English Stage 4 (Year 8) – assessment task notification

The camera never lies – examination – Term 4

This document contains a sample assessment notification. This accompanies the teaching and learning program ‘The camera never lies’.

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**Updating the table of contents**

Want to update the table? Have you added content to the document and noticed the page numbers have changed? As you add content to this report, you can update the table of contents to accurately reflect the page numbers within the resource. To update the table:

* Right click on the table and select ‘Update table of contents’ (in the browser version)
* ‘Update field’ (in the desktop app). In the browser version, it will automatically update the entire table. In the desktop app, you will then need to select ‘Update entire table’. Your table numbers should then update to reflect your changes.

# About this resource

This sample assessment notification has been developed to assist teachers in NSW Department of Education schools to create and deliver assessment practices that are contextualised to their classroom. It is designed as an example of how the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022) could be implemented.

Teachers can adapt the information provided in this resource to their own school assessment notification template.

The content has been prepared by the English curriculum team, unless otherwise credited.

## Purpose of resource

This sample assessment notification is not a standalone resource; it is part of the Year 8 program ‘The camera never lies’. In the program, students will develop an understanding of the ways viewers of film are emotionally positioned to respond. They will expand their understanding of what it means to examine a visual text through a critical lens. Students will consider the ways that film can be used as a medium for cultural expression and the sharing of stories. They will demonstrate this understanding through creative, informative and analytical spoken and written responses.

This assessment notification aligns with the following support materials:

* Examination – The camera never lies
* Core formative tasks booklet – The camera never lies
* Core formative task 4 – The camera never lies – practice examination
* Core texts booklet – The camera never lies
* Teaching and learning program – The camera never lies
* Resource booklet – The camera never lies
* Phase 1 – identifying key visual features – PowerPoint
* Phase 3 – understanding filmic devices – PowerPoint
* Phase 3 – check your understanding of theme – PowerPoint
* Phase 4 – features of children’s picture books – PowerPoint
* Year 8 scope and sequence.

## Target audience

To maintain the rigour of the assessment, there is no marking criteria attached to this notification. Provided separately is a sample examination that contains sample questions, sample short answer responses, annotated versions of the short answer responses and marking criteria for each question. They are intended to support teachers to develop a consistent approach to assessment notifications, guide consistent teacher judgement, guide interpretation of the syllabus and provide a model of practice aligned to the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022?tab=course-overview) (NESA 2022).

All documents associated with this resource can be found on the [Planning, programming and assessing English 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) webpage.

It is acknowledged that many schools have their own resource and assessment templates. The content from the heading ‘The camera never lies – examination’ to the heading ‘Student support material’ is student facing and could be copied and pasted into the school’s assessment template

## When and how to use

**Teacher note**: the blue feature boxes include instructions for the classroom teacher engaging with the resource. These are to be deleted by the teacher before issuing the assessment to students.

This sample assessment notification has been designed for Term 4 of Year 8. It provides information to students about what to expect in the formal assessment task for this program, which is an examination. The examination is conducted during Phase 3 of the program (approximately Week 5) to allow time to compile final marks for report writing in Term 4.

In the examination, students will respond to one of 2 known scenes from the film Satellite Boy and complete 5 short answer responses that draw upon their understanding of the scenes and the larger film. Students develop their skills in expressing ideas in analytical modes through the core formative tasks in the teaching and learning program.

## Opportunities for collaboration

The following is an outline of some of the ways this sample assessment notification can be used with colleagues:

* The task provides an exemplar of NESA’s [Summative assessment principles](https://curriculum.nsw.edu.au/assessment-and-reporting/summative-assessment#summative-assessment-principles) in action. This task could be viewed in conjunction with the assessment principles to support schools to enact NESA’s advice in their own documents.
* The task and student samples provide an opportunity for modelled and guided co-construction of faculty assessment documents, such as marking criteria or steps to success.
* Examine the sample assessment and student sample in **Examination – The camera never lies** during faculty meetings or planning days and collaboratively refine them based on faculty or school goals.
* Examine the materials during faculty meetings or planning days and collaboratively plan opportunities for team teaching, collaborative resource development, mentoring, lesson observation and the sharing of student samples.
* Use the example as inspiration for designing student-specific tasks.
* Use the assessment practices or syllabus planning as an opportunity to backward map Years 10 to 7 to guide programming, assessment design or the scope and sequence.

# The camera never lies – examination

**Teacher note**: while this examination has been designed to be completed under timed conditions in class, it could be distributed to students to complete at home in an allocated time period or over a series of lessons depending on student needs. Change the tense of these instructions if you are issuing the assessment later in the program when students have engaged in this learning.

