English EAL/D 11–12 – sample syllabus requirements planner

This sample syllabus requirements planner 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). This planner identifies key requirements for planning and implementing the English EAL/D 11–12 syllabus and assessment requirements.

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# Rationale

The syllabus requirements planner will be particularly 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 syllabus and the policies and procedures identified within the planner. This planner has been designed to assist teachers in NSW Department of Education (DoE) schools as they plan the implementation of the [English EAL/D 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview) (NESA 2024) to deliver teaching and learning practices that are contextualised to their classroom.

All NSW public schools need to plan curriculum 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, 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 and NESA’s [Registration process](https://www.nsw.gov.au/education-and-training/nesa/registration-and-compliance/government-schools/registration-process) for the NSW government schooling system manual. These are referenced throughout the planner and should be consulted to ensure all curriculum materials reflect requirements.

## Purpose, audience and suggested timeframes

Many schools will have their own planning 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.

**Teacher note**: each school is responsible for selecting texts appropriate for the learning needs of their students and their community context. This is reflective of the guidelines within the NSW Department of Education’s [Curriculum planning and programming, assessing and reporting to parents K-12](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290) policy and the [Controversial issues in schools](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290-03) policy.

The texts suggested in this syllabus requirements planner provide one way to address the text requirements for the [English EAL/D 11–12](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course) Syllabus and the [HSC English prescriptions 2027–2028](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=HSC%20English%20prescriptions%202027%E2%80%932028). The suggested texts are provided to spark curiosity for teachers. For students, they may act as quality models to support their understanding and responding.

The planner should be a live document that is completed collaboratively and reviewed periodically. This supports a consistent implementation of NESA and department policy requirements and whole-school and faculty requirements. It also establishes a shared vision for the scope of subject English and guides long-term design of teaching and learning programs. This shows that curriculum design and implementation is a dynamic and contextually specific process. This planner represents one way to map requirements, and it contains:

* instructions for how it could be used by English teachers and faculties
* direct links to policies and useful resources.

## Opportunities for collaboration

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

* Complete the planning as a faculty or course coordination team.
* Upload the document to a shared drive as a ‘live’ document and evaluate the plans at key points throughout the year.
* Cross-reference the plans against the content within teaching and learning programs/units, scope and sequences, assessment schedules, assessment notifications and student resources.
* Keep a copy of this document in a folder or drive alongside other organisational and compliance-related materials.

The information for each syllabus requirements planner comes from the relevant NESA information. It is important all collaborators re-read and cross reference the relevant syllabus and assessment and reporting information on the NESA [English syllabuses website](https://curriculum.nsw.edu.au/learning-areas/english). This ensures your practice is an accurate reflection of all requirements. Links contained within this resource were correct as of 28 January 2025.

**Teacher note: this syllabus requirements planner 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.**

# Year 11 English EAL/D planning sample

This planning sample contains an outline of how to use this as a support in the planning and evaluation process for Stage 6 English EAL/D. The guidelines contained are one way collaborative planning can occur. Using tools that support a collaborative approach to planning and implementation of teaching and learning is supported by extensive research, including CESE’s research [What works best 2020 update](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update), which is well worth exploring.

