



SAMPLE ASSESSMENT OUTLINE

ENGLISH
GENERAL YEAR 11

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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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.

Sample assessment outline
English – General Year 11
Unit 1 and Unit 2

Assessment type and weighting	Assessment task weighting	When set/due	Assessment task	Syllabus content
Responding 50%	7.5%	Semester 1 Weeks 1–3	Task 1: View an unseen, complex, informational text and answer comprehension questions	Use strategies and skills for comprehending texts, including: <ul style="list-style-type: none"> predicting meaning by interpreting text structures and language features (written, visual and/or audio). Use information for specific purposes and contexts by: <ul style="list-style-type: none"> locating and extracting information and ideas from texts, for example, skimming and scanning.
	7.5%	Semester 1 Weeks 6–8	Task 3: Respond to three short answer questions based on an unseen written text and an unseen visual/multimodal extract	Use strategies and skills for comprehending texts, including: <ul style="list-style-type: none"> posing and answering questions that clarify meaning and promote deeper understanding of the text. Consider the ways in which texts communicate ideas, attitudes and values, including: <ul style="list-style-type: none"> the ways text structures and language features (written, visual and/or audio) are used to communicate information and shape audience responses.
	7.5%	Semester 1 Weeks 10–12	Task 5: Write a report	Use information for specific purposes and contexts by: <ul style="list-style-type: none"> understanding how texts are structured to organise and communicate information. Create a range of texts by: <ul style="list-style-type: none"> consolidating literacy skills for future pathways.
	7.5%	Semester 2 Weeks 2–5	Task 8: In-class comparative essay	Consider the ways in which context, purpose and audience influence meaning, including: <ul style="list-style-type: none"> the ways in which main ideas, values and supporting details are presented in texts. Create a range of texts: <ul style="list-style-type: none"> planning, organising, drafting and presenting information or arguments for particular purposes and audiences.

Assessment type and weighting	Assessment task weighting	When set/due	Assessment task	Syllabus content
	7.5%	Semester 2 Weeks 9–11	Task 11: Multimodal classroom presentation in pairs or small groups	Use strategies and skills for comprehending texts, including: <ul style="list-style-type: none"> identifying facts, opinions, supporting evidence and bias. Communicating and interacting with others by: <ul style="list-style-type: none"> interacting confidently with others.
	5%	Semester 2 Weeks 13–15	Task 12 Part A: Write an autobiographical extract	Consider the ways in which context, purpose and audience influence meaning, including: <ul style="list-style-type: none"> the use of language features (written, visual and/or audio) to influence responses. Create a range of texts: <ul style="list-style-type: none"> using appropriate vocabulary, sentence structures, accurate spelling, punctuation and grammar.
	7.5%	Semester 2 Weeks 13–16	Task 12 Part B: Oral presentation	Use strategies and skills for comprehending texts, including: <ul style="list-style-type: none"> identifying similarities and differences between own responses to texts and responses of others. Communicating and interacting with others by: <ul style="list-style-type: none"> speaking coherently and with confidence for different audiences and purposes.

Assessment type and weighting	Assessment task weighting	When set/due	Assessment task	Syllabus content
Creating 50%	7.5%	Semester 1 Weeks 1–5	Task 2: Working in pairs or small groups, create a multimodal presentation to inform	<p>Create a range of texts by:</p> <ul style="list-style-type: none"> using appropriate language, content and mode for different purposes and audiences in everyday, community, social, further education, training and/or workplace contexts. <p>Communicating and interacting with others by:</p> <ul style="list-style-type: none"> working collaboratively and cooperatively.
	5%	Semester 1 Weeks 6–9	Task 4: Maintain a journal based on personal reading and viewing	<p>Consider the ways in which texts communicate ideas, attitudes and values, including:</p> <ul style="list-style-type: none"> the ways text structures and language features (written, visual and/or audio) are used to communicate information and shape audience responses. <p>Create a range of texts by:</p> <ul style="list-style-type: none"> using strategies for planning, proofreading and acknowledging sources.
	7.5%	Semester 1 Weeks 13–15	Task 6 Part A: Working in pairs or small groups, present a radio or television interview	<p>Create a range of texts by:</p> <ul style="list-style-type: none"> using text structures and language features to communicate ideas and information in a range of written, spoken and multimodal forms. <p>Communicating and interacting with others by:</p> <ul style="list-style-type: none"> communicating ideas and information clearly.
	5%	Semester 1 Weeks 13–16	Task 6 Part B: Write a letter presenting an argument	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> relating texts to personal life and other texts. <p>Create a range of texts by:</p> <ul style="list-style-type: none"> developing appropriate vocabulary and sentence structures and using accurate spelling, punctuation and grammar.
	7.5%	Semester 2 Weeks 1–3	Task 7: Create a digital or print feature article	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> summarising ideas and information presented in texts. <p>Create a range of texts:</p> <ul style="list-style-type: none"> using persuasive techniques and language features (written, visual and/or audio) to engage audiences in a range of modes.

	10%	Semester 2 Weeks 6–8	Task 9: Group presentation and role-play	Using information for specific purposes and contexts by: <ul style="list-style-type: none"> • locating and selecting information from a range of sources, and acknowledging these sources. Communicating and interacting with others by: <ul style="list-style-type: none"> • being receptive to others' ways of thinking and learning.
	7.5%	Semester 2 Weeks 9–12	Task 10: Create an engaging narrative in a form of your choice	Create a range of texts by: <ul style="list-style-type: none"> • selecting text structures, including introductions and conclusions, paragraphs, topic sentences, connectives, and logical sequencing of ideas and events to communicate ideas in texts. • planning, organising, drafting and presenting information or arguments for particular purposes and audiences.
Total	100%			