English Stage 4 (Year 8) – core formative tasks booklet

The camera never lies

This document contains the core formative tasks that accompany the Year 8 teaching and learning program, ‘The camera never lies’.

Contents

[About this resource 3](#_Toc181361438)

[Purpose of resource 3](#_Toc181361439)

[Target audience 3](#_Toc181361440)

[When and how to use 3](#_Toc181361441)

[Opportunities for collaboration 4](#_Toc181361442)

[The camera never lies – core formative tasks 5](#_Toc181361443)

[Core formative task 1 – emotional response mapping 6](#_Toc181361444)

[Relevant resources 7](#_Toc181361445)

[Core formative task 2 – short film with symbols 9](#_Toc181361446)

[Relevant resources 10](#_Toc181361447)

[Core formative task 3 – embedding filmic evidence in analytical writing 12](#_Toc181361448)

[Relevant resources 12](#_Toc181361449)

[Core formative task 4 – practice examination 14](#_Toc181361450)

[Relevant resources 14](#_Toc181361451)

[Core formative task 5 – children’s picture book 17](#_Toc181361452)

[Relevant resources 18](#_Toc181361453)

[Core formative task 6 – children’s picture book teacher support 20](#_Toc181361454)

[Relevant resources 21](#_Toc181361455)

[The English curriculum 7–12 team 23](#_Toc181361456)

[Share your experiences 23](#_Toc181361457)

[Support and alignment 23](#_Toc181361458)

[References 25](#_Toc181361459)

**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) 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

In this program, students will develop an understanding of the ways viewers of film and images 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.

## Purpose of 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. It is not a standalone resource. It has been designed for use by teachers in connection to the program materials for ‘The camera never lies’ and the accompanying resources. These 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.

## 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.

## 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 ‘The camera never lies’. Students will develop their skills in analytical composition and develop their conceptual understanding of narrative, connotation, imagery and symbol, and theme.

The tasks have been created to allow entry points for students across a range of abilities. **Core formative task 1 – emotional response mapping** and **Core formative task 2 – short film with symbols** focus on one or more of the key skills needed to successfully complete the short answer examination required for the formal assessment. **Core formative task 3 – embedding filmic evidence in analytical writing** along with **Core formative task 4 – practice examination**, and the resources and activities contained in Phases 3 and 6, provide support for examination preparation. **Core formative task 5 – children’s picture book** and **Core formative task 6 – children’s picture book teacher support** occur after the examination and are focussed on extending the skills established in Phases 1 to 3.

**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.

## Opportunities for collaboration

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

* Read NESA’s information about [Formative assessment](https://curriculum.nsw.edu.au/assessment-and-reporting/formative-assessment) and consider how these tasks reflect the strategies and advice provided by NESA.
* Use and adapt the sample core formative tasks if selecting a different film.
* Use the core formative tasks booklet as inspiration for designing student-specific tasks in line with the backward design process to support success in formal assessment.
* Examine the core formative tasks booklet during faculty meetings or planning days to provide opportunities for collaborative resource development or the sharing of student work samples.
* 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.

# The camera never lies – core formative tasks

**Teacher note**: a short description of each task is provided. This description is written in plain language. 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 the NSW Department of Education’s [Effective assessment advice](https://education.nsw.gov.au/teaching-and-learning/assessment/strengthening-assessment/effective-assessment-practice) and NESA’s [Assessment Principles](https://curriculum.nsw.edu.au/assessment-and-reporting/assessment-principles) as well as NESA’s 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 a film, short film and picture books, with a specific focus on narrative, imagery and symbol and theme. The formal assessment is a short answer examination based on the film core text.

The core formative tasks build students’ capacity to demonstrate their understanding in the formal assessment task.

## Core formative task 1 – emotional response mapping

**Teacher note**: **Core formative task 1 – emotional response mapping can be found in in Phase 1.** Relevant activities and resources can be found below.