Table 1 – Year 11 assessment, teaching and learning plans

|  |  |  |  |
| --- | --- | --- | --- |
| Syllabus component | Focus area – Reading to write: Transition to English EAL/D | Focus area – Texts and society | Focus area – Close study of text |
| Unit timing  [Identify hours and order of program delivery. Check the English EAL/D [Year 11 course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#course-structure-and-requirements-english_eald_11_12_2024:~:text=Year%2011%20course%20structure%20and%20requirements) for mandated delivery.] | 40 hours  [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#course-structure-and-requirements-english_eald_11_12_2024:~:text=complete%20Reading%20to%20write%3A%20Transition%20to%20English%20EAL/D%20as%20the%20first%20unit%20of%20work). | 40 hours  [Texts and society](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/content/year-11/fad137d596) will be completed as the second focus area. | 40 hours  [Close study of text](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/content/year-11/fa89545736) will be completed as the third focus area. |
| Text(s) and textual form  [[There are no prescribed texts for Year 11](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=There%20are%20no%20prescribed%20texts%20for%20Year%2011.). Identify the full name, publisher’s details and the textual form of the text(s) being taught within this focus area. Identify which is the core text and which are supporting texts. Ensure that none of the texts you have selected are on the NESA [HSC English prescriptions 2027–2028](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=The%20HSC%20English%20prescriptions%202027%E2%80%932028%20provides%20essential%20information%20for%20HSC%20study%20for%20all%20English%2011%E2%80%9312%20courses.). Confirm that no supporting texts are found on the [Drama Stage 6 Prescriptions](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus/course-prescriptions-2025-2027) to make sure that you do [‘not teach any HSC course prescriptions until the commencement of the HSC course(s)’ (ACE rule 3.1.2.5).](https://curriculum.nsw.edu.au/ace-rules/ace3/course-commencement#acerule=n3_1_starting_hsc_courses)The alignment to the across Stage 6 text requirements is outlined in Table 5.] | A range of short texts including:   * Dalton T (2021) ‘Dear Kath’ in *Love Stories,* Harper Collins, Sydney, ISBN: 9781460760932 (nf) * Musa O (2016) ‘You Think You Know’ in Carlin D & Rendle-Short F (eds) *The Near and the Far: new stories from the Asia-Pacific Region,* Scribe Publications, Brunswick, ISBN: 9781925321562 (pf) * O’Neill L (2024) ‘The tent village in Musgrave Park’ in *Meanjin* *83.4,* Melbourne University Publishing, Melbourne, ISBN: 9780522880595 (nf) | A range of short texts including:   * Mununggurr-Williams M (2018) [Double Threat (2:22)](https://www.youtube.com/watch?v=dJtSRx7XwOo) (pp) | Perkins R (2009) *Bran Nue Dae,* Roadshow Entertainment, Australia (f) |
| Assessment due date  [State the day, date, term and year.] | Term 1, Week 9 [TBD] | Term 2, Week 9 [TBD] | Term 3, Week 9 (examination period) [TBD] |
| Assessment outline  [Provide a brief outline of the core components of the formal assessment task, including the modes assessed.]  [Note that 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) requirements state that [a task with a 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=assessment%20tasks%2C%20including%3A-,a%20task%20with%20a%20listening%20component,-a%20formal%20written) be included.] | **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.  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=assessment%20tasks%2C%20including%3A-,a%20task%20with%20a%20listening%20component,-a%20formal%20written) 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 |
| Formal assessment outcomes  [Use the syllabus outcome code(s). Aim for 3 to 4. This provides colleagues with an opportunity to cross reference knowledge, skills and understanding in relation to purpose and product.] | 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 | 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 | 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 |
| Important information for the teaching and learning unit  [Record important notes for the unit writer(s). You might explain essential activities, resources or evaluation notes, and so on. You might refer to evaluation documents they could use to assist their writing process.] | [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#course-structure-and-requirements-english_eald_11_12_2024:~:text=complete%20Reading%20to%20write%3A%20Transition%20to%20English%20EAL/D%20as%20the%20first%20unit%20of%20work).  [Engage in speaking and listening components in each focus area.](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=study%20of%20text-,engage%20in%20speaking%20and%20listening%20components%20in%20each%20focus%20area.,-The%20modes%20of) | The required [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=assessment%20tasks%2C%20including%3A-,a%20task%20with%20a%20listening%20component,-a%20formal%20written) is assessed in this focus area.  [Engage in speaking and listening components in each focus area.](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=study%20of%20text-,engage%20in%20speaking%20and%20listening%20components%20in%20each%20focus%20area.,-The%20modes%20of) | [Engage in speaking and listening components in each focus area.](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=study%20of%20text-,engage%20in%20speaking%20and%20listening%20components%20in%20each%20focus%20area.,-The%20modes%20of) |
| Staff responsible for the teaching and learning unit, resource creation, assessment notification and the associated timeline  [Identify the names of the staff responsible for writing or updating the unit and associated material. Also include due dates.] |  |  |  |
| In addition to Reading, Writing and Representing, the modes addressed throughout the teaching and learning unit include  [Outline the core modes, as per the focus areas, selected outcomes and the assessment. This helps ensure students are supported to develop a range of knowledge and skills.]  [It is a requirement of the Year 11 English EAL/D course to [engage in speaking and listening components in each focus area.](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=study%20of%20text-,engage%20in%20speaking%20and%20listening%20components%20in%20each%20focus%20area.,-The%20modes%20of)] | * Speaking [TBD] * Listening [TBD] * Viewing [TBD] | * Speaking [TBD] * Listening [TBD] * Viewing [TBD] | * Speaking [TBD] * Listening [TBD] * Viewing [TBD] |
| Evaluation results and plans for the future delivery of this content  [Evaluate the unit in consultation with students and staff, record the evaluations and implement them prior to the next teaching and learning cycle.] |  |  |  |

## Year 11 course structure and requirements

For the English EAL/D Year 11 course, students are required to:

* complete 120 indicative hours
* complete Reading to write: Transition to English EAL/D as the first unit of work
* complete Texts and society; and Close study of text
* engage in speaking and listening components in each focus area.

The modes of speaking and listening are integral to the development of language skills for students in their acquisition of the English language. For some students with disability, teachers will need to consider relevant and appropriate [adjustments](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/adjustments) to speaking, listening and communication experiences in the context of the [*English EAL/D 11–12 Syllabus*](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course).

**Text requirements**

There are no prescribed texts for Year 11.

Students are required to study ONE quality literary text; for example, a film, prose fiction, a drama or a poetry study which may constitute a selection of poems from the work of one poet.

