

Assessment type	Assessment type weighting	Assessment task weighting	When/due date/ start and submission date	Assessment task	Syllabus content
Writing	30%	7.5%	T1 W1-4	<p>Task One: (Literacy for Everyday Personal Contexts) 1st Person Narrative After reading personal/autobiographical stories, students produce a short piece of writing (two paragraphs 500–600 words) that develop a first-person narrative from the point of view of a character (you) who reflects on their skills and strengths.</p> <p>In a separate paragraph (200–300 words), reflect on what you have learned about your own values and attitudes by creating this narrative.</p>	<ul style="list-style-type: none"> How to use language, including appropriate spelling, punctuation and grammar
		7.5%	T1 W5-7	<p>Task Two: (Literacy for Community Participation) EST and OLNA PRACTICE Study an article on a new government campaign (new Drink Wise campaign – under 18 Say No!) Respond to two questions (full paragraph answers)</p>	<ul style="list-style-type: none"> How texts promote values and attitudes, for example, how people are represented in texts
		15%	T3 W1-4	<p>Task 7: Writing (Literacy for Community Participation) Letter to the editor or Local council - Based on local concerns or issues.</p>	<ul style="list-style-type: none"> How to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase
Reading	30%	10%	T1 W8-10	<p>Task 3: Reading (Literacy for Work) Reading/Viewing a documentary Students watch a documentary on the subject of shift workers or FIFO workers and create a report on the central issues that surround this kind of work, using syllabus content as the subheadings.</p>	<ul style="list-style-type: none"> How to promote values and attitudes: for example, challenging the reader's values versus imposing the writer's values, such as comparing the attitudes and values promoted by a current affairs segment with those promoted by a news report



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		20%	T2 W8-10	Task 6: Reflective Reading Journal (Literacy for Work and Learning) Make a movie/book trailer based on reading and studying a variety of texts in class	<ul style="list-style-type: none"> How texts can be interpreted in different ways, for example, how interpretations differ depending on the gender, class, culture of the reader or writer
Oral	25%	10%	T2 W 5-7	Task 5: Conspiracy Theory – Oral Presentation (Literacy for Learning) with a reading/writing component. Study in class a range of written and film texts that present conspiracy theories and hoaxes	<ul style="list-style-type: none"> How to shape or structure an oral text for particular purposes and audiences, for example, by using a framework
		15%	T3 W5- 9/10	Task 8: Farewell to high-school, reflective Speech (Literacy for Everyday Personal Contexts) Consider your time at High school and imagine you are delivering a speech to a farewell assembly Deliver your speech to the class	<ul style="list-style-type: none"> How to engage in a variety of speaking and listening scenarios, for example, role plays, listening and reflecting on audio texts
EST	15%	15%	T2 W1-4	Task 4: EST Study and practice should focus on content from Unit 3 OLNA PRACTICE	<ul style="list-style-type: none"> How texts use language for particular purposes and audiences, for example, to tell the story, to create an image How to use language, including appropriate spelling, punctuation and grammar How to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase
Total	100%	100%			

PLEASE NOTE: ASSESSMENT DATES MAY CHANGE DUE TO SCHOOL COMMITMENTS AND CHANGES TO THE SCHOOL CALENDAR