In this program, you will develop an understanding of the ways viewers of film are emotionally positioned to respond. You will expand your understanding of what it means to examine a visual text through a critical lens. You will consider the ways that film can be used as a medium for cultural expression and the sharing of stories.

In the examination, you will engage with one of 2 possible scenes (approximately 2 minutes each) from the film *Satellite Boy*, to explore the way visual texts share stories, position responders and develop themes. This examination is intended to assess your ability to respond to short-answer style questions under timed conditions and to analyse the filmic devices studied in class.

The 2 scenes have been chosen because they use a range of cinematic devices, symbols and occur at key points in the film’s narrative. You should view these scenes in advance as part of your preparation for this task, however you will not know which scene will be the focus of the questions until the examination.

**Teacher note:** it is recommended students be given these links electronically where possible. If equity or access to internet or technology is a consideration for your context such that students cannot review these scenes as part of at-home preparation for the examination, both scenes could be shown in class in the lesson prior to the examination with students given time to review and create notes as advised in the assessment notification.

## Task overview

**Teacher note**: the annotations column has been provided to assist assessment design. This column is for the teacher only and should be deleted prior to distributing the assessment notification to students.

The task overview provides a concise description of key information about the assessment.

Table 1 – overview of assessment

|  |  |  |
| --- | --- | --- |
| Year 8 – English | Task details | Annotations |
| Task number | 4 | [Task number – ensure this reflects the chronological order outlined within the scope and sequence and the assessment schedule.] |
| Issue date | Term 4, Week 2, 2024 (last lesson of the week – indicative only) | [Issue and date – state the day and date the assessment is issued.] |
| Due date | Term 4, Week 5, 2024 (first lesson of the week – indicative only) | [Due date – state the day and date the assessment is due. The [timing, frequency and nature of assessment processes should be time efficient and manageable for teachers and students](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290#:~:text=the%20timing%2C%20frequency%20and%20nature%20of%20the%20assessment%20processes%20are%20time%20efficient%20and%20manageable%20for%20teachers%20and%20students.). Issue the task early in the program so students can make connections and seek clarification as they progress through their learning. The NESA [Developing formal school-based assessment programs in Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/assessment-in-practice/school-based-assessment-programs) information provides useful guidance for schools implementing formal assessment procedures in Stage 4 and Stage 5.] |
| Outcomes being assessed | **EN4-RVL-01:** reading, viewing and listening skills; reading, viewing and listening for meaning**EN4-URA-01:** representation; code and convention; connotation, imagery and symbol; narrative**EN4-URB-01:** theme**EN4-ECA-01**: text features: informative and analytical | [Ensure details align with the scope and sequence, assessment schedule and any details that have been provided to students in the school’s assessment handbook.] |
| Weighting | 25% (indicative only) | [Where applicable, ensure details align with the scope and sequence, assessment schedule and any details that have been provided to students in the school’s assessment handbook.] |
| Submission details | In-class examination (50 minutes) | [Be specific about the process for submission and parameters for the task. This includes:* where the task will be submitted
* word and time limits

any additional information in accordance with school assessment policy.] |

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**Teacher note**: when transferring this task into your school’s assessment template, provide a short description of the task. This description should be written in plain English. It should include a clear outline of the audience, purpose and context of the task. This helps students understand appropriate style, form, and the necessary language, forms and features required. This advice can be customised at a school level.

Supplementary information can be provided later in the document. This reduces the cognitive load experienced while using the notification. The assessment should align with the Department of Education’s [Effective assessment practice](https://education.nsw.gov.au/teaching-and-learning/assessment/strengthening-assessment/effective-assessment-practice) advice as well as NESA’s [Assessment Principles](https://curriculum.nsw.edu.au/assessment-and-reporting/assessment-principles). It should provide clear opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.

## Task description

**Your task – examination**

**You will be shown a scene from the film** Satellite Boy **and then respond to 5 unseen questions. The questions will be focused on the narrative of the film, its conventions, themes and how the director positions the responder.**

**The questions will refer to the identified scene AND the film as a whole.** The scene you will watch will be one of the following 2:

* [Where are you going? (2:25)](https://www.youtube.com/watch?v=o06o6iy0cMo)
* [This is your fire (1:40)](https://www.youtube.com/watch?v=ICZzHfh-nrM).

Both scenes can be viewed on YouTube. You should watch these before the examination to help you prepare.