Consult NESA’s English EAL/D [Course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#course-structure-and-requirements-english_eald_11_12_2024) and [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) to ensure you are meeting all requirements. Use the department’s [Stage 6 – monitoring implementation and support](https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/leading-curriculum-dels-principals/stage-6-monitoring-and-support). It is also essential all text choices align with the [Controversial issues in schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) and [Comply with audiovisual material requirements](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290-03#section3:~:text=Comply%20with%20audiovisual%20material%20requirements). Follow the department’s guidelines for communicating with parents and carers about texts. The templates in [Text selection notification](https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/explaining-curriculum-pcc/texts-used-in-classrooms/text-selection-notification) have been created as a guide and should be adapted as necessary to suit each school’s specific context. The guidelines for [Selecting texts](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10/how-to-use-english-core-texts#:~:text=and%20licencing%20information.-,Selecting%20texts,-When%20considering%20texts) for English 7–10 are also relevant for Stage 6.

The components and weightings for Year 11 are mandatory and are outlined in 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 syllabus. This will assist your planning for this requirement.

Table 2 – Year 11 English EAL/D course requirements

|  |  |  |  |
| --- | --- | --- | --- |
| Focus area and indicative hours | Text requirements addressed in the focus area | [School name] text selections | Assessed outcomes, component and weighting |
| [Reading to write: Transition to English EAL/D](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/content/year-11/fa1ef6c784)  40 hours | * Texts that are widely regarded as quality literature * A range of Australian texts * Texts with a range of social, cultural and gender perspectives | 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) | **EEA-11-03**, **EEA-11-04**, **EEA-11-05**, **EEA-11-06**  **Writing portfolio** (30%)   * Part A – compose a persuasive, discursive or imaginative text (500 words) (15%) * Part B – reflection (500 words) (15%) |
| [Texts and society](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/content/year-11/fad137d596)  40 hours | * Texts that are widely regarded as quality literature * A range of Australian texts * Texts authored by Aboriginal and/or Torres Strait Islander Peoples * Offers a range of social, cultural and gender perspectives * Integrated modes of Speaking, Listening, Viewing and Representing | A range of short texts including:   * Mununggurr-Williams M [Double Threat (2:22)](https://www.youtube.com/watch?v=dJtSRx7XwOo) (pp) | **EEA-11-02**, **EEA-11-04**, **EEA-11-05**  **Multimodal podcast** (35%) |
| [Close study of text](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/content/year-11/fa89545736)  40 hours | * Australian text * Texts authored by Aboriginal and/or Torres Strait Islander Peoples * Offers a range of social, cultural and gender perspectives * Integrated modes of Speaking, Listening, Viewing and Representing | Perkins R *Bran Nue Dae* (f) | **EEA-11-01, EEA-11-02, EEA-11-04, EEA-11-05**  **Examination** (35%)   * Part A – short answer questions connected to the focus area (5%) * Part B – an extended response on the model text (30%) |

# Year 12 English EAL/D planning sample

Guidance for using this table is provided above within the Year 11 English EAL/D planning sample.

This sample contains the feature of pre-filled cells that allow you to select the prescribed texts set for study. The individual poems set for study within each poetry anthology are not included in the drop-down menu options. Please ensure you have the list of all poems set for study and your learning sequences cover all poems. The instructions provided in the column labelled ‘Syllabus planning component’ should be enacted across all columns as part of the planning process.

