied.

Structure the response in the following way:

- two paragraphs comparing yourself with the subject of a biographical or autobiographical text studied in class (8 marks)
- two paragraphs explaining what ‘life lessons’ you can take from reading about the subject’s experiences (5 marks)
- a final paragraph explaining how other students might interpret the text in a different way from your own interpretation. (5 marks)

Your writing will be assessed on:

- use of grammar, punctuation and spelling (5 marks)
- use of language and expression of ideas. (5 marks)

## Marking key for sample assessment task 5

Description	Marks
<b>Comparison of biographies/autobiographies</b>	
Identifies and coherently explains similarities and differences in their comparison composition paragraphs	7–8
Identifies and logically comments on similarities and differences in their comparison composition paragraphs	5–6
Identifies similarities and differences in their comparison composition paragraphs	3–4
Identifies a minimal number of similarities or differences	1–2
<b>Subtotal</b>	<b>/8</b>
<b>Explanation of ‘life lessons’</b>	
Identifies and explains ‘life lessons’	5
Identifies and comments on ‘life lessons’	4
Identifies and refers to ‘life lessons’	2–3
Provides minimal reference to ‘life lessons’	1
<b>Subtotal</b>	<b>/5</b>
<b>Quality of an alternative interpretation of the text</b>	
Discusses an alternative interpretation of the text	5
Comments on an alternative interpretation of the text	4
Refers to an alternative interpretation of the text	2–3
Makes minimal reference to an alternative interpretation of the text	1
<b>Subtotal</b>	<b>/5</b>
<b>Control of language and expression</b>	
Usually controls vocabulary and language features for clarity of expression, development of voice and awareness of audience	5
Often controls vocabulary and language features for clarity of expression, development of voice and awareness of audience	4
Sometimes controls vocabulary and language features for clarity of expression, development of voice and awareness of audience	3
Rarely controls vocabulary and language features for clarity of expression, development of voice and awareness of audience	1–2
<b>Subtotal</b>	<b>/5</b>
<b>Control of mechanics of grammar, spelling and punctuation</b>	
Controls the mechanics of grammar, spelling and punctuation	5
Controls most of the mechanics of grammar, spelling and punctuation	4
Controls some of the mechanics of grammar, spelling and punctuation	3
Controls very few of the mechanics of grammar, spelling and punctuation	1–2
<b>Subtotal</b>	<b>/5</b>
<b>Total</b>	<b>/28</b>



## Sample assessment task

### English – Foundation Year 11

#### Task 6

<b>Assessment type</b>	Writing
<b>Conditions</b>	To be completed in class and at home Due Week 22
<b>Weighting</b>	10%
<b>Module</b>	Writing a memoir
<b>Contexts</b>	Literacy for everyday personal contexts Literacy for learning Literacy for community participation

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#### **Task 6 – Write a memoir** **(25 marks)**

You are to plan, draft and write a memoir based on a specific event in your life. The description of the event should establish the values and/or attitudes held by you at the time.

The memoir should be 300–500 words in length. It will be assessed on the:

- use of conventions appropriate to the form (10 marks)
- establishment of the values and attitudes you held at the time of the event (10 marks)
- use of grammar, spelling and punctuation (5 marks)

## Marking key for sample assessment task 6

Description	Marks
<b>Use of conventions appropriate to the memoir form</b>	
Adheres consistently to the conventions of the memoir form	9–10
Adheres to most of the conventions of the memoir form	7–8
Adheres to some of the conventions of the memoir form	5–6
Adheres to very few conventions of the memoir form	3–4
Minimal use of conventions	1–2
<b>Subtotal</b>	<b>/10</b>
<b>Establishment of values and/or attitudes within the narrative</b>	
Clearly establishes particular values and/or attitudes held by the student at that time	9–10
Establishes an awareness of values and/or attitudes held by the student at that time	7–8
Identifies values and/or attitudes held by the student at that time	5–6
Identifies values and/or attitudes in a limited way within the narrative	3–4
Provides minimal inclusion of values and/or attitudes	1–2
<b>Subtotal</b>	<b>/10</b>
<b>Control of mechanics of grammar, spelling and punctuation</b>	
Controls the mechanics of grammar, spelling and punctuation	5
Controls most of the mechanics of grammar, spelling and punctuation	4
Controls some of the mechanics of grammar, spelling and punctuation	3
Controls very few of the mechanics of grammar, spelling and punctuation	1–2
<b>Subtotal</b>	<b>/5</b>
<b>Total</b>	<b>/25</b>

## Sample assessment task

### English – Foundation Year 11

#### Task 7

<b>Assessment type</b>	Oral communication
<b>Conditions</b>	To be completed in class and at home Due Week 26
<b>Task weighting</b>	15%
<b>Module</b>	Exploring the world
<b>Contexts</b>	Literacy for everyday personal contexts Literacy for learning Literacy for community participation

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#### **Task 7 – Travel pamphlet presentation or travel vlog: walk my world (25 marks)**

You are to conceive, plan, create and present either a fold-out travel pamphlet (of the sort that can be found in most tourist centres around Western Australia) or a digitally recorded travel vlog for a walking tour.