**You will be shown one of these scenes on the day of the examination TWICE. You will have an opportunity to read the examination questions before the scene is shown twice and you will have the opportunity to take notes during the viewing of the scene.**

**Teacher note:** this task supports students to engage with the narrative, film codes and conventions and how theme is developed and responders positioned. They will identify how the director’s creative decisions emotionally engage the audience and share a culturally specific but thematically universal story.

It is also worth providing a glossary for the key terms in the task and the questions. Explain when handing out the task what words like ‘identify’, ‘explain’, ‘analyse’, and ‘discuss’ mean in the context of the task. A summary table with these outlined in plain English is included in **Phase 6, resource 2 – directional verbs**.

## What is the teacher looking for in this assessment task?

**Teacher note**: this outline uses the criteria points from the marking guidelines to articulate the skills and knowledge required to meet the requirements of this task. It highlights to students what is expected of the response.

The teacher is looking to see how well you:

* identify and explain important narrative events in the film (**EN4-RVL-01**: Reading, viewing and listening skills and **EN4-URA-01**: Narrative)
* identify the codes and conventions of the film and explain their effect (**EN4-URA-01**: Code and convention)
* analyse the use of figurative devices in the film (**EN4-URA-01**: Representation; Connotation, imagery and symbol)
* identify and use specific examples from the film to support your answers (**EN4-ECA-01**: Text features: informative and analytical)
* analyse how the composer positions the audience to think about themes (**EN4-RVL-01**: Reading, viewing and listening for meaning, **EN4-URB-01**: Theme and **EN4-ECA-01**: Text features: informative and analytical).

## Steps to success

This schedule is designed to support students to successfully complete the task and to support teachers in their monitoring of student progress. This schedule is not for the purposes of compliance and students should not be penalised for not meeting interim times. The second column could be:

* determined and refined by the teacher based on school context
* used to feed forward
* co-constructed with students.

Implementing the steps to success will support you to demonstrate your knowledge, skills and understanding and prompt you to seek support as it is needed. These steps also provide you with opportunities to receive feedback throughout the drafting and revising process.

Table 2 – assessment preparation schedule

|  |  |
| --- | --- |
| Steps | What I need to do |
| Familiarise yourself with the examination format and expectations | Complete **Core formative task 4 – practice examination.**Study sample short answers from:* **Phase 3, activity 12 – 'Blackfella Style' modelled examination practice**
* **Phase 3, activity 13 – 'Mysterious Path' guided examination practice.**

Review the sample examination, responses, and marking criteria to develop your understanding of how to respond to short answer questions. |
| Revise filmic devices | Study **Phase 3, activity 2 – understanding filmic devices.**Revise your notes on the various filmic devices, their correct terms and effects. |
| Revise the use of connotation, imagery and symbol in the film | Revise the film analysis logs:* **Phase 3, activity 7 – *Satellite Boy* orientation film analysis log**
* **Phase 3, activity 8 – *Satellite Boy* complication and conflict film analysis log**
* **Phase 3, activity 9 – *Satellite Boy* rising tension and climax film analysis log**
* **Phase 3, activity 10 – *Satellite Boy* falling tension and resolution film analysis log**

Revise your notes taken during the viewing of *Satellite Boy* in class to refamiliarise yourself with the way the filmmaker uses filmic devices and symbolism. |
| Revise the themes explored in the film | Review **Phase 3, activity 3 – check your understanding of theme** and **Core formative task 3 – embedding filmic evidence in analytical writing** to refamiliarise yourself with the themes explored in the film and how to embed evidence about the film in your analytical writing. |
| View the 2 scenes that may be assessed in the examination | View the YouTube clips:* [SATELLITE BOY – clip: Where are you going? (2:25)](https://www.youtube.com/watch?v=o06o6iy0cMo)
* [SATELLITE BOY – clip: This is your fire (1:40)](https://www.youtube.com/watch?v=o06o6iy0cMo)

One of these scenes will be used in the examination. Analyse the narrative, filmic devices, symbols and themes in both, understanding how the scene is connected to and works within the film overall.Take notes on both scenes and review your notes prior to the examination. |

## Assessment policy

**Teacher note**: assessment notifications should contain a reference to the school’s assessment policy and the relevant information or support. Some relevant reminders are suggested below but this should be adjusted to reflect the context of your school. Schools may provide the administrative procedures associated with the following:

* late submission of tasks due to illness or misadventure
* malpractice
* invalid or unreliable tasks
* student appeals
* ‘N’ determinations (where appropriate).

