# English Stage 5 (Year 9) – sample assessment notification – shining a new (stage) light

This document contains a sample assessment notification and a student work sample. This accompanies the teaching and learning program ‘Shining a new (stage) light’.

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**Updating the table of contents**

Want to update the table? Have you added content to the document and noticed the page numbers have changed? As you add content to this report, you can update the table of contents to accurately reflect the page numbers within the resource. To update the table:

* Right click on the table and select ‘Update table of contents’ (in the browser version)
* ‘Update field’ (in the desktop app). In the browser version, it will automatically update the entire table. In the desktop app, you will then need to select ‘Update entire table’. Your table numbers should then update to reflect your changes.

## About this resource

This sample assessment notification has been developed to assist teachers in NSW Department of Education schools to create and deliver assessment practices that are contextualised to their classroom. The content has been prepared by the English curriculum team, unless otherwise credited.

### Purpose of resource

The sample notification and student work sample are not a standalone resource. They have been designed for use by teachers in connection to the program ‘Shining a new (stage) light’ and the resource document, core text booklet and sample examination. The resource should be used with timeframes that are created by the teacher to meet the overall assessment schedule.

To maintain the rigour of the assessment, there is no marking criteria attached to this notification. Provided separately is a sample examination that contains: sample questions, sample analytical extended responses; annotated versions of the sample analytical responses; marking criteria. They are intended to support teachers to develop a consistent approach to assessment notifications, guide consistent teacher judgement, guide interpretation of the syllabus and provide a model of practice aligned to the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022?tab=course-overview) (NESA 2022).

It is acknowledged that many schools have their own assessment templates. The content from the heading ‘Shining a new (stage) light – analytical response’ to the heading ‘Student support material’ is student facing and could be copied and pasted into the school’s assessment template.

The text in the blue feature boxes are instructions for the classroom teacher engaging with the resource. This is to be deleted by the teacher before issuing the assessment to students.

### Target audience

A combination of teacher and student information is contained in this resource. The purpose of the content intended for teachers is educative. This is intended to support the teacher and their practice as they design formal assessment task notifications. Teachers must ensure they omit or delete information that is not relevant to students prior to distribution. Instructions have been provided throughout this template to indicate where this may be necessary.

### When and how to use

This assessment notification has been designed for Term 2 of Year 9. It provides opportunities for students to engage critically and creatively with a drama text, enabling them to develop their capacity to think and communicate analytically. The task and samples provide an opportunity for modelled and guided co-construction as a class prior to students independently composing analytical responses to unseen questions.

In the program ‘Shining a new (stage) light’, students will deepen their understanding of how dramatic codes and conventions can shape and communicate perspectives. They will respond analytically to a range of unseen questions. Students will use the structural conventions of analytical writing purposefully, using appropriate textual evidence to support a well-articulated thesis and a rhetorically effective conclusion. The formative tasks within the program ensure students are supported to plan, draft and write contained and sustained analytical responses.

### Opportunities for collaboration

The following is an outline of some of the ways this sample assessment notification can be used with colleagues:

* Use the sample assessment and the student responses as examples and models and make modifications reflective of contextual needs.
* Examine the sample assessment and student samples (in this document, the resource booklet or the sample examination) during faculty meetings or planning days and collaboratively refine them based on faculty or school goals.
* Examine the materials during faculty meetings or planning days and collaboratively plan opportunities for team teaching, collaborative resource development, mentoring, lesson observation and/or the sharing of student samples.
* Use the examples as inspiration for designing student-specific tasks.
* Use the assessment practices or syllabus planning as an opportunity to backward map Years 10–7 to guide programming, assessment design or the scope and sequence.

## Shining a new (stage) light – analytical response

In this program, you will engage with a range of texts, with a specific focus on a prescribed drama text, to explore the way in which context shapes perspective, and how this is communicated. The model texts have been chosen because they use a range of intertextual devices to challenge and reflect audience perspectives. This will help you to develop your skills as a writer and craft ideas with the intention of positioning your audience.

The assessment task builds in terms of the processes you will need to demonstrate from identify, to explore, and finally to analysis.

Change the tense of these instructions if you are issuing the assessment later in the program when students have engaged in this learning.

### Task overview

The annotations column has been provided to assist assessment design. This column is for the teacher only and would be deleted prior to distributing the assessment notification to students.

The task overview provides a concise description of key information about the assessment.