Table 3 – Year 12 assessment, teaching and learning plans

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Syllabus planning component | Focus area – Texts and human experiences | Focus area – Language, identity and culture | Focus area – Close study of text | Focus area – Writing |
| Unit timing  [Identify hours and order of program delivery. Check the [English EAL/D 11–12 Syllabus course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#course-structure-and-requirements-english_eald_11_12_2024) for mandated delivery.] | 30 hours  [Texts and human experiences.](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/content/year-12/fa1cdf0291)  [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) | 30 hours  [Language, identity and culture](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/content/year-12/fa7008e764) will be completed as the second unit of work. | 30 hours  [Close study of text](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/content/year-12/fa5e40db92) will be completed as the third unit of work. | 30 hours  [Writing – this focus area is taught concurrently.](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/content/year-12/fa39d1c98a?show=advice#:~:text=This%20focus%20area%20is%20taught%20concurrently) |
| ****Text(s) and textual form****  [Ensure your core text is drawn from the NESA [HSC English prescriptions 2027–2028](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=The%20HSC%20English%20prescriptions%202027%E2%80%932028%20provides%20essential%20information%20for%20HSC%20study%20for%20all%20English%2011%E2%80%9312%20courses.) and the text requirements. Confirm that no supporting texts are found on the [Drama Stage 6 Prescriptions](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus#:~:text=Syllabus%20(2009)%20Word-,HSC%20course%20prescriptions,-The%20HSC%20course) to make sure that you do [‘not teach any HSC course prescriptions until the commencement of the HSC course(s)’ (ACE rule 3.1.2.5).](https://curriculum.nsw.edu.au/ace-rules/ace3/course-commencement#acerule=n3_1_starting_hsc_courses)] | van Neerven, Ellen (ed), Flock: First Nations Stories Then and Now, University of Queensland Press, 2021, ISBN: 9780702263033 (pf) | Law, Michelle, Miss Peony, Currency Press, 2023, ISBN: 9781760628178 (d) | Wright, Judith, Judith Wright: Collected Poems, HarperCollins, 2016, ISBN: 9780207181351 (p) | [The selections of texts for the focus area of Writing do not contribute to the required pattern of prescribed texts for the course.](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=The%20selections%20of%20texts%20for%20the%20focus%20area%20of%20Writing%20do%20not%20contribute%20to%20the%20required%20pattern%20of%20prescribed%20texts%20for%20the%20course.)   * Armstrong E ‘My Island Home and Away’ from Faulkner S (ed) (2024) *Growing up Torres Strait Islander in Australia*, Black Inc, ISBN: 9781760644420 (nf) * Cheng M (2017) ‘A Good and Pleasant Thing’ from *Australia Day*, Text Publishing, ISBN: 9781925603972 (pf) * Money J (2021) ‘if I write a poem’ from *how to make a basket*, University of Queensland Press, ISBN: 9780702263385 (p) |
| Assessment due date  [State the day, date, term and year.] | Term 4, Week 8 [TBC] | Term 1, Week 7 [TBC] | Term 2, Week 6 [TBC] | Term 3 – Trial HSC examination period [TBC] |
| Assessment outline  [Provide a brief outline of the core components of the formal assessment task, including the modes assessed.]  [Note that 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) requirements state that a task with ‘[a listening component’ be included](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=focus%20area%20Writing-,a%20task%20with%20a%20listening%20component,-a%20formal%20written).] | **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 work 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 |
| Formal assessment outcomes  [Use the syllabus outcome code(s). Aim for 3 to 4. This provides colleagues with an opportunity to cross reference knowledge, skills and understanding in relation to purpose and product.] | 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 | 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 | 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 | 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 |
| Important information for the teaching and learning unit  [Record important notes for the unit writer(s). You might explain essential activities, resources or evaluation notes, and so on. You might refer to evaluation documents they could use to assist their writing process.] | [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)  [Engage in speaking and listening components in each focus area.](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=text%3B%20and%20Writing-,engage%20in%20speaking%20and%20listening%20components%20in%20each%20focus%20area.,-The%20modes%20of) | [Engage in speaking and listening components in each focus area.](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=text%3B%20and%20Writing-,engage%20in%20speaking%20and%20listening%20components%20in%20each%20focus%20area.,-The%20modes%20of) | 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 assessed in this focus area.  [Engage in speaking and listening components in each focus area.](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=text%3B%20and%20Writing-,engage%20in%20speaking%20and%20listening%20components%20in%20each%20focus%20area.,-The%20modes%20of) | [This focus area is taught concurrently.](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/content/year-12/fa39d1c98a?show=advice#:~:text=This%20focus%20area%20is%20taught%20concurrently)  [The selections of texts for the focus area of Writing do not contribute to the required pattern of prescribed texts for the course.](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=The%20selections%20of%20texts%20for%20the%20focus%20area%20of%20Writing%20do%20not%20contribute%20to%20the%20required%20pattern%20of%20prescribed%20texts%20for%20the%20course.) |
| Staff responsible for the teaching and learning unit, resource creation, assessment notification and the associated timeline  [Identify the names of the staff responsible for writing or updating the unit and associated material. Also include due dates.] |  |  |  |  |
| In addition to Reading, Writing and Representing, the modes addressed throughout the teaching and learning unit include  [Outline the core modes, as per the focus areas, selected outcomes and the assessment. This helps ensure students are supported to develop a range of knowledge and skills.]  [It is a requirement of the Year 12 English EAL/D course to [engage in speaking and listening components in each focus area.](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=text%3B%20and%20Writing-,engage%20in%20speaking%20and%20listening%20components%20in%20each%20focus%20area.,-The%20modes%20of)] | * Speaking [TBD] * Listening [TBD] * Viewing [TBD] | * Speaking [TBD] * Listening [TBD] * Viewing [TBD] | * Speaking [TBD] * Listening [TBD] * Viewing [TBD] | * Speaking [TBD] * Listening [TBD] * Viewing [TBD] |
| Evaluation results and plans for future delivery of this content  [Evaluate the unit in consultation with students and staff, record the evaluations and implement them prior to the next teaching and learning cycle.] |  |  |  |  |

## Year 12 course structure and requirements

**For the English EAL/D Year 12 course, students are required to:**

* complete the Year 11 course as a prerequisite
* complete 120 indicative hours
* complete Texts and human experiences as the first unit of work
* complete Language, identity and culture; Close study of text; and Writing
* engage in speaking and listening components in each focus area.