**Phase 1 and Core formative task 1 – emotional response mapping are designed to engage students personally with the picture book** Took the Children Away: The Iconic Song of the Stolen Generations **by Archie Roach** **and illustrated by Ruby Hunter. This task will help students explore how personal stories can be represented visually. Students will consider the emotional impact of the Stolen Generations on Aboriginal and Torres Strait Islander Peoples, and critically examine their own emotional responses as readers.**

1. Students read Took the Children Away by Archie Roach and illustrated by Ruby Hunter, paying close attention to both the text and illustrations.
2. Students create an emotional response map for the book using **Phase 1, activity 5 – sketch to stretch.** They identify one key double-page spread in the book to examine more closely.
3. Students share their responses with a small group of peers by:
4. identifying common images or symbols used across different page selections
5. discussing similarities and differences in their emotional responses
6. analysing how meaning is created in different page selections
7. considering how the double-page spread moment might impact different readers (age, cultural background, personal experiences)
8. reflecting on how their own backgrounds and experiences might influence their responses to the book
9. discussing how the book has helped them understand the experiences of the Stolen Generations.
10. Students write a 150-to-200-word reflective paragraph using the 3D reflection method by:
11. explaining how the book has informed their understanding of the Stolen Generations
12. analysing how the visual elements of the book contribute to its emotional impact on them as readers
13. discussing why they think visual storytelling can be powerful for conveying personal and historical experiences.

### Relevant resources

* **Core formative task 1 – emotional response mapping**
* **Phase 1, activity 4 – empathy scaffold**
* **Phase 1, activity 5 – sketch to stretch**
* **Phase 1, resource 1 – sample annotations for Core formative task 1**

**Teacher note**: **t**his task connects to 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**
* **Reading, viewing and listening for meaning –** explain personal responses to characters, situations and issues in texts, recognising the role of written, oral or visual language in influencing these personal responses
* **Reflecting** – reflecton how reading, viewing and listening to texts has informed learning
* **Reflecting** – discuss and reflect on the value of reading for personal growth and cultural awareness

**EN4-URA-01**

* **Representation** – explore how language and text are acts of representation that range from objective to subjective and may offer layers of literal or implied meanings, and apply this understanding in own texts
* **Connotation, imagery and symbol** – analyse how figurative language and devices can represent ideas, thoughts and feelings to communicate meaning
* **Connotation, imagery and symbol** – explain how Aboriginal and Torres Strait Islander authors use figurative language and devices to shape meaning

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## Core formative task 2 – short film with symbols

**Teacher note**: **Core formative task 2 – short film with symbols** can be found in in Phase 2. The timing of this task is **optional,** depending on available time and resources. Where possible, it should be completed during Phase 2 but could also be completed concurrently within Phase 3 after the assessment task has been completed. Relevant activities and resources can be found below.

Phase 2 and **Core formative task 2 – short film with symbols** are designed to build on student understanding of visual storytelling devices. Students are encouraged to apply their knowledge of narrative structure, visual symbolism and figurative elements to create their own short film. This short film will have no dialogue. Depending on time constraints, it may be necessary to complete this task after the formal examination.

1. Students choose a focus for their short film – connection to family or connection to place.
2. Students plan their short film, during which they:
3. create a storyboard for their 30-second film (with no dialogue), planning out key scenes and visual elements (they can use tools from [Digital Learning Selector – Storyboarding](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559) to assist them)
4. identify at least one symbol they will use in their film and explain its significance on their storyboard
5. identify and note how they will use at least 2 other filmic devices (for example, colour, composition, camera angles) to convey meaning.
6. Students produce their short film by:
7. using footage or photos taken on a smartphone or tablet or downloaded from the internet
8. using found text (like in [Mankind is no island Winner of Tropfest New York 2008 (3.30)](https://www.youtube.com/watch?v=ZrDxe9gK8Gk)) or create their own visual elements
9. telling the story entirely through visuals – no dialogue is allowed.
10. Students review Technology 4 Learning’s (T4L) [The Student Filmmaker](https://t4l.schools.nsw.gov.au/resources/teaching-and-learning-resources/the-student-filmmaker.html) for strategies for making videos, arranging their footage, and adding any necessary text or music. They use what they have learned to edit their short film.
11. Optionally, students may engage in sharing and feedback in which:
12. they share their films with the class
13. peers provide feedback, focusing on the use of symbolism and visual storytelling devices.