Table 1 – overview of the assessment task

|  |  |  |
| --- | --- | --- |
| ****Year 9 – English**** | ****Task details**** | ****Annotations**** |
| Task number | 2 | [Task number – ensure this reflects the chronological order outlined within the scope and sequence and the assessment schedule.] |
| Issue date | Term 2, Week 2, 2023 (last lesson of the week – indicative only) | [Issue and date – state the day and date the assessment is issued.] |
| Due date | Term 2, Week 9, 2023 (first lesson of the week – indicative only)This assessment is an in-class timed analytical response.Your teacher will advise you of the examination date. | [Due date – state the day and date the assessment is due. In this instance, the date of the examination, and the time allowed to complete the examination. The [timing should be time efficient and manageable for teachers and students](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290#:~:text=the%20timing%2C%20frequency%20and%20nature%20of%20the%20assessment%20processes%20are%20time%20efficient%20and%20manageable%20for%20teachers%20and%20students.). Issue the task early in the program so students can make connections and seek clarification as they progress through their learning. **At a minimum**, students should be provided with 2 full weeks after the date of issue. The NESA [Developing formal school-based assessment programs in Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/assessment-in-practice/school-based-assessment-programs) information provides useful guidance for schools implementing formal assessment procedures in Stage 4 and 5.] |
| Outcomes being assessed | **EN5-RVL-01:** reading, viewing and listening skills;reading, viewing and listening for meaning; reading for challenge, interest and enjoyment**EN5-URA-01:** code and convention; characterisation**EN5-URB-01:** perspective and context; argument and authority**EN5-URC-01:** intertextuality**EN5-ECA-01:** writing; text features; sentence-level grammar and punctuation; word-level language | [Ensure details align with the scope and sequence, assessment schedule and any details that have been provided to students in the school’s assessment handbook.] |
| Weighting | 25% | [Where applicable, ensure details align with the scope and sequence, assessment schedule and any details that have been provided to students in the school’s assessment handbook.] |
| Submission details | **You will complete a series of short answer questions under timed conditions and submit your completed examination to your teacher at the end of the allocated time.** | [Be specific about the process for submission and parameters for the task. This includes:* where the task will be submitted
* word and time limits
* any additional information in accordance with school assessment policy.]
 |

Task description

Provide a short description of the task. This description should be written in plain English. It should include a clear outline of the audience, purpose and context of the task. This helps students understand appropriate style, form and the necessary language, forms and features required.

Supplementary information can be provided later in the document. This reduces the cognitive load experienced while using the notification. The assessment should align with NESA’s [Assessment principles](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/assessment-principles) and provide clear opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.

This advice can be customised at a school level.

**Analytical response**

**You will** respond **to a range of unseen questions about the play you have been studying this term,** Tales from the Arabian Nights **by Donna Abela.**

**You will be given an extract from the play and will be asked to respond critically and creatively.**

**Teacher note: the main focus of this task is supporting students to engage with the codes and conventions of drama. They will discuss the playwright’s purpose and creative decisions. Depending on the class, teachers may wish to explore the context of the play and the playwright’s perspectives. Encourage students to focus on the way in which meaning is both shaped and communicated in the play. Analysis is required so use of modelling and scaffolding is essential. Students need to be made aware that paragraphs such as PEEL, TEEL and PETAL are to inform ideas, as well as structure. These writing scaffolds, while a good starting point, should be used in conjunction with sentence and word-level writing instruction.**

**It is also worth providing a glossary for the key terms in the task and the questions. Explain when handing out the task what words like 'extract', ‘explain’, ‘how’, ‘justify’, ‘to what extent’, 'interpret', 'justify' and 'critical vs creative' mean in the context of the task. A summary table with these outlined in plain English would be beneficial for all students and in general.**

### What is the teacher looking for in this assessment task?

This outline uses the criteria points from the marking guidelines to articulate the skills and knowledge required to meet the requirements of this task. It highlights to students what is expected of the response.

The teacher is looking to see how well you:

* identify the codes and conventions of a drama text (**EN5-RVL-01**: Reading, viewing and listening skills; **EN5-URA-01**: Code and convention; **EN5-ECA-01**: Word-level language)
* think creatively to interpret a drama text (**EN5-RVL-01**: Reading, viewing and listening for meaning)
* make and justify creative decisions regarding the staging of a drama text (**EN5-URA-01**: Characterisation)
* consider the ethical and moral position represented in a drama text (**EN5-RVL-01**: Reading for challenge, interest and enjoyment)
* analyse the influence of perspective and context on the drama text (**EN5-URB-01**: Perspective and context)
* interpret and analyse the ways that an argument is presented within the drama text (**EN5-URB-01**: Argument and authority; **EN5-URC-01**: Intertextuality)
* demonstrate control of language and structure in short analytical responses (**EN5-ECA-01**: Writing; Text features; Sentence-level grammar and punctuation).

### Steps to success

This schedule is designed to support students to successfully complete the task and to support teachers in their monitoring of student progress. This schedule is not for the purposes of compliance and students should not be penalised for not meeting interim times. The second column could be:

* determined and refined by the teacher based on school context
* used to feed forward
* co-constructed with students.

Implementing the steps to success will support you to demonstrate your knowledge, skills and understanding and prompt you to seek support as it is needed. These steps also provide you with opportunities to receive feedback throughout the drafting and refining process.