**The modes of speaking and listening are integral to the development of language skills for students in their acquisition of the English language. For some students with disability, teachers will need to consider relevant and appropriate** [adjustments](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/adjustments) **to speaking, listening and communication experiences in the context of the** [*English EAL/D 11–12 Syllabus*.](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course)

**Text requirements**

**Students are required to closely study 3 types of prescribed texts, with ONE drawn from each of the following categories:**

* prose fiction
* poetry
* drama OR film OR media OR nonfiction.

[The selections of texts for the focus area of Writing do not contribute to the required pattern of prescribed texts for the course.](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=The%20selections%20of%20texts%20for%20the%20focus%20area%20of%20Writing%20do%20not%20contribute%20to%20the%20required%20pattern%20of%20prescribed%20texts%20for%20the%20course.)

Consult NESA’s English EAL/D [Course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#course-structure-and-requirements-english_eald_11_12_2024), [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) and [HSC English prescriptions 2027–2028](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=The%20HSC%20English%20prescriptions%202027%E2%80%932028%20provides%20essential%20information%20for%20HSC%20study%20for%20all%20English%2011%E2%80%9312%20courses.) documents to ensure you are familiar with all requirements. It is also essential all text choices align with the [Controversial issues in schools](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290-03.html) policy and [Comply with audiovisual material requirements](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290-03#section3:~:text=Comply%20with%20audiovisual%20material%20requirements). Follow the department’s guidelines for communicating with parents and carers about texts. The templates in [Text selection notification](https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/explaining-curriculum-pcc/texts-used-in-classrooms/text-selection-notification) have been created as a guide and should be adapted as necessary to suit each school’s specific context. The guidelines for [Selecting texts for English 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10/how-to-use-english-core-texts#:~:text=and%20licencing%20information.-,Selecting%20texts,-When%20considering%20texts) are also relevant for Stage 6.

The components and weightings for Year 12 are mandatory and are outlined in 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 syllabus. This will assist your planning for this requirement.

Table 4 – Year 12 English EAL/D course requirements

|  |  |  |  |
| --- | --- | --- | --- |
| Focus area and indicative hours | Text requirements addressed in the focus area | Prescribed text(s) | Assessed outcomes, components and weighting |
| [Texts and human experiences](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/content/year-12/fa1cdf0291)  30 hours | * Prose fiction * Texts widely regarded as quality literature * Australian text * Texts authored by Aboriginal and/or Torres Strait Islander Peoples * Offers a range of social, cultural and gender perspectives * Integrated modes of reading and representing | van Neerven, Ellen (ed), Flock: First Nations Stories Then and Now, University of Queensland Press, 2021, ISBN: 9780702263033 (pf) | **EEA-12-01, EEA-12-02**, **EEA-12-05**  **Short answer and extended analytical response** – 20%  This task has 2 parts:   * Part A – short answer (10%) * Part B – extended analytical response (10%) |
| [Language, identity and culture](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/content/year-12/fa7008e764)  30 hours | * Drama * Texts widely regarded as quality literature * A range of Australian texts * Offers a range of social, cultural and gender perspectives * Integrated modes of reading and representing | Law, Michelle, Miss Peony, Currency Press, 2023, ISBN: 9781760628178 (d) | **EEA-12-01, EEA-12-02, EEA-12-04, EEA-12-05**  **Extended discursive response** (20%) |
| [Close study of text](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/content/year-12/fa5e40db92)  30 hours | * Poetry * Texts widely regarded as quality literature * A range of Australian texts * Offers a range of social, cultural and gender perspectives * Integrated modes of reading and representing | Wright, Judith, Judith Wright: Collected Poems, HarperCollins, 2016, ISBN: 9780207181351 (p) | **EEA-12-02**, **EEA-12-03**, **EEA-12-05**, **EEA-12-06**  **Multimodal composition** (20%)  This task will contain 2 parts:   * Part A – multimodal composition (10%) * Part B – artist statement (10%) |
| [Writing](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/content/year-12/fa39d1c98a)  30 hours | * Texts widely regarded as quality literature * A range of Australian texts * Texts authored by Aboriginal and/or Torres Strait Islander Peoples * Offers a range of social, cultural and gender perspectives * Integrated modes of reading and representing | There are no prescribed texts for this focus area. Texts chosen for study are included below.   * Armstrong E ‘My Island Home and Away’ (nf) * Cheng M ‘A Good and Pleasant Thing’ (pf) * Money J ‘If I write a poem’ (p) | **EEA-12-01, EEA-12-02**, **EEA-12-04**, **EEA-12-05**  **Trial HSC examination** (40%)  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%) |

# Across Stage 6 English EAL/D requirements

Consult the [English EAL/D 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview) (NESA 2024) for the outline of the [Course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#course-structure-and-requirements-english_eald_11_12_2024). Across Stage 6 the selection of texts must give students experience of the requirements detailed in the table below.

