English EAL/D 11–12 – sample assessment schedule

This is a sample assessment schedule for English EAL/D 11–12 and it is aligned to the [English EAL/D 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview) (NESA 2024).

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# Rationale

This assessment requirements sample will be useful during the engage and enact [Phases of the curriculum implementation](https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/phases-of-curriculum-implementation?utm_source=w7t422&utm_medium=staffnoticeboard&utm_campaign=curriculum-reform) cycle. It is not a standalone resource, and should be used in consultation with the [English EAL/D 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview) (NESA 2024) and its assessment requirements. This assessment schedule sample is designed to be used in conjunction with the English EAL/D sample scope and sequences and course requirements planner published on the [Planning, programming and assessing English 11–12 webpage](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-11-12).

## Purpose, audience and suggested timeframes

Many schools will have their own assessment schedule templates. The layout of this document is intended to support faculty communication, professional learning and collaborative planning which should be completed for each stage and course. The document is also designed to support schools to meet the requirements outlined in the [ACE Rules](https://curriculum.nsw.edu.au/ace-rules).

[ACE Rule 2.1.1 Preliminary course school-based assessment](https://curriculum.nsw.edu.au/ace-rules/ace2/assessment-programs#acerule=n2_1_preliminary_school_based_assessment) outlines requirements that schools must follow regarding the development of a school-based assessment program for Year 11. This includes rules about what assessment-related information schools are required to provide students at the beginning of the course.

[ACE Rule 2.1.2 HSC school-based assessment](https://curriculum.nsw.edu.au/ace-rules/ace2/assessment-programs#acerule=n2_1_hsc_school_based_assessment) outlines requirements that schools must follow regarding the development of a school-based assessment program for Year 12. This includes rules about what assessment-related information schools are required to provide students at the beginning of the course.

When completed, this sample has been designed as a tool that can be distributed to students.

## Opportunities for collaboration

The following is an outline of some of the ways this sample assessment schedule could be used with colleagues as part of the professional learning cycle.

* Complete assessment planning as a faculty or course coordination team.
* Use this sample to confirm that all requirements mandated by the syllabus and the ACE rules are met.
* Cross-reference the assessment schedule against content within teaching and learning programs/units, scope and sequences, assessment notifications and student resources.
* Keep a copy of this document in a folder or drive alongside other organisational and compliance-related materials.
* Distribute a completed version of this document to students to ensure consistent communication across classes.

# Assessment requirements for Year 11 English EAL/D

**Teacher note**: the assessment requirements outlined below come directly from the [Year 11 English EAL/D school-based assessment](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/assessment#year-11-english-eald-school-based-assessment-english_eald_11_12_2024) section of the [English EAL/D 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview) (NESA 2024).

Schools have authority to determine the number, type of task and the weighting allocated to an assessment task. Schools may also follow the sample assessment programs provided by NESA.

**Sample assessment program**

NESA’s sample Year 11 formal school-based assessment program for English EAL/D is:

* 3 assessment tasks, including:
* a task with a listening component
* a formal written examination
* a weighting for any individual task of 20% to 40%.

Some students with disability may require [adjustments](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/adjustments) in order to access assessment opportunities and demonstrate achievement of outcomes.

## Sample assessment schedule for Year 11

The following table provides a sample formal assessment schedule for Year 11 English EAL/D. The assessments outlined in this document align with the assessment details included in the English EAL/D Year 11 – sample scope and sequence document published on the [Planning, programming and assessing English 11–12 webpage](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-11-12).