# Student support material

**Teacher note**: this list should be adjusted to reflect the resources and materials provided to the class. The list below reflects the resources, activities and core formative tasks provided within the resource booklet that would be useful for students as they refine their assessment submission.

You should refer to the following resources and activities to help you prepare for the assessment task:

* sample examination, responses and marking criteria (see **Core formative task 4 – practice examination**)
* sample short answers (see **Phase 3, resource 2 – ‘Blackfella Style’ modelled examination practice sample answers and Phase 3, resource 3 – ‘Mysterious Path’ guided examination practice sample answers)**
* information about analysing the film (see **Phase 3, activity 7 – *Satellite Boy*** **orientation film analysis log, Phase 3, activity 8 – *Satellite Boy*** **complication and conflict film analysis log, Phase 3, activity 9 – *Satellite Boy*** **rising tension and climax film analysis log and Phase 3, activity 10 – *Satellite Boy* falling tension and resolution film analysis log)**
* information about the director (see **Phase 3, activity 5 – meet the director, Catriona McKenzie**)
* information about filmic devices (see **Phase 3, activity 1 – revising filmic devices and Phase 3, activity 2 – understanding filmic devices)**
* **information about themes in the film (see Phase 3, resource 1 – understanding theme and Phase 3, activity 3 – check your understanding of theme)**
* analytical writing support materials (see **Phase 3, activity 11 – embedding textual evidence; Core formative task 3 – embedding filmic evidence in analytical writing;** **Phase 6, resource 1 – directional verbs, Phase 6, activity 1 – synonyms for ‘shows’, Phase 6, resource 2 – linking words or phrases** and **Phase 6, resource 3 – responding to unseen questions.**

# The English curriculum 7–12 team

The English curriculum 7–12 team provides support for the delivery of the English curriculum 7–12 in NSW Department of Education high schools.

## Share your experiences

If you use the sample assessment in your faculty and school context, reach out to the English curriculum team. We would love English teams form across NSW to share snapshots of their practice and how this resource has been used in their unique context as part of our ‘Voices from the Classroom’ section of the e-news newsletter. Send submissions to English.Curriculum@det.nsw.edu.au

## Support and alignment

If you have any questions regarding the use of material available or would like additional support, please contact the English curriculum team by emailing English.curriculum@det.nsw.edu.au.

**Alignment to system priorities and/or needs**: this resource is evidence-based, as outlined below and supports English curriculum leaders to advance equitable outcomes, opportunities and experiences for their students. It also provides guidance that enhances the delivery of outstanding leadership and supports the planning of [explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) practices as per the goals of the [Plan for Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education). It is an example of [Universal Design for Learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/about-universal-design-for-learning) and aligns to the [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468). It is designed to support school and curriculum leaders as they plan syllabus implementation. It can be used during the design and delivery of collaborative curriculum planning, monitoring and evaluation.

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/about-us/strategies-and-reports/school-excellence-and-accountability/school-excellence/about-sef) element of assessment (formative assessment, summative assessment, student engagement).

**Alignment to Australian Professional Standards for Teachers**: this resource supports teachers to address [Proficient Teacher Standard Descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 5.1.2, 5.2.2, 5.3.2.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [Assessment task advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Consulted with**: subject matter experts from Curriculum and Reform, Aboriginal Education and Communities Directorate and Inclusive Education.

**Differentiation**: further advice to support Aboriginal and Torres Strait Islander students, EAL/D students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

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**Syllabus outcomes**: EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN5-ECA-01

**Author**: English curriculum 7–12 team, NSW Department of Education

**Resource**: assessment task notification

**Related resources**: further resources to support English Stage 4 can be found on the NSW Department of Education [English K–12 curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/english) and the Stage 4 [Teaching and learning support](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/teaching-and-learning) section in the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) from the NSW Education Standards Authority.

**Professional Learning**: relevant Professional Learning is available on the [English statewide staffroom](https://teams.microsoft.com/l/team/19%3A88aaff1954984b3d821940244a27a355%40thread.skype/conversations?groupId=7cace238-04f1-4f87-a5dc-d823e51c9765&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991) and through the [English curriculum professional learning calendar](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/professional-learning-english-k-12).

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# References

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[National Literacy Learning Progression](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) © Australian Curriculum, Assessment and Reporting Authority (ACARA) 2010 to present, unless otherwise indicated. This material was downloaded from the [Australian Curriculum](http://www.australiancurriculum.edu.au/) website (National Literacy Learning Progression) (accessed 2 October 2022) and was not modified.

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