### Relevant resources

* **Core formative task 2 – short film with symbols**
* [Mankind Is No Island | Winner of Tropfest New York 2008 (3:30)](https://www.youtube.com/watch?v=ZrDxe9gK8Gk)
* **Phase 2, activity 7 – using symbolism to deepen meaning**
* **Phase 2, resource 5 – sample imaginative response**
* **Phase 2, activity 8 – refining an imaginative response**
* [The Student Filmmaker](https://t4l.schools.nsw.gov.au/resources/teaching-and-learning-resources/the-student-filmmaker.html).

**Teacher note**: this task connects to the following content points:

**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
* **Connotation, imagery and symbol** – analyse how figurative language and devices can represent ideas, thoughts and feelings to communicate meaning
* **Connotation, imagery and symbol** – apply knowledge of how different patterns and combinations of figurative language devices can shape meaning throughout a text through established or dynamic associations, and experiment with these devices in own texts

**EN4-URB-01**

* **Theme** – understand how repetition, patterning and language features used within a text communicate ideas about social, personal, ethical and philosophical issues and experiences, and demonstrate this understanding through written, spoken, visual and multimodal responses

**EN4-ECA-01**

* **Representing** – apply codes and conventions of written, spoken, visual and multimodal texts to enhance meaning and create tone, atmosphere and mood
* **Representing** – compose visual and multimodal texts to represent ideas, experiences and values
* **Representing** – select modal elements to work together to support meaning or shape reader response

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## Core formative task 3 – embedding filmic evidence in analytical writing

**Teacher note**: **Core formative task 3 – embedding filmic evidence in analytical writing** can be found in Phase 3. Relevant activities and resources can be found below.

Phase 3 and **Core formative task 3 – embedding filmic evidence in analytical writing** are designed to prepare students to develop skills for embedding textual evidence into analytical writing. This task allows students to practise writing in preparation for the formal examination.

1. After students have finished viewing Satellite Boy in its entirety, they use **Core formative task 3 – embedding filmic evidence in analytical writing** to plan their response.
2. Students select one theme and gather textual evidence to support their claims.
3. Students use the provided scaffold to write an analytical response of 150 to 200 words.

### Relevant resources

* **Core formative task 3 – embedding filmic evidence in analytical writing**
* **Phase 3, resource 1 – understanding theme**
* **Phase 3, activity 3 – check your understanding of theme**
* **Phase 3 – check your understanding of theme – PowerPoint**
* **Phase 3, activity 5 – meet the director, Catriona McKenzie**
* **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**
* **Phase 3, activity 11 – embedding textual evidence**

**Teacher note**: this task connects to the following content points:

**EN4-RVL-01**

* **Reading for challenge, interest and enjoyment** – read a variety of texts that present a range of perspectives and experiences, including those of Aboriginal and Torres Strait Islander Peoples, and respond in a range of ways, including sustained written responses where appropriate

**EN4-URB-01**

* **Theme** – understand how repetition, patterning and language features used within a text communicate ideas about social, personal, ethical and philosophical issues and experiences, and demonstrate this understanding through written, spoken, visual and multimodal responses

**EN4-ECA-01**

* **Writing** – demonstrate control of structural and grammatical components to produce texts that are appropriate to topic, purpose and audience
* **Text features: informative and analytical** – embed textual evidence within sentences to support the articulation of a personal perspective of a text
* **Text features: informative and analytical** – compose informative texts that summarise conceptual information
* **Sentence-level grammar and punctuation** – use a range of linking devices to create cohesion between ideas

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## Core formative task 4 – practice examination

**Teacher note**: **Core formative task 4 – practice examination** can be found in Phase 3. Relevant activities and resources can be found below.

Phase 3 and **Core formative task 4 – practice examination** are designed to prepare students for the formal examination in Week 5. Students are provided with the opportunity to practise responding independently to unseen short answer questions about a film scene under timed conditions. This task builds on the modelled and guided examination-style activities students have completed earlier in Phase 3.

