English Stage 4 (Year 8) – core formative tasks

Transport me to the ‘real’

This document contains the core formative tasks that accompany the Year 8 teaching and learning program, Transport me to the ‘real’.

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**Updating the table of contents**

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* Right click on the table and select ‘Update table of contents’ (in the browser version) or ‘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 core formative tasks booklet has been developed to assist teachers in NSW Department of Education schools to create and deliver assessment practices that align with the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022).

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

## Purpose of resource

The program is not a standalone resource. It has been designed for use by teachers in connection to the following resources:

* Year 8 – scope and sequence
* Teaching and learning program – Transport me to the ‘real’
* Resource booklet – Transport me to the ‘real’
* English Stage 4 (Year 8) – sample assessment notification – podcast transcript – *Transport me to the ‘real’*
* Core texts booklet.

This resource is intended to support teachers to provide a model of syllabus aligned programming and assessment practice.

It is acknowledged that many schools have their own resource and assessment templates. The content in activities is student facing and the content in resources is usually teacher facing, however, this can be modified for students.

All documents associated with this resource can be found on the [Planning, programming and assessing English 7–10 webpage](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10#Stage1).

## Target audience

The core formative tasks are intended to guide interpretation of the syllabus and provide a model of syllabus aligned assessment practice. The content provided is educative and is intended to support the teacher and their practice as they design assessment tasks for their students.

**Teacher note:** the text in the blue feature boxes are instructions for the classroom teacher engaging with the resource. This is to be deleted by the teacher before issuing the core formative tasks to students.

## When and how to use

The core formative tasks are intended to guide students as they gradually work towards their formal assessment for the program, Transport me to the ‘real’. Students will develop their skills in listening, analysis, reflection and applying structural conventions.

The tasks have been created to allow entry points for students across a range of abilities. Each core formative task focuses on one or more of the key skills needed to successfully complete the podcast assessment.

## Opportunities for collaboration

The following is an outline of some of the ways this core formative task booklet can be used with colleagues.

* Use the core formative task booklet as inspiration for designing student-specific tasks in line with the backward design process to support success in formal assessment.
* Use and adapt the sample core formative tasks if selecting different texts or focusing on different outcomes or outcome content.
* Examine the core formative task booklet during faculty meetings or planning days to provide opportunities for collaborative resource development, the sharing of student work samples or collaborative discussion on how explicit teaching can be used to unpack the core formative tasks to optimise student learning.
* Use the core formative tasks booklet as the basis for professional learning in the faculty. This document can facilitate discussions around embedding formative assessment in faculty assessment processes.

# *Transport me to the ‘real’* – core formative tasks

**Teacher note:** a short description of each task is provided. This description is written in plain English. If the tasks are modified, the description should include a clear outline of the audience, purpose and context of the task. This helps students and teachers plan for the style, form and the necessary language, forms and features required.

Supplementary information can be provided later in the document or listed within the ‘Relevant resources’ heading provided for each task. This reduces the cognitive load experienced while using the overviews and provides easy reference points for teachers as they navigate the multiple documents connected to this program.

The tasks provided align with NESA’s [Assessment Principles](https://curriculum.nsw.edu.au/assessment-and-reporting/assessment-principles) and their advice on [Formative Assessment](https://curriculum.nsw.edu.au/assessment-and-reporting/formative-assessment). These provide clear opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.

In this program, students will engage with an extended text that represents the real world. The formal assessment is a podcast transcript. Students use the language and stylistic conventions of a podcast transcript to interview the author of the novel. The core formative tasks build student capacity to demonstrate their understanding in the formal assessment task. This includes:

* listening to a podcast to familiarise students with the podcast form
* identifying language and stylistic features of a podcast
* writing and experimenting with open-ended questions
* using research skills to write a text about an author
* identifying and analysing textual evidence to support how the author represents the real world
* responding to questions from an author’s perspective
* planning and revising writing tasks.

## Core formative task 1 – using open-ended questions

**Teacher note:** Core formative task 1 can be found in Phase 1. Phase 1 and Core formative task 1 are designed to introduce students to the structural conventions of the podcast form. The purpose of this phase is to reduce the cognitive load placed on students in preparation for the formal assessment task. Students focus specifically on the structural conventions of open-ended questions. Relevant resources and activities have been identified below.

