English EAL/D 11–12 – sample scope and sequence

This is a sample scope and sequence 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). Samples of teaching and learning programs and assessment plans outlined in this scope and sequence will be made available 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) throughout 2025.

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# Rationale

This resource has been developed to assist teachers in NSW Department of Education schools to create and deliver teaching and learning practices that are contextualised to their classroom. All NSW public schools need to plan curricula and develop teaching programs consistent with the [*Education Act 1990*](https://legislation.nsw.gov.au/view/whole/html/inforce/current/act-1990-008), the [NSW Education Standards Authority (NESA)](https://curriculum.nsw.edu.au/) syllabuses and credentialing requirements.

Scope and sequence documents form part of the ongoing evidence schools maintain to comply with the [Curriculum planning and programming, assessing and reporting to parents K-12 policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290) standards, the [Stage 6 – monitoring implementation and support information](https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/leading-curriculum-dels-principals/stage-6-monitoring-and-support) and NESA’s [Registration process](https://www.nsw.gov.au/education-and-training/nesa/registration-and-compliance/government-schools/registration-process). The sample scope and sequence uses NESA’s [Advice on scope and sequences](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences).

## Purpose, audience and suggested timeframes

The sample scope and sequence 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. This sample is teacher facing and is designed to assist teachers as they familiarise themselves 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 plan for implementation. Many schools will have their own scope and sequence templates. This sample is designed to be flexible and able to be adapted and refined by teachers as they plan for student learning needs.

## Opportunities for collaboration

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

* Use the structure and/or content of the sample as a model of compliant scope and sequencing and make modifications reflective of contextual needs.
* Examine the sample during faculty meetings and/or planning days and collaboratively refine scope and sequences based on faculty or school goals, or plan opportunities for collaborative development.
* Use the programming, assessment or text requirement suggestions as an opportunity to backward map from Year 12 into Year 11 and consider entry points from Stage 5.
* Use the planning as an opportunity to consider the individual requirements of the different Year 11 and 12 English courses.

**Teacher note: this sample scope and sequence is organised to reflect the student learner journey. The** [Backward design model](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/planning-a-sequence-of-lessons/backward-design-model) **was used in the planning stages. It is recommended that teachers begin planning for Stage 6 with the Year 12 course. Skills and knowledge should be identified and the progression of these purposefully mapped through the Year 11 course.**

# Sample scope and sequence for Year 11

The following tables set out the 3 sample programs that make up the English EAL/D Year 11 scope and sequence.

## Reading to write: Transition to English EAL/D – 11.1

In this focus area, students engage with a variety of quality short texts, enhancing their reading strategies and expanding their vocabulary through imaginative, discursive and persuasive works. They are inspired to respond critically and creatively while developing a strong understanding of form and structure in their writing. By analysing language forms and text features, they refine their own compositions and learn to tailor their language for different purposes and audiences. This exploration fosters their appreciation of texts and strengthens their personal voice as writers through careful planning and refinement of their spoken and written expressions.

Table 1 – English EAL/D Year 11, program 1 – Reading to write: Transition to English EAL/D

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | **Reading to write: Transition to English EAL/D** – the [Year 11 course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=Year%2011%20course%20structure%20and%20requirements) mandate that for the English EAL/D Year 11 course, students are required to ‘[complete Reading to write: Transition to English EAL/D as the first unit of work’](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=complete%20Reading%20to%20write%3A%20Transition%20to%20English%20EAL/D%20as%20the%20first%20unit%20of%20work). |
| Indicative hours | 40 hours – the [Year 11 course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=Year%2011%20course%20structure%20and%20requirements) mandate the indicative hours for this focus area. |
| Guiding questions | How can experimenting with language improve our use of English?  How do the texts we read for enjoyment and as models of writing help us to experiment with language and form in our own texts?  How does the study of quality literature help us develop insights into the world? |
| Assessment | **Writing portfolio** – this portfolio will consist of 2 parts.   * Part A – students refine and submit their choice of a discursive, imaginative or persuasive piece (500 words) * Part B – students compose 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 |
| Outcome codes | A student:   * **EEA-11-03** explains the connections between texts * **EEA-11-04** communicates information, ideas and opinions in a range of modes for a variety of purposes, audiences and contexts * **EEA-11-05** composes critical and creative texts that use textual form and language features to shape meaning for a range of purposes and audiences * **EEA-11-06** identifies how choices of language, form and structure can shape meaning in own compositions |
| Text and text requirements | 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)   **Teacher note**: see the **Syllabus requirements planner** for detailed alignment to text requirements and text references. |

## Texts and society – 11.2

In this focus area, students analyse and compose texts commonly found in community, vocational and academic settings, exploring how these texts convey information and beliefs. They compare different textual forms, distinguishing facts from opinions and examining the implications of language on societal norms. Through targeted language study, students learn to recognise nuances such as irony and technical terminology, enabling effective communication. They create diverse texts for specific audiences and purposes, refining their ideas and language conventions to enhance their analytical and creative expression.