1. Students prepare for the practice examination by:
2. reviewing their notes on Satellite Boy and the filmic devices and themes within the text
3. reviewing their modelled and guided practice responses to examination-style questions.
4. Students complete the practice examination, which includes:
5. 5 minutes’ reading time
6. 5 minutes’ viewing time (watching the selected scene twice)
7. 40 minutes’ working time
8. answering 5 questions of increasing complexity, totalling 20 marks.
9. After completing the examination, students:
10. engage in peer-marking (using the provided marking guidelines in **Core formative task 4 – practice examination**)
11. reflect on their performance and identify areas for improvement
12. action feedback to enhance their skills before the formal examination.

### Relevant resources

* **Core formative task 4 – practice examination**
* **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**
* **Phase 3, activity 11 – embedding textual evidence**
* **Core formative task 3 – embedding filmic evidence in analytical writing**
* **Phase 3, activity 12 – 'Blackfella Style' modelled examination practice**
* **Phase 3, activity 13 – 'Mysterious Path' guided examination practice**

**Teacher note: this task connects to the following content points:**

**EN4-RVL-01**

* **Reading, viewing and listening skills** – apply reading pathways to determine form, purpose and meaning
* **Reading, viewing and listening for meaning** – explore the main ideas and thematic concerns posed by a text for meaning

**EN4-URA-01**

* **Representation** – explore how language and text are acts of representation that range from objective to subjective and may offer layers of literal or implied meanings, and apply this understanding in own texts
* **Code and convention** – use appropriate metalanguage to describe how meaning is constructed through linguistic and stylistic elements in texts
* **Connotation, imagery and symbol** – analyse how figurative language and devices can represent ideas, thoughts and feelings to communicate meaning
* **Connotation, imagery and symbol** – explain how Aboriginal and Torres Strait Islander authors use figurative language and devices to shape meaning
* **Narrative** – understand narrative conventions, such as setting, plot and sub-plot, and how they are used to represent events and personally engage the reader, viewer or listener with ideas and values in texts, and apply this understanding in own texts

**EN4-URB-01**

* **Theme** – understand how repetition, patterning and language features used within a text communicate ideas about social, personal, ethical and philosophical issues and experiences, and demonstrate this understanding through written, spoken, visual and multimodal responses

**EN4-ECA-01**

* **Text features: informative and analytical** – embed textual evidence within sentences to support the articulation of a personal perspective of a text

**EN4-ECB-01**

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

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## Core formative task 5 – children’s picture book

**Teacher note**: **Core formative task 5 – children’s picture book** can be found in Phase 4. Relevant activities and resources can be found below.

Phase 4 and **Core formative task 5 – children’s picture book** are designed to deepen students' understanding of how visual and textual elements work together in picture books to convey meaning, drive narrative and engage readers emotionally. This task allows students to apply their learning about visual storytelling and grammar in a creative, practical context. Students create a children's picture book designed to be read to Year 2 students (approximately 7 to 8 years old).

1. Students plan their picture book by:
2. using the provided planning tool to map their ideas
3. choosing a cultural or diverse topic for their book
4. deciding on the title, front cover, characters, point of view, setting and theme
5. identifying a minimum of 3 language features and 3 visual features to incorporate
6. determining the approximate word count and font size for each page.
7. Students create character profiles by:
8. focusing on 2 to 3 characters typically found in children's stories
9. describing what characters look like, things they do and things they say
10. planning how to illustrate each character.
11. Students complete a plot diagram by:
12. outlining the main events of their story about culture or diversity
13. using the provided template, Digital Learning Selector's – [Writing scaffolds (Imaginative)](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/658), or a familiar class structure.
14. Students create a storyboard by:
15. indicating content for each page of their 10 to 12-page picture book
16. using the provided storyboard template or a Digital Learning Selector – [Storyboarding](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559) template.
17. Students create their picture book by:
18. using their storyboard as a guide
19. incorporating their planned language and visual features
20. considering their audience of Year 2 students (approximately 7 to 8 years old)
21. using [Canva for Education](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/653) or another appropriate tool if creating digitally.