The pamphlet or vlog must detail a 10-stop travel itinerary of points of interest in an area of your choosing. The area should not be too broad a zone and should be traversable on foot or by mobility device.

Each stop on the tour should include a visual representation of the location and some brief commentary detailing the unique qualities of the spot and what the traveller can expect to see and do upon their visit.

The final submission of the pamphlet or vlog must include:

- ten points of interest, each with accompanying visuals and a paragraphed or spoken description/explanation (5 marks)
- a visual representation summarising the route taken (a map, for example) (5 marks)
- an 'about the creator' blurb to build author credibility with the audience (5 marks)
- an oral presentation, either recorded (in the case of a vlog submission) or a spoken pitch (in the case of a pamphlet) (10 marks)

## Marking key for sample assessment task 7

Description	Marks
<b>Quality of description/explanation of ten points of interest</b>	
Presents a description/explanation that promotes the ten points of interest	5
Presents a description/explanation that generally promotes the ten points of interest	4
Presents a description/explanation that describes the ten points of interest	3
Identifies fewer than ten points of interest in their pamphlet	1–2
<b>Subtotal</b>	<b>/5</b>
<b>Visual representation summarising the route taken</b>	
Presents a visual representation summarising the route taken	5
Presents a visual representation summarising most of the route taken	4
Presents visual representation summarising some of the route taken	3
Presents a visual representation summarising very few aspects of the route taken	1–2
<b>Subtotal</b>	<b>/5</b>
<b>Quality of the ‘about the creator’ blurb</b>	
Presents an ‘about the creator’ blurb that adheres to conventions of a blurb and promotes the creator	5
Presents an ‘about the creator’ blurb that adheres to most of the conventions of a blurb and raises an awareness about the creator	4
Presents an ‘about the creator’ blurb that adheres to some of the conventions of a blurb	3
Presents an ‘about the creator’ blurb that is limited and adheres to very few conventions of a blurb	1–2
<b>Subtotal</b>	<b>/5</b>
<b>Quality of oral presentation</b>	
Engages the audience with their presentation	9–10
Mostly engages audience with their presentation	7–8
Sometimes engages audience with their presentation	5–6
Rarely engages audience with their presentation	3–4
Makes minimal use of presentation skills	1–2
<b>Subtotal</b>	<b>/10</b>
<b>Total</b>	<b>/25</b>

## Sample assessment task

### English – Foundation Year 11

#### Task 8

<b>Assessment types</b>	Reading and Writing
<b>Conditions</b>	To be completed in class and at home Due Week 30
<b>Task weighting</b>	Reading 15% Writing 5%
<b>Module</b>	Exploring the world
<b>Contexts</b>	Literacy for everyday personal contexts Literacy for learning Literacy for community participation

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#### Task 8 – Research report: future travel itinerary

**(15 marks)**

You are to research, plan and budget a multiple-day travel itinerary, including meals, accommodation and sightseeing, to a world destination of your choice for yourself and one companion. Create a research report outlining your travel plans.

To complete the research report, create the following:

- a research planner for the trip (using the templates provided for note-taking)
- a detailed daily budget breakdown (presented as a chart)
- a proposed daily itinerary (written in paragraph form with subheadings).

Your research report will be assessed on:

- organisation and effectiveness of the information presented in your research planner and budget (10 marks)
- use of grammar, punctuation and spelling. (5 marks)

### Marking key for sample assessment task 8

Description	Marks
<b>Effectiveness of research planner</b>	
Presents an organised and effective research planner	9–10
Presents a generally organised and appropriate research planner	7–8
Presents a research planner that is sometimes organised	5–6
Presents an inadequately organised research planner	3–4
Presents minimal detail in the research planner	1–2
<b>Subtotal</b>	<b>/10</b>
<b>Control of mechanics of grammar, spelling and punctuation</b>	
Controls the mechanics of grammar, spelling and punctuation	5
Controls most of the mechanics of grammar, spelling and punctuation	4
Controls some of the mechanics of grammar, spelling and punctuation	3
Controls very few of the mechanics of grammar, spelling and punctuation	1–2
<b>Subtotal</b>	<b>/5</b>
<b>Total</b>	<b>/15</b>