Table 5 – across Stage 6 English EAL/D requirements

|  |  |  |
| --- | --- | --- |
| Across Stage 6 requirements | Year 11 | Year 12 |
| Texts that are widely regarded as quality literature | * Dalton T ‘Dear Kath’ – Reading to write: Transition to English EAL/D | * van Neerven E (ed) *Flock: First Nations Stories Then and Now* – Texts and Human Experiences * Law M *Miss Peony –* Language, identity and culture * Wright J *Judith Wright: Collected Poems* – Close study of texts |
| A range of Australian texts | * Musa O ‘You Think You Know’ – Reading to write: Transition to English EAL/D * Dalton T ‘Dear Kath’ – Reading to write: Transition to English EAL/D * Mununggurr-Williams M [Double Threat (2:22)](https://www.youtube.com/watch?v=dJtSRx7XwOo) – Texts and society | * van Neerven E (ed) *Flock: First Nations Stories Then and Now* – Texts and Human Experiences * Law M *Miss Peony –* Language, identity and culture * Wright J *Judith Wright: Collected Poems* *–* Close study of texts * Money J ‘If I write a poem*’* – Writing * Armstrong E ‘My Island Home and Away’ – Writing |
| A range of texts authored by Aboriginal and/or Torres Strait Islander Peoples  [See the NESA syllabus for considerations for the selection and teaching of [Texts authored by Aboriginal and/or Torres Strait Islander Peoples](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#texts-authored-by-aboriginal-andor-torres-strait-islander-peoples-english_eald_11_12_2024).] | * Perkins R *Bran Nue Dae* – Close Study of Text * Mununggurr-Williams M [Double Threat (2:22)](https://www.youtube.com/watch?v=dJtSRx7XwOo) – Texts and society | * van Neerven E (ed) *Flock: First Nations Stories Then and Now* – Texts and Human Experiences * Money J ‘If I write a poem’– Writing * Armstrong E ‘My Island Home and Away’ – Writing |
| Prose fiction | * Musa O ‘You Think You Know’ – Reading to write: Transition to English EAL/D | * van Neerven E (ed) *Flock: First Nations Stories Then and Now* – Texts and Human Experiences |
| Drama |  | * Law M *Miss Peony –* Language, identity and culture |
| Poetry | * Mununggurr-Williams M [Double Threat (2:22)](https://www.youtube.com/watch?v=dJtSRx7XwOo) – Texts and society | * Wright J *Judith Wright: Collected Poems* *–* Close study of texts * Money J ‘If I write a poem’ – Writing |
| Nonfiction | * Dalton T ‘Dear Kath’ – Reading to write: Transition to English EAL/D * O’Neill L ‘The tent village at Musgrave Park’ – Reading to write: Transition to English EAL/D | * Armstrong E ‘My Island Home and Away’ – Writing |
| Film | * Perkins R *Bran Nue Dae* – Close Study of Text |  |
| Media | * O’Neill L ‘The tent village at Musgrave Park’ – Reading to write: Transition to English EAL/D |  |
| Digital texts | [TBD] | [TBD] |
| Texts with a range of social, cultural and gender perspectives  [This is an indication of the texts alignment to the focus area, this will be refined based on the approach taken in the teaching and learning program.] | **Social perspectives** –   * Musa O ‘You Think You Know’ – Reading to write: Transition to English EAL/D * Perkins R *Bran Nue Dae* – Close study of text * Dalton T ‘Dear Kath’ – Reading to write: Transition to English EAL/D * Mununggurr-Williams M [Double Threat (2:22)](https://www.youtube.com/watch?v=dJtSRx7XwOo) – Texts and society   **Cultural perspectives** –   * Musa O ‘You Think You Know’ – Reading to write: Transition to English EAL/D * Perkins R *Bran Nue Dae* – Close study of text * Mununggurr-Williams M [Double Threat (2:22)](https://www.youtube.com/watch?v=dJtSRx7XwOo) – Texts and society   **Gender perspectives** –   * Musa O ‘You Think You Know’ – Reading to write: Transition to English EAL/D * Mununggurr-Williams M [Double Threat (2:22)](https://www.youtube.com/watch?v=dJtSRx7XwOo) – Texts and society | **Social perspectives** –   * van Neerven E (ed) *Flock: First Nations Stories Then and Now* – Texts and human experiences * Law M *Miss Peony –* Language, identity and culture * Wright J *Judith Wright: Collected Poems* *–* Close study of text   **Cultural perspectives** –   * van Neerven E (ed) *Flock: First Nations Stories Then and Now* – Texts and human experiences * Law M *Miss Peony –* Language, identity and culture * Wright J *Judith Wright: Collected Poems* *–* Close study of texts * Money J ‘If i write a poem*’* – Writing * Armstrong E ‘My Island Home and Away’ – Writing   **Gender perspectives** –   * van Neerven E (ed) *Flock: First Nations Stories Then and Now* – Texts and human experiences * Law M *Miss Peony –* Language, identity and culture * Wright J *Judith Wright: Collected Poems* *–* Close study of text |
| Integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate  [This is an indication of the texts alignment to the focus area, this will be refined based on the approach taken in the teaching and learning program.]  [Reading, writing and representing apply to all texts in English.] | **Listening** –   * Perkins R *Bran Nue Dae* – Close study of text   **Speaking** –   * Mununggurr-Williams M [Double Threat (2:22)](https://www.youtube.com/watch?v=dJtSRx7XwOo) (pp) – Texts and society   **Viewing** –   * Perkins R *Bran Nue Dae* – Close study of text | **Listening** –   * Wright J *Judith Wright: Collected Poems* *–* Close study of text   **Speaking** –   * Law M *Miss Peony –* Language, identity and culture   **Viewing** – |