Table 2 – assessment preparation schedule

|  |  |
| --- | --- |
| Steps | What I need to do and when I need to do it? |
| Identify the language of the codes and conventions of a drama script | **Phase 3, resource 2 – dramatic conventions glossary** provides a list of dramatic codes and conventions that you need to know.**Phase 3, activity 4 – check your understanding** also supports you to demonstrate awareness of the codes and conventions of a drama script. |
| Review the unseen questions | **Phase 6, resource 5 – responding to unseen questions** provides suggestions which can be used as a guide when responding to unseen questions under exam conditions. |
| Engage with the sample 5-mark response | **Phase 6, resource 6 – responding to a 5-mark question** provides an opportunity for you to think critically about a sample 5-mark response, which you can then use to inform your own writing.**Phase 6, resource 1 – directional verbs** can be used to determine what you think the question and the marking criteria are looking for in the sample response. |
| Complete the sample practice examination | Complete **Phase 6, resource 7 – practice examination** in preparation for your examination. It is important to experience needing to think and write under timed conditions. |
| Review the annotated sample examination | Review **Phase 6, resource 8 – sample examination response**, paying particular attention to the marking criteria. |

### Assessment policy

Assessment notifications should contain a reference to the school’s assessment policy and the relevant information or support. Schools may wish to include specific reminders on the assessment notification itself. Some relevant reminders are suggested below but this should be adjusted to reflect the context of your school. Schools may provide the administrative procedures associated with the following:

* late submission of tasks due to illness or misadventure
* malpractice
* invalid or unreliable tasks
* student appeals
* ‘N’ determinations (where appropriate).

Assessment notifications should contain a reference to the school’s assessment policy and the relevant information or support. Consult [ACE 4022](https://ace.nesa.nsw.edu.au/ace-4022) for an overview of the Stage 5 assessment – tasks, programs and adjustments information.

## Student support material

This list should be adjusted by the teacher to reflect the resources and materials provided to the class. The list provided below reflects the resources, activities and core formative tasks provided within the resource booklet that would be useful for students as they refine their assessment submission.

You should refer to the following resources and activities to help you to prepare for the examination:

* sample examination, responses and marking criteria (see **Phase 6, resource 7 – practice examination** and **Phase 6, resource 8 – sample examination responses**)
* sample paragraph structures and scaffolds (see **Phase 2, activity 3 – joint construction, Core formative task 3 – extended response** and **Core formative task 4 – analytical extended response)**
* **information about the play (see Phase 3, resource 2 – dramatic conventions glossary, Phase 3, resource 4 – *The Arabian Nights* background information, Phase 3, activity 11 – identifying frame narrative in the play and Phase 4, activity 1 – identifying allegory in *Tales from the Arabian Nights***)
* information about staging a play (see **Phase 5, resource 2 – set design, Phase 5, resource 3 – props, Phase 5, resource 4 – costume design** and **Phase 5, resource 5 – movement and line delivery**)
* analytical writing support materials (see **Phase 6, resource 1 – directional verbs**, **Phase 6, resource 2 – synonyms for ‘shows’** and **Phase 6, resource 3 – linking words or phrases**).

## 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.

### Further support

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.

### Share your experiences

If you use this assessment in your classroom, reach out to the English curriculum team and share your experience. You may like to consider sharing an observation, experience, strategy or resource for the ‘Voices from the Classroom’ section of our newsletter. All submissions can be sent to englishcurriculum@det.nsw.edu.au.

### Quality assurance alignment

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [School Success Model.](https://education.nsw.gov.au/public-schools/school-success-model/school-success-model-explained)

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide/resources/about-sef) element of assessment (formative assessment, summative assessment, student engagement).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 5.1.2, 5.2.2, 5.3.2

**Consulted with**: subject matter experts from Curriculum and Reform, Strategic Delivery and Literacy and Numeracy

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

**Syllabus outcomes**: EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01

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

**Resource**: Assessment task notification

**Related resources:** if you would like to know more about principles surrounding formative and summative assessment, and supporting the diverse needs of your students, the following evidence-based resources may be helpful.

* Sherrington T (2019) Rosenshine’s Principles in Action, John Catt Educational Limited, Melton, Woodbridge.
* Wiliam D (2018) Embedded Formative Assessment, 2nd edn, Solution Tree Press, Bloomington, IN.

Further resources to support Stage 5 English can be found on the NSW Department of Education [English K-12 curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/english) and the Stage 5 [Teaching and learning support](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022?tab=teaching-and-learning) section in the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022) from the NSW Education Standards Authority.

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## References

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NESA (NSW Education Standards Authority) (2017) ‘[Stage 5 assessment – tasks, programs and adjustments: ACE 4022](https://ace.nesa.nsw.edu.au/ace-4022)’, Assessment; grades, Assessment Certification Examination (ACE) website, accessed 16 June 2023.

NESA (2023) ‘[Course performance descriptors](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022?tab=assessment)’, *English K–10 Syllabus*, NESA website, accessed 16 June 2023.

State of New South Wales (Department of Education) (2023) ‘[Planning, programming and assessing English 7-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10)’, *English K-12*, NSW Department of Education website, accessed 16 June 2023.

State of New South Wales (Department of Education) (2023) ‘[Assessment practices – consistent teacher judgement](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/assessment-practices-consistent-teacher-judgement)’, *Curriculum*, NSW Department of Education website, accessed 16 June 2023.

State of New South Wales (Department of Education) (2023) ‘[Curriculum Planning and Programming, Assessment and Reporting to Parents K-12](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290)’, *Policy library*, NESA website, accessed 16 June 2023.

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