Table 2 – English EAL/D Year 11, program 2 – Texts and society

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | Texts and society |
| Indicative hours | 40 hours – the course requirements of the [Year 11 course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=Year%2011%20course%20structure%20and%20requirements) mandate the indicative hours for this focus area. |
| Guiding questions | How can texts communicate information and offer insights into ideas, attitudes and belief systems?  What role do language features play in shaping the meaning and effectiveness of texts across different contexts?  How can the strategic use of stylistic and language conventions enhance the clarity and impact of compositions? |
| Assessment | **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:~:text=3%20assessment%20tasks-,one%20task%20must%20include%20a%20listening%20component,-only%20one%20task) is addressed through students interviewing members of their community. |
| Outcome codes | A student:   * **EEA-11-02** explains the ways context, cultural references and perspectives influence composition and audience response * **EEA-11-04** communicates information, ideas and opinions in a range of modes for a variety of purposes, audiences and contexts * **EEA-11-05** composes critical and creative texts that use textual form and language features to shape meaning for a range of purposes and audiences |
| Text and text requirements | A range of short texts including:   * Mununggurr-Williams M [Double Threat (2:22)](https://www.youtube.com/watch?v=dJtSRx7XwOo) (pp) |

## Close study of text – 11.3

In this focus area, students conduct a close study of a substantial literary text, exploring its content, form and language to understand how meaning is shaped. They employ interpretive approaches to expand their vocabulary and analyse implied meanings while examining specific literary conventions. Students compose sustained texts that express perspectives using appropriate metalanguage and persuasive language, accurately applying syntax, spelling and grammar conventions in their writing.

Table 3 – English EAL/D Year 11, program 3 – Close study of text

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | Close study of text |
| Indicative hours | 40 hours – the course requirements of the [Year 11 course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=Year%2011%20course%20structure%20and%20requirements) mandate the indicative hours for this focus area. |
| Guiding questions | How can an understanding of the interaction of form and language features shape meaning?  In what ways do authors use, manipulate or challenge the conventions of their chosen literary form?  How can textual evidence be selected and interpreted to support personal responses and critical analyses? |
| Assessment | **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 |
| Outcome codes | A student:   * **EEA-11-01** analyses the ways an author’s choice of textual forms and features shapes meaning in texts from different modes and mediums * **EEA-11-02** explains the ways context, cultural references and perspectives influence composition and audience response * **EEA-11-04** communicates information, ideas and opinions in a range of modes for a variety of purposes, audiences and contexts * **EEA-11-05** composes critical and creative texts that use textual form and language features to shape meaning for a range of purposes and audiences |
| Text and text requirements | Perkins R (2009) *Bran Nue Dae*, Roadshow Entertainment (f) |

# Sample scope and sequence for Year 12

The following tables set out the 4 sample programs that make up the English EAL/D Year 12 scope and sequence.

## Texts and human experiences – 12.1

In this focus area, students interpret and respond to texts that explore the essence of being human, enhancing their skills in reading, speaking and writing. They study one prescribed text and a variety of short texts, gaining insights into emotional, intellectual and cultural experiences while making personal connections. Students reflect on storytelling’s role in conveying the human experience and examine themes such as agency versus conformity. Through targeted language study, they analyse structural and stylistic elements, using descriptive language in their compositions. They create informed interpretations supported by textual evidence and establish connections across texts while employing metalanguage to evaluate their understanding.

Table 4 – English EAL/D Year 12, program 1 – Text and human experiences

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | **Texts and human experiences** – the course requirements of the English EAL/D [Year 12 course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=Year%2012%20course%20structure%20and%20requirements) mandate that ‘for the English EAL/D Year 12 course, students are required to [complete Texts and human experiences as the first unit of work](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=complete%20Texts%20and%20human%20experiences%20as%20the%20first%20unit%20of%20work). |
| Indicative hours | 30 hours – the course requirements of the English EAL/D [Year 12 course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=Year%2012%20course%20structure%20and%20requirements) mandate the indicative hours for this focus area. |
| Guiding questions | How can various approaches to textual appreciation and analysis deepen understanding of what it means to be human?  How do texts provide insight into emotional, intellectual, physical, cultural and lived experiences?  In what ways do storytelling and the representation of human experiences in texts illustrate the tension between agency and conformity? |
| Assessment | **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. |
| Outcome codes | A student:   * **EEA-12-01** evaluates the ways an author’s choice of textual forms and features shapes meaning in texts from different modes and mediums * **EEA-12-02** analyses the ways context, cultural references and perspectives influence composition and audience response * **EEA-12-05** composes critical and creative texts that use textual form and language features to shape meaning for a range of purposes and audiences |
| Text and text requirements | 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’ |

## Language, identity and culture – 12.2

In this focus area, students explore how language shapes individual and collective identity by analysing its use in expressing personal, social and cultural complexities. They study one prescribed text and various short texts to understand how language influences perceptions of identity in different contexts. Through close language study, they experiment with choices that affirm or challenge assumptions about individuals and cultures. Targeted English language study focuses on vernaculars and idioms, enabling students to reflect on diverse representations of identity while composing texts that convey a range of perspectives.

