**Sample Assessment Outline**

English

Foundation Year 11

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# Sample assessment outline

# English – Foundation Year 11

## Unit 1 and Unit 2

| Assessment type weightings | Assessment type and task weighting | **Week due** | **Content** | **Assessment task** |
| --- | --- | --- | --- | --- |
| Writing(producing, constructing,creating andwriting texts)35% | Writing(2.5%) | Semester1Week 3 | * how to brainstorm ideas
* 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
 | Context: Literacy for LearningModule: Researching and analysing a television program **Assessment Task 1:** Create a framework for a newspaper review or a report. **Week 4**  |
| Writing\* (5%) | Semester 1Week 5 | * 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
 | Context: Literacy for LearningModule: Researching and analysing a television program **Assessment Task 3:** Combine your research findings into either a review for a newspaper or a report for the program selection manager at a television station. **Week 5**  |
| Writing (5%) | Semester 1 Week 8 | * how to reflect on the strengths and weaknesses of texts created

• how texts can be interpreted in different ways | Context: Literacy for LearningModule: Researching and analysing a television program **Assessment Task 4:** Your journal entry. **Week 8** |
| Writing (2.5%) | Semester1 Week 10 | * how to use language, including appropriate spelling, punctuation and grammar
* how to shape language for particular purposes
 | Context:Literacy for LearningModule: The Wonderful World of the Sentence**Assessment Task 5:** Write a simple sentence like the one studied, ‘James Cook died’, and as we learned to do with that sentence, make five insertions without destroying the grammatical sense. **Week 10** |
| Writing\* (2.5%) | Semester 1Week 15 | * 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
* how texts promote values and attitudes
* how texts can be interpreted in different ways.
 | Context: Literacy for WorkModule:Occupational Health and Safety **Assessment Task 8:** Work journal. **Week 15**You will complete a work journal containing the short writing tasks completed in this module:Simple first aid; Types of fire extinguishers. The work journal will also include a vocabulary list.  |
| Writing(2.5%) | Semester 2Week 3 | * how to use language, including appropriate spelling, punctuation and grammar
* how to shape language for particular purposes
 | Context:Literacy for LearningModule: The Fantastic Flexibility of the Paragraph**Assessment Task 10:** Three paragraphs. **Week 3** Write three paragraphs on a topic of your choice using the TDSLC technique (or variations). |
| Writing\* (7.5%) | Semester 2Week 6Week 7 | * 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
 | Context: Literacy for Community Module: Researching and analysing the roles and responsibilities of owning a dog or a catAssessment Task 12, Part A: Report on pet chosen. Week 6Assessment Task 12, Part B: Create a chart, mindmap or structured overview. Week 7 |
| Writing\* (7.5%) | Semester 2Week 13 | * 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
 | Context: Literacy for everyday personal contextsModule: ‘Out there in the real world’Assessment Task 14: Write your own ‘How to survive’ guide. Week 13 |
| Reading(reading, understanding, comprehending, interpreting and analysing texts)35% | Reading\* (7.5%) (including viewing)  | Semester 1Week 5 | * 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
 | Context: Literacy for LearningModule: Researching and analysing a television program **Assessment Task 3:** Combine your research findings into either a review for a newspaper or a report for the program selection manager at a television station. **Week 5**  |
| Reading (2.5%)  | Semester 1Week 12 | * 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
* how to discuss what has been learned about how texts work
 | Context: Literacy for WorkModule:Occupational Health and Safety **Assessment Task 6:** Comprehension of Emergency evacuation procedures. **Week 12** |
| Reading (2.5%) | Semester 1Week 14 | * how texts work
* how texts use the conventions of a particular form
* how texts use language for particular purposes
* how to discuss what has been learned about how texts work
 | Context: Literacy for WorkModule:Occupational Health and Safety **Assessment Task 7:** Accident form assessment. **Week 14** |
| Reading\* (5%)  | Semester 1 Week 15 | * 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
* how texts promote values and attitudes
* how texts can be interpreted in different ways.
 | Context: Literacy for WorkModule:Occupational Health and Safety **Assessment Task 8:** Work journal. **Week 15**You will complete a work journal containing the short writing tasks completed in this module:Simple first aid; Types of fire extinguishers. The work journal will also include a vocabulary list.  |
| Reading (7.5%)  | Semester 2Week 4 | * how texts use language
* why texts use a particular form
* how texts use the conventions of a particular form
* how texts promote values and attitudes.
 | Context: Literacy for Community Module: Researching and analysing the roles and responsibilities of owning a dog or a cat**Assessment Task 11:** Profile of pet and bibliography. **Week 4** |
| Reading\* (5%) | Semester 2Week 6Week 7 | * 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
 | Context: Literacy for Community Module: Researching and analysing the roles and responsibilities of owning a dog or a catAssessment Task 12, Part A: Report on pet chosen. Week 6Assessment Task 12, Part B: Create a chart, mindmap or structured overview. Week 7 |
| Reading\* (5%) | Semester 2Week 13 | * 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
 | Context: Literacy for everyday personal contextsModule: ‘Out there in the real world’Assessment Task 14: Write your own ‘How to survive’ guide. Week 13 |
| Oral communication(speaking and listening skills)30% | Oral communication (7.5%) | Semester1Week 4 | When speaking and listening, students learn* 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 with understanding
* how to engage in a variety of speaking and listening scenarios
 | Context: Literacy for LearningModule: Researching and analysing a television program **Assessment Task 2:** Two character role plays. **Week 4** |
| Oral communication (7.5%) | Semester 1Week 15 | * how to use spoken language conventions
* how to listen attentively and with understanding
* how to promote values and attitudes
* how to engage in a variety of speaking and listening scenarios
* how to shape or structure an oral text
 | Context: Literacy for WorkModule:Occupational Health and Safety Assessment Task 9: ‘How to call an ambulance’ role play. Week 15 |
| Oral communication (7.5%) | Semester 2Week 9 | * 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 with understanding
* how to promote values and attitudes
* how to engage in a variety of speaking and listening scenarios
 | Context: Literacy for Community Module: Researching and analysing the roles and responsibilities of owning a dog or a cat**Assessment Task 13:** Role play: phone call with a vet. **Week 9** |
| Oral communication (7.5%) | Semester 2Week 15 | * how to use spoken language conventions
* how to reflect on the strengths and weaknesses of texts created
* how texts can be interpreted in different ways
 | Context: Literacy for everyday personal contextsModule: ‘Out there in the real world’**Assessment Task 15:** Oral presentation: ‘How to survive interstate’. **Week 15** |
| 100% | 100% |  |  |  |

\*An asterisk next to ‘Writing’ or ‘Reading’ in the table above indicates that a single task involved assessment of both writing and reading so that task is represented twice in the right hand column.