Vox pops are a combination of recorded short responses to a select question. They are often conducted in a public setting and are a great way of giving a voice to everyday people. For more information, you may like to review [Case study: Filming vox pops at the Easter Show](https://collaborationhub.towardszero.nsw.gov.au/news-events/news/case-study-filming-vox-pops-at-the-easter-show).

**Task purpose:** students are invited to create an audio interview responding to the content of a podcast listened to in class. The interviews will be turned into a class Vox pop by the teacher.

**Audience:** the school community through the school’s social media accounts.

1. Identify features of a podcast in an individual brainstorm and then do the same as a class.
2. Students re-listen to the podcast [*BITE – Family Sacrifices* (4:47)](https://www.abc.net.au/listen/programs/shortandcurly/bite-family-sacrifices/101707300). They read the transcript and identify if there are any open-ended questions and where some could have been included.
3. As a class, discuss the content of the podcast.
4. How many people are speaking?
5. Is it conversational (sounds like people having an informal chat about something) or interview style (one person asking questions and another answering the questions)?
6. What is it about?
7. Do you agree or disagree with what is being said?
8. Issue students with the task and review [Case study: Filming vox pops at the Easter Show](https://collaborationhub.towardszero.nsw.gov.au/news-events/news/case-study-filming-vox-pops-at-the-easter-show) to ensure students understand the purpose of the task.
9. Students use **Scaffold for open-ended questions** within **Core formative task 1 – using open-ended questions** to write open-ended questions to ask a friend, parent, caregiver or teacher about the podcast content.
10. They seek peer feedback by getting a peer to complete the third column of the developing open-ended questions with potential responses to their questions.
11. If the answers are not detailed, students rework their questions and have a peer provide feedback on their new questions using the provided template.
12. Students refine their questions and check for accurate sentence punctuation.
13. They interview a selected person and record their interview.

### Relevant resources

The podcast [BITE – Family Sacrifices (4:47)](https://www.abc.net.au/listen/programs/shortandcurly/bite-family-sacrifices/101707300) is short and can be listened to a number of times to complete the activity.

* **Phase 1, resource 3 – open-ended questions**
* [iAsk the right questions lesson plan](https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/curriculum-support/entrepreneurial-learning/explore)
* **Phase 1, activity 6 – experimenting with open-ended questions**
* **Phase 1, resource 4 – experimenting with open-ended questions suggested responses**
* **Phase 1, resource 5 – punctuation development (sentence punctuation)**
* **Core formative task 1 – using open-ended questions.**

**Teacher note:** this task is designed so that students proactively engage with the podcast form and in particular, with interviewing techniques.

**EN4-RVL-01**

* **Reading, viewing and listening for meaning** – explore the main ideas and thematic concerns posed by a text for meaning

**EN4-ECA-01**

* **Writing –** experiment with applying a wide range of punctuation to support clarity and meaning, and to control pace and reader response
* **Representing – apply codes and conventions of written, spoken, visual and multimodal texts to enhance meaning and create tone, atmosphere and mood**
* **Speaking – participate in informal discussions about texts and ideas, including speculative and exploratory talk, to consolidate personal understanding and generate new ideas**

**EN4-ECB-01**

* **Planning, monitoring and revising** – seek and respond to verbal and written feedback to improve clarity, meaning and effect

**Note:** bold outcome content is not addressed in this task.

## Core formative task 2 – About the author

**Teacher note:** Core formative task 2 can be found in Phase 2. It is designed to build student research skills and knowledge of the author of the core text Parvana. Relevant resources and activities have been identified below.

**You may like to include supplemental research questions for this task to include more biographical information and images from other sources to further extend student’s skills in research, notetaking, and synthesising sources. Resources to support student research, including determining the reliability of sources and the Cornell notetaking method, can be found in Year 7 Speak the speech in Phase 2, resource 7 – determining the reliability of a source. Other research that may help guide the student response is visiting the school library to look at examples of *About the author* sections in a variety of books.**

Phase 2 and Core formative task 2 are designed to develop students’ understanding of the contextual background of the author. This research should help them understand why the author has written the novel to represent the real world. This will support students to develop contextual information to use in their formal assessment podcast transcript.