### Relevant resources

* **Core formative task 5 – children’s picture book**
* **Phase 4, activity 1 – features of children’s picture books**
* **Phase 4 – features of children’s picture books – PowerPoint**
* **Phase 4, activity 2 – illustrations in children’s picture books**
* **Phase 4, activity 5 – my cultural diversity**
* **Phase 4, activity 7 – refining writing checklist**
* **Phase 4, resource 3 – providing constructive feedback**
* **Phase 4, activity 8 – self-reflection on my composition**

**Teacher note**: this task connects to the following content points:

**EN4-URA-01**

* **Representation** – explore how language and text are acts of representation that range from objective to subjective and may offer layers of literal or implied meanings, and apply this understanding in own texts
* **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
* **Narrative** – understand narrative conventions, such as setting, plot and sub-plot, and how they are used to represent events and personally engage the reader, viewer or listener with ideas and values in texts, and apply this understanding 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
* **Representing** – compose visual and multimodal texts to represent ideas, experiences and values
* **Text features: imaginative** – create imaginative texts for creative effect and that reflect a broadening world and relationships within it

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## Core formative task 6 – children’s picture book teacher support

**Teacher note**: **Core formative task 6 – children’s picture book teacher support** can be found in Phase 4. Relevant activities and resources can be found below.

Phase 4 and **Core formative task 6 – children’s picture book teacher support** are designed to allow students to critically engage with their peers' work, applying their understanding of visual storytelling devices, symbolism, and literacy. This task encourages students to consider how picture books can be used as teaching tools in primary classrooms.

Students will create a teacher support document of a classmate's picture book for inclusion in a primary teachers' publication, Brilliant Books: A Teacher's Guide to Children's Literature. The teacher support will provide an overview of the book's narrative, themes, visual devices and language features. It will provide suggestions for teaching grammar in the classroom setting.

1. Students exchange picture books with a classmate, and carefully read and analyse their partner's book, taking notes on:
2. the plot
3. themes and cultural or diverse experiences represented
4. visual devices (framing, colour, symbolism)
5. specific language features and potential for teaching grammar.
6. Students write a teacher support document for their peer’s book. It should:
7. be 200 to 500 words in length
8. use a professional tone suitable for a teachers' publication
9. summarise the book's plot
10. identify the book’s themes, diversity or cultural experiences
11. identify one visual storytelling device
12. identify 2 language features that could be taught to students
13. provide at least one suggestion for teaching each language feature.

**Teacher note**: depending on student ability, the language elements (points ‘f’ and ‘g’) could be reduced to one language feature. The depth of these activities could vary depending on teacher judgement. High potential and gifted students could be provided with extended activities to create a teaching lesson plan. This differentiation allows for a more nuanced engagement with the task, encouraging higher-order thinking skills in students who are prepared for this level of analysis.

### Relevant resources

* **Core formative task 6 – children’s picture book teacher support**
* **Phase 4, activity 9 – grammar in context**
* **Phase 4, activity 10 – sample teacher support document**

**Teacher note**: this task connects to 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
* **Reading, viewing and listening for meaning** – explain how the use of language forms and features in texts might create multiple meanings

**EN4-URA-01**

* **Code and convention** – use appropriate metalanguage to describe how meaning is constructed through linguistic and stylistic elements in texts
* **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-URB-01**

* **Theme** – understand how repetition, patterning and language features used within a text communicate ideas about social, personal, ethical and philosophical issues and experiences, and demonstrate this understanding through written, spoken, visual and multimodal responses

**EN4-ECA-01**

* **Text features** – express ideas in logically structured and cohesively sequenced texts to enhance meaning
* **Text features: informative and analytical** – embed textual evidence within sentences to support the articulation of a personal perspective of a text
* **Sentence-level grammar and punctuation** – control and experiment with a range of declarative, exclamatory, interrogative and imperative sentences to suit purpose and for intended meaning

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# 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 core formative tasks in your faculty and school context, reach out to the English curriculum team. We would love English teams from 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](mailto: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](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](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](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) policy. 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/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) 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://www.nsw.gov.au/education-and-training/nesa/teacher-accreditation/proficient-teacher/standard-descriptors) 5.1.2, 5.2.2, 5.3.2

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

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

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

**Resource**: core formative tasks booklet

**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.

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# References

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