# Important resources for teaching English EAL/D

The table below contains a range of important websites and documents that should be used to inform the planning of English EAL/D syllabus delivery.

Table 6 – important resources for teaching English EAL/D

|  |  |
| --- | --- |
| Title and link | Relevance for English EAL/D teaching |
| NESA – [English syllabuses](https://curriculum.nsw.edu.au/learning-areas/english) | The first source that should be accessed for all teaching and learning information related to Stage 6 English. The NSW Education Standards Authority (NESA) is responsible for the syllabus materials used to teach in NSW and the HSC examination. |
| NESA – [English EAL/D 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview) | The Stage 6 syllabuses reflect NSW and nationally agreed educational goals. They provide broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes important for students. Syllabuses are aligned to the Australian Core Skills Framework (ACSF) and include the content of the Australian Curriculum as well as additional descriptions that clarify the scope and depth of learning.  NESA syllabuses support a standards-referenced approach to assessment by detailing the important knowledge, understanding, skills, values and attitudes students will develop and outlining clear standards of what students are expected to know and be able to do. |
| NESA – [HSC English prescriptions 2027–2028](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=The%20HSC%20English%20prescriptions%202027%E2%80%932028%20provides%20essential%20information%20for%20HSC%20study%20for%20all%20English%2011%E2%80%9312%20courses.) | The HSC English prescriptions 2027–2028 can be downloaded from the [Course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#course-structure-and-requirements-english_eald_11_12_2024) section of the syllabus, or found in the files in the [Teaching and learning support](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/teaching-and-learning) tab. This provides essential information about texts prescribed for HSC study for all English courses. There is a link to the English prescriptions provided on each Stage 6 English syllabus page. |
| NESA – [Assessment](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/assessment) in English EAL/D | This part of the syllabus provides advice and requirements for school-based assessment programs for Year 11 and Year 12. It also provides information about the Performance band descriptions and HSC examination specifications.  Performance band descriptions give information about the typical performance of students in the relevant ‘bands’ in English EAL/D for the HSC from 2017. All students who complete the course receive a grade representing their overall achievement on school-based assessment. |
| NESA – [Assessment and Reporting](https://curriculum.nsw.edu.au/assessment-and-reporting) | This webpage provides links to resources covering school-based assessment requirements, the principles of effective assessment, assessment in practice and the awarding of grades in Stage 6. |
| NESA – [Course prescriptions for Drama Stage 6 2025–2027](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus/course-prescriptions-2025-2027) | The study of texts prescribed in any course for the Higher School Certificate examination may not begin before the completion of the Preliminary course. ‘Study’ here means teacher-directed study and does not apply to attending performances in the Preliminary course of any plays prescribed as HSC texts in Australian Drama and Theatre, Studies in Drama and Theatre, or the Design list for the Individual Project. Students should not be involved in productions of any of these texts during the Preliminary year. |
| NESA – [ACE Rules](https://curriculum.nsw.edu.au/ace-rules) | Assessment Certification Examination (ACE) provides current, easily accessible information to principals, teachers, parents and students about the rules and procedures set by NESA for secondary education in New South Wales.  **Commencement of study of prescribed texts**: [ACE rule 3.1.2](https://curriculum.nsw.edu.au/ace-rules/ace3/course-commencement#acerule=n3_1_starting_hsc_courses) mandates that ‘in Stage 6, schools must not teach any HSC course prescriptions until the commencement of the HSC course(s)’. |
| NESA – [Compressed HSC curriculum delivery](https://www.nsw.gov.au/education-and-training/nesa/about/policies-and-procedures/compressed-hsc-delivery) | NESA provides advice and guidelines for schools enacting a compressed curriculum delivery model. This includes information about course commencement dates for Year 11 and Year 12. [ACE rule 13.2.1](https://curriculum.nsw.edu.au/ace-rules/ace13/compressed#acerule=n13_1_delivering_compressed_curriculum) provides additional guidance regarding the delivery of a compressed curriculum. |
| NSW DoE – [Stage 6 – monitoring implementation and support](https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/leading-curriculum-dels-principals/stage-6-monitoring-and-support) | This information provides guidance for schools when developing monitoring procedures to ensure Year 11 and Year 12 courses and student patterns of study comply with NESA and department requirements for the HSC. [Record of school achievement (RoSA)](https://education.nsw.gov.au/teaching-and-learning/assessment/rosa) information provides guidance for schools when developing monitoring procedures for the Record of School Achievement (RoSA). |
| NSW DoE – [English EAL/D 11–12 Syllabus (2024) – information for school leaders](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/leading-english-k-12/leading-english-7-12/english-eald-11-12-syllabus-information) | Learn about the English EAL/D 11–12 Syllabus (2024) – what has changed and where to get further support. |