**Task purpose:** students write an About the author section to introduce the author, Deborah Ellis.

**Audience:** readers of the novel *Parvana* by Deborah Ellis.

1. Students read and compile notes from the foreword of the novel, using the provided comprehension scaffold.
2. They use their notes to write an About the author section (150–250 words) that identifies Ellis’s context and purpose for writing the novel.

### Relevant resources

Additional resources that may support students to complete this core formative task include:

* **Phase 2, activity 5 – investigating the author**
* **Phase 2, resource 3 – punctuation development (using commas)**
* **Core formative task 2 – About the author**

**Teacher note:** this formative task assesses students’ understanding of the author’s context and decisions to represent the contextual setting in the novel *Parvana* and draws on the following content points:

**EN4-RVL-01**

* **Reading for challenge, interest and enjoyment – read texts selected to challenge thinking, develop interest and promote** enjoyment**, to prompt a personal response**

**EN4-URA-01**

* **Narrative** – examine how narratives can depict personal and collective identities, values and experiences

**EN4-ECA-01**

* **Sentence-level grammar and punctuation** – **compose** complex **sentences using embedded adjectival clauses and appropriate placement of adverbial clauses**
* **Sentence-level grammar and punctuation** – use **a range of linking devices to create cohesion between ideas**

**EN4-ECB-01**

* **Planning, monitoring and revising** – integrate information and perspectives from different sources to create detailed and informed texts

## Core formative task 3 – analysing how language is used to represent the real world

**Teacher note:** Core formative task 3 can be found in Phase 3. It is designed to support students to identify and analyse textual evidence that supports Ellis’s representation of the real world setting of the novel.

**Note for differentiation:** students could work in pairs to find textual evidence then write their own analytical sentences.

Phase 3 and Core formative task 3 are designed to develop students’ understanding of the novel and how the author has used language and narrative codes and conventions to represent a real-world setting. This analysis will support students to use textual evidence in their author responses in their formal assessment podcast transcript.

**Task purpose:** students extract evidence from the novel to represent the real world.

**Audience**: readers and listeners of the novel or assessment podcast.

1. Students use their novel and notes to extract evidence that represents a real-life situation.
2. They record page numbers and the language feature used.
3. Students determine the effect on the responder of the use of the evidence.
4. Students use **Embedding evidence in analytical sentences** and **Constructing analytical sentences** to practise writing analytical sentences.
5. They apply editing skills to make sure they have appropriately used sentence punctuation, commas and ellipsis.
6. They use sentence starters to change one sentence into spoken form.

### **Relevant resources**

* **Phase 3, activity 1 – reading journal**
* Parvana **by Deborah Ellis**
* **Phase 3, activity 7 – understanding author purpose and values**
* **Phase 3, resource 8 – punctuation development (using ellipsis)**
* **Phase 3, activity 14 – using ellipses**
* **Core formative task 3 – analysing how language is used to represent the real world**

**Teacher note: students will use the structural conventions of analytical responding to engage with this core formative task. This core formative task draws on the following content points.**

**EN4-RVL-01**

* **Reading, viewing and listening for meaning –** explore the main ideas and thematic concerns posed by a text for meaning

**EN4-URA-01**

* **Code and convention – analyse how texts can draw on** the **codes and conventions of a range of modes and media to shape new meanings, and demonstrate this understanding in own texts**

**EN4-ECA-01**

* **Text features: informative and analytical** – embed textual evidence within sentences to support the articulation of a personal perspective of a text
* **Sentence-level language** – apply punctuation conventions relevant to quotations and citing of sources
* **Sentence-level language** – experiment with applying a wide range of punctuation to support clarity and meaning**, and to control pace and reader response**

## Core formative task 4 – writing a podcast interview response from the perspective of the author

Core formative task 4 can be found in Phase 4. Relevant resources and activities have been identified below. The [glossary of the English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/glossary) (NESA 2022) defines informative texts as ‘Texts whose primary purpose is to provide information through explanation, description, argument, analysis, ordering and presentation of evidence and procedures.’ It may be beneficial to provide students with this definition before engaging with this task.