Table 1 – sample assessment schedule for Year 11 English EAL/D

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment details | Assessment task 1 | Assessment task 2 | Assessment task 3 |
| Focus area being assessed | Reading to write: Transition to English EAL/D | Texts and society | Close study of text |
| Assessment weighting and components | 30%  **Writing portfolio**   * Part A – compose a persuasive, discursive or imaginative text (500 words) (15%) * Part B – reflection (500 words) (15%) | 35%  **Podcast/Vodcast** | 35%  **Examination**   * Part A – short answer questions connected to the focus area (5%) * Part B – an extended response on the model text (30%) |
| Assessment distribution date | [TBD] | [TBD] | [TBD] |
| Assessment due date | Term 1, Week 9 | Term 2, Week 9 | Term 3, Week 9 (examination period) [TBD] |
| Assessment overview | **Writing portfolio** – students refine and submit their choice of a discursive, imaginative or persuasive piece (500 words) and complete a reflection in class on the due date. In the reflection, they assess the connections made between their work and one of the model texts. They analyse how a significant feature of the selected model text influenced their writing. | **Podcast/Vodcast** – students will identify individuals who have made a worthwhile contribution to their community and reflect on how their own experiences and identity are influenced by the lives and impacts of others as part of an episode of the ‘Everyday Heroes’ podcast/vodcast.  The [listening component](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/assessment#year-11-english-eald-school-based-assessment-english_eald_11_12_2024) is addressed through students interviewing members of their community. | **Examination** – students will complete a yearly examination.  This examination will be in 2 parts.   * Part A – short answer questions connected to the focus area * Part B – an extended analytical response on the model text |
| Outcomes assessed | **EEA-11-03, EEA-11-04, EEA-11-05, EEA-11-06** | **EEA-11-02, EEA-11-04, EEA-11-05** | **EEA-11-01, EEA-11-02, EEA-11-04, EEA-11-05** |
| Text(s) | A range of short texts including:   * Dalton T ‘Dear Kath’ (nf) * Musa O ‘You Think You Know’ (pf) * O’Neill L ‘The tent village at Musgrave Park’ (nf) | A range of short texts including:   * Mununggurr-Williams M [Double Threat (2:22)](https://www.youtube.com/watch?v=dJtSRx7XwOo) (pp) | Perkins R (2009) *Bran Nue Dae*, Roadshow Entertainment (f) |
| Modes assessed | Writing | Speaking; Listening; Writing | Reading; Writing |

# Assessment requirements for Year 12 English EAL/D

**Teacher note**: the assessment requirements outlined below come directly from the [Year 12 English EAL/D school-based assessment](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/assessment#year-12-english-eald-school-based-assessment-english_eald_11_12_2024) section of the [English EAL/D 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview) (NESA 2024).

Schools have authority to determine the number, type of task and the weighting allocated to an assessment task. Schools may also follow the sample assessment programs provided by NESA.

**Sample assessment program**

NESA’s sample Year 12 formal school-based assessment program for English EAL/D is:

* 4 assessment tasks, including:
* a task assessing the focus area Writing
* a task with a listening component
* a formal written examination
* a weighting for any individual task of 10% to 40%.

Some students with disability may require [adjustments](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/adjustments) in order to access assessment opportunities and demonstrate achievement of outcomes.

## Sample assessment schedule for Year 12

The following table provides a sample formal assessment schedule for Year 12 English EAL/D. The assessments outlined in this document align with the assessment details included in the English EAL/D Year 12 – sample scope and sequence document published on the [Planning, programming and assessing English 11–12 webpage](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-11-12).