Table 5 – English EAL/D Year 12, program 2 – Language, identity and culture

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | Language, identity and culture |
| Indicative hours | 30 hours – the course requirements of the [Year 12 course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=Year%2012%20course%20structure%20and%20requirements) mandate the indicative hours for this focus area. |
| Guiding questions | What role do textual forms and conventions play in shaping the expression of personal, social and cultural identity?  In what ways do texts from diverse authors provide insights into different cultural perspectives and experiences?  How can experimenting with various language forms and features in written compositions effectively convey multiple perspectives on culture and identity, challenge prevailing assumptions about identity while exploring personal and others’ experiences? |
| Assessment | **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. |
| Outcome codes | A student:   * **EEA-12-01** evaluates the ways an author’s choice of textual forms and features shapes meaning in texts from different modes and mediums * **EEA-12-02** analyses the ways context, cultural references and perspectives influence composition and audience response * **EEA-12-04** communicates ideas, perspectives and arguments in a range of modes for a variety of purposes, audiences and contexts * **EEA-12-05** composes critical and creative texts that use textual form and language features to shape meaning for a range of purposes and audiences |
| Text and text requirements | Law M *Miss Peony* (d) |

## Close study of text – 12.3

In this focus area, students engage in a close study of a substantial literary text, developing their understanding and appreciation of its content, form and language. They experiment with interpretive approaches to uncover the text’s meaning and significance while expanding their vocabulary for analysis and response. Targeted English language study focuses on how language shapes meaning and the specific conventions of the literary form. Students learn to identify the effects of language features and narrative perspectives, composing extended texts that explore the relationship between content, form and language, and crafting informed arguments supported by textual analysis. They use descriptive and persuasive vocabulary to create cohesive interpretations in various modes.

Table 6 – English EAL/D Year 12, program 3 – Close study of text

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | Close study of text |
| Indicative hours | 30 hours – the course requirements of the [Year 12 course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=Year%2012%20course%20structure%20and%20requirements) mandate the indicative hours for this focus area. |
| Guiding questions | How do language features and stylistic choices in a text create specific effects?  In what ways does the context of a literary work influence its interpretation, and how can examining different narrative points of view reveal deeper insights into the author’s ideas and values?  How can we critically examine how authors manipulate and challenge literary conventions to enhance our understanding of the text’s themes and messages? |
| Assessment | **Multimodal composition** – this task will contain 2 parts.   * Part A – 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. * Part B – artist statement. Students will compose an artist’s statement of intent that 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. |
| Outcome codes | A student:   * **EEA-12-02** analyses the ways context, cultural references and perspectives influence composition and audience response * **EEA-12-03** analyses the connections between texts * **EEA-12-05** composes critical and creative texts that use textual form and language features to shape meaning for a range of purposes and audiences * **EEA-12-06** explains how choices of language, form and structure can shape meaning in own compositions |
| Text and text requirements | Wright J *Judith Wright: Collected Poems* (p)   * ‘Northern River’, ‘The Hawthorn Hedge’, ‘The Bushfire’, ‘The Killer’, ‘Flame Tree in a Quarry’, ‘Train Journey’, ‘Magpies’ |

## Writing – 12.4

In this focus area, students develop and refine their writing, speaking and representing skills by creating a variety of texts to communicate information, ideas and values for different purposes and audiences. They analyse and reflect on the expressive and imaginative qualities of diverse texts, using them as models to experiment with techniques and styles in their own imaginative, discursive and persuasive works. Students generate ideas, experiment with language choices and apply conventions of form and structure, planning and refining their spoken and written texts to effectively influence readers.

Table 7 – English EAL/D Year 12, program 4 – Writing

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | Writing |
| Indicative hours | 30 hours – the course requirements of the [Year 12 course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=Year%2012%20course%20structure%20and%20requirements) mandate the indicative hours for this focus area. The [Teaching advice for Writing](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/content/year-12/fa39d1c98a?show=advice) indicates that ‘This focus area is taught concurrently so students can incorporate into their writing the essential knowledge and skills from other focus areas’. |
| Guiding questions | How can we effectively experiment with various interpretive approaches to uncover the meaning and significance of a text?  In what ways does analysing the specific language forms and conventions of a range of texts help us understand how authors shape meaning and engage with their readers?  What implications does critically examining how authors manipulate and challenge literary conventions have for our own reading and writing practices? |
| Assessment | **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 |
| Outcome codes | A student:   * **EEA-12-01** evaluates the ways an author’s choice of textual forms and features shapes meaning in texts from different modes and mediums * **EEA-12-02** analyses the ways context, cultural references and perspectives influence composition and audience response * **EEA-12-04** communicates ideas, perspectives and arguments in a range of modes for a variety of purposes, audiences and contexts * **EEA-12-05** composes critical and creative texts that use textual form and language features to shape meaning for a range of purposes and audiences |
| Text and text requirements | A range of short texts including:   * Armstrong E ‘My Island Home and Away’ in *Growing up Torres Strait Islander in Australia* (nf) * Cheng M ‘A Good and Pleasant Thing’ (pf) * Money J ‘If I write a poem’ (p) |

# 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) 2.2.2, 2.3.2, 3.2.2 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 scope and sequence

**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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