Phase 4 and Core formative task 4 support students to understand the purposes and language forms and features of the hybrid style of writing expected in the podcast transcript. Activities and teacher guidance for the following steps are provided,while a transcript of the model text, a response from Jennifer Wong, the composer of ‘Swimming with Dolphins’, is provided as **Phase 4, resource 5** – **response to podcast interview question.**

**Task purpose:** this task will build on your understanding of the podcast form by focusing on the language used by an interview guest. The activities prepare you to write an interview response in the voice of the composer Jennifer Wong. You will read an actual response from her, then use it as a model text to develop your own composition. In this way you will refine your understanding of the language forms and features you are required to use in the formal assessment task.

**Audience**: an audience for a podcast about writers

1. Students read the extract of the author replying to an interview question about their work.
2. They complete the analytical activities designed to deepen their awareness of the writing style.
3. In pairs, students compose 3 more questions for the author and get peer feedback on the effectiveness of their interview questions.
4. Individually, students write a paragraph length response to one of their own interview questions. They write in the voice of the author and practise using the identified language forms and features.

### Relevant resources

Additional resources that may support students to complete this core formative task include:

* **Phase 4, activity 1 – investigating non-fiction**
* **Core text 5 – ‘Swimming with Dolphins’ by Jennifer Wong**
* The explicit teaching of active and passive voice in **Phase 4, activity 3 – the ‘real’ in ‘Swimming with Dolphins’**
* Conjunctions and objectivity in non-fiction writing in **Phase 4, activity 5 – the construction of hybrid non-fiction texts**
* Descriptive writing in **Phase 4, activity 6 – subjectivity in non-fiction texts**
* **Phase 4, resource 5 – response to podcast interview question**
* **Phase 4, resource 6 – punctuation development (using dashes and parentheses)**
* **Phase 4, resource 7 – teacher support for Core formative task 4**
* **Phase 4, Core formative task 4 – Jennifer Wong podcast – PowerPoint**

**Teacher note:** this formative task assesses students’ understanding of the way in which language is used to shape meaning and draws on the following content points:

**EN4-RVL-01**

* **Reading, viewing and listening for meaning – explore the main ideas and thematic concerns posed by a text for meaning**

**EN4-URB-01**

* **Argument and authority** – analysehow engaging personal voice is constructed in texts through linguistic and stylistic choices, and experiment with these choices in own texts

**EN4-ECA-01**

* **Writing** – demonstrate control of structural and grammatical components to produce texts that are appropriate to topic, purpose and audience
* **Text features** – express ideas in logically structured and cohesively sequenced texts to enhance meaning
* **Sentence-level grammar and punctuation** – use a range of linking devices to create cohesion between ideas

**EN4-ECB-01**

* **Planning, monitoring and revising** – develop a coherent thesis for extended analytical and persuasive texts that represents logical thinking about a text or topic
* **Planning, monitoring and revising** – plan a logical sequence of arguments or ideas, and set goals at conceptual, whole text and paragraph levels
* **Reflecting** – consider how purposeful compositional choices are influenced by specific elements of model texts.

# 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 program and resources 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 English 7–12 newsletter. Send submissions to [English.curriculum@det.nsw.edu.au](mailto:Englishcurriculum@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](mailto: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 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 aligns with the [School Excellence Framework](https://dev.education.nsw.gov.au/about-us/strategies-and-reports/school-excellence-and-accountability/sef-evidence-guide/resources/about-sef) Leading domain – Educational leadership and the Learning domain – Curriculum as it models syllabus-aligned programming and assessment planning. It provides strategies for engaging in collaborative curriculum planning.

**Alignment to Australian Professional Standards for Teachers**: this resource supports teachers to address [Australian Professional Standards for Teachers](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 1.2.2, 1.3.2, 1.5.2, 2.1.2, 2.2.2, 2.3.2, 2.5.2, 3.1.2, 3.2.2, 3.3.2, 3.5.2, 5.1.2.

**Consulted with:** Curriculum and Reform subject matter experts from Explicit Teaching, Literacy and Numeracy, and Strategic Delivery, and teachers and head teachers from across NSW.

**NSW Syllabus:** [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

**Syllabus outcomes: EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01 and EN4-ECB-01.**

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

**Publisher:** State of NSW, Department of Education.

**Resource:** core formative tasks booklet

**Related resources:** there is a sample assessment notification, teaching and learning program, resource booklet, PowerPoints, and a core texts booklet aligned with this program. Further resources to support Stage 4 English can be found on the [English K–12 curriculum](https://education.nsw.gov.au/teaching-and-learning/curriculum/english) page.

**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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