Table 2 – sample assessment schedule for Year 12 English EAL/D

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment task 1 | Assessment task 2 | Assessment task 3 | Assessment task 4 |
| Focus area being assessed | Texts and human experiences | Language, identity and culture | Close study of text | Texts and human experiences; Language, identity and culture; Close study of text and Writing |
| Assessment weighting and components | 20%  **Short answer and extended analytical response**  This task has 2 parts:   * Part A – short answer (10%) * Part B – extended analytical response (10%) | 20%  **Extended discursive response** | 20%  **Multimodal** **composition**  This task will contain 2 parts:   * Part A – multimodal composition (10%) * Part B – artist statement (10%) | 40%  **Trial HSC examination**  The examination will consist of 2 papers.   * Paper 1 – Texts and human experiences will contain 2 sections (5%) * Section 1: short answer questions connected to the focus area * Section 2: an extended response on the prescribed text * Paper 2 will consist of 3 sections * Section 1: Language, culture and identity (5%) * Section 2: Close study of text (5%) * Section 3: Writing (25%) |
| Assessment distribution date | [TBD] | [TBD] | [TBD] | [TBD] |
| Assessment due date | Term 4, Week 8 [TBC] | Term 1, Week 7 [TBC] | Term 2, Week 6 [TBC] | Term 3 – Trial HSC examination period [TBC] |
| Assessment overview | **Short answer and extended analytical response** – this timed in-class task is in 2 parts.   * Part A – short answer. Students will be provided with 3 texts at least 2 weeks prior to the due date and respond to short answer questions about 2 of these on the task date. * Part B – extended analytical response. Students will be provided with 3 possible questions at least 2 weeks prior to the due date and respond to one of these on the task date. | **Extended discursive response** – students will contribute to a special issue of an Australian literary journal exploring the significance of language, culture and identity in elevating diverse voices. | **Multimodal composition** – students will contribute a work to an art exhibition that represents the impact of the distinctive features of a text on creative works. An artist’s statement of intent details the ways the artwork has been influenced by the particular ideas and characters of the text.  The [listening component](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/assessment#year-12-english-eald-school-based-assessment-english_eald_11_12_2024) is addressed through students using an excerpt of an aural text that explores Wright’s work. The artwork must be in response to the way the text informed their understanding of the ‘significance’ of the suite of poetry. | **Trial HSC examination** – students will complete a Trial HSC examination.  The examination will consist of 2 papers.   * Paper 1 – Texts and human experiences will contain 2 sections * Section 1: short answer questions connected to the focus area * Section 2: an extended response on the prescribed text * Paper 2 will consist of 3 sections * Section 1: Language, culture and identity * Section 2: Close study of text * Section 3: Writing |
| Outcomes assessed | **EEA-12-01, EEA-12-02, EEA-12-05** | **EEA-12-01, EEA-12-02, EEA-12-04, EEA-12-05** | **EEA-12-02, EEA-12-03, EEA-12-05, EEA-12-06** | **EEA-12-01, EEA-12-02, EEA-12-04, EEA-12-05** |
| Text(s) in focus | van Neerven E (ed) *Flock: First Nations Stories Then and Now* (pf)   * van Neerven Ellen ‘Each City’; Thompson Adam ‘Honey’; Saward Melanie ‘Galah’; Saunders Mykaela ‘River Story’; Lucashenko Melissa ‘Dreamers’; Leane Jeanine ‘Forbidden Fruit’ | Law M *Miss Peony* (d) | Wright J *Judith Wright: Collected Poems* (p)   * ‘Northern River’, ‘The Hawthorn Hedge’, ‘The Bushfire’, ‘The Killer’, ‘Flame Tree in a Quarry’, ‘Train Journey’, ‘Magpies’ | * van Neerven E (ed), *Flock: First Nations Stories Then and Now* (pf) * van Neerven Ellen, ‘Each City’; Thompson Adam, ‘Honey’; Saward Melanie, ‘Galah’; Saunders Mykaela, ‘River Story’; Lucashenko Melissa, ‘Dreamers’; Leane Jeanine, ‘Forbidden Fruit’ * Law M, *Miss Peony* (d) * Wright J, *Judith Wright: Collected Poems* (p) ‘Northern River’, ‘The Hawthorn Hedge’, ‘The Bushfire’, ‘The Killer’, ‘Flame Tree in a Quarry’, ‘Train Journey’, ‘Magpies’ |
| Modes assessed | Reading; Writing | Writing | Reading; Writing; Representing; Speaking; Listening | Reading; Writing; Representing |

# 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. 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).

## Support and alignment

**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/explicit-teaching-strategies) 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 aligns with the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) 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 [Proficient Teacher Standard Descriptors](https://www.nsw.gov.au/education-and-training/nesa/teacher-accreditation/proficient-teacher/standard-descriptors) 5.1.2, 7.2.2 as it provides an example of how to use syllabus requirements in the planning, design, implementation and review of coherent and well-sequenced programming and assessment plans.

**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.

**Consulted with**: Secondary Curriculum and Multicultural Education subject matter experts and teachers and head teachers from across NSW.

**Differentiation:** further advice to support Aboriginal and/or Torres Strait Islander students, students learning English as an additional language or dialect (EAL/D), students with 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.

**NSW Syllabus**: [English EAL/D 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview) (NESA 2024)

**Author:** English curriculum 7–12 team

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

**Resource**: English EAL/D 11–12 sample assessment schedule

**Related resources**: further resources to support programming and assessment can be found at [Planning, programming and assessing English 11–12.](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-11-12)

**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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