| NSW DoE – [Multicultural education](https://education.nsw.gov.au/policy-library/policies/pd-2005-0234) policy | This policy provides direction and guidance on meeting the educational needs of all students in NSW public schools, including students from culturally, linguistically and religiously diverse backgrounds, and preparing them for effective participation in Australian life. It also contains the [Multicultural education procedures](https://education.nsw.gov.au/policy-library/policies/pd-2005-0234#:~:text=Policy%20documents-,Multicultural%20education%20procedures,-Implementation%20date) document. |
| NSW DoE – [Curriculum planning and programming, assessing and reporting to parents K–12 policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290) | This policy and its Curriculum policy standards document provide DoE requirements regarding how schools plan curriculum and teaching programs including assessment and reporting to parents. |
| NSW DoE – [Controversial issues in schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290-03.html) | The Controversial issues in schools policy provides direction for the management of controversial issues in schools. It contains important information for English teachers and faculty leaders, including what needs to be done to:   * understand controversial issues in school contexts * manage controversial issues * comply with audiovisual material requirements * adhere to record-keeping requirements * understand when to gain parents’ or carers’ consent.   The audiovisual material requirements must be complied with when using any audiovisual material in teaching. There are specific requirements regarding principal approval and parental permissions and when to gain parents’ or carers’ consent for using PG, M and MA rated material in teaching and learning. This applies to **all year groups**, including Year 11 and 12. This is essential reading for all teachers and faculty leaders. |
| NSW DoE – [Policy Library](https://education.nsw.gov.au/policy-library) | The policy library contains all current operational policies in the NSW Department of Education. There are many policies that influence teaching, learning and assessment in schools. Schools and staff must ensure that they are acting in accordance with these policies when planning for effective teaching and learning. Schools should ensure that they consider the diverse and unique context of their schools and students when making these decisions and become familiar with the range of policies that affect these groups. These include the [Curriculum planning and programming, assessing and reporting to parents K–12 policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290), [Multicultural education policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0234), the [High potential and gifted education policy,](https://education.nsw.gov.au/policy-library/policies/pd-2004-0051) the [Inclusive education for students with disability policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0243) and the [Aboriginal education policy](https://education.nsw.gov.au/policy-library/policies/pd-2008-0385). |
| EAL/D specific learner support resources | [ESL Scales](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/resources#:~:text=Student%20resources-,Teacher%20resources,-EAL/D%20Effective) and [EAL/D Learning Progressions](https://education.nsw.gov.au/teaching-and-learning/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support#:~:text=a%20bilingual%20dictionary.-,EAL/D%20Learning%20Progressions,-NSW%20public%20school) – the ESL Scales resource is used by specialist EAL/D teachers as an assessment tool. It describes the English language development of EAL/D learners in oral interaction, reading and responding, and writing. The EAL/D Learning Progressions describe a progression of language learning typical of EAL/D students. These help teachers identify the English language proficiency of EAL/D learners and address their specific learning requirements.  [English as an additional language or dialect (EAL/D) effective school practices - school resource](https://education.nsw.gov.au/about-us/educational-data/cese/publications/practical-guides-for-educators/eald-effective-school-practices-school-resource) – this resource supports schools to implement practical strategies and effective school practices which have been identified as being successful for EAL/D education in schools. They support the creation of a learning environment where EAL/D learners are supported to achieve their full potential.  EAL/D support is most effective where EAL/D specialist and classroom teachers can work together. This might be done through collaborative or team-teaching programs. Or, alternatively, through the joint development of programs that provide explicit language learning support in the context of the curriculum. Visit the [Planning for teaching](https://education.nsw.gov.au/teaching-and-learning/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning/planning-for-teaching) page for support and guidance.  The EAL/D advice for schools guide and the EAL/D School Evaluation Framework can be found on the [English as an additional language or dialect](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect) department webpage and should be consulted during this process. This includes [Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning) for all students. The [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) and the [EAL/D enhanced teaching and learning cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald/enhanced-teaching-and-learning-cycle) are useful resources provided by the department. |

# 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, 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 syllabus requirements planner

**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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