English Stage 4 (Year 7) – core formative tasks

Speak the speech – Term 4

This document contains the core formative tasks that accompany the Year 7 teaching and learning program ‘Speak the speech’.

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

# About this resource

In this program, students will develop their understanding of how spoken word texts provoke a dynamic interaction between composer and responder. Students will trace the evolution of the spoken word from traditional forms of oratory to a contemporary culture of multimodal texts. Students will experiment with writing and delivering a range of spoken forms to deepen their understanding of the reciprocal relationship between composer and responder.

This core formative tasks booklet has been developed to assist teachers in NSW Department of Education schools to create and deliver assessment practices that are contextualised to their classroom. It is designed as an example of how the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022) could be implemented.

The content has been prepared by the English curriculum team, unless otherwise credited.

## Purpose of resource

This core formative tasks booklet is not a standalone resource. It has been designed for use by teachers in connection to the program materials for ‘Speak the speech’ and the accompanying resources.

## Target audience

The core formative tasks are intended to guide teachers as they interpret and apply the syllabus. It provides a model of syllabus aligned assessment practice. The content provided is educative and is intended to support the teacher and their practice as they design assessment tasks for their students.

**Teacher note**: the text in the blue feature boxes are instructions for the classroom teacher engaging with the resource.

## When and how to use

The core formative tasks are intended to guide students as they gradually work towards their formal assessment for the program, ‘Speak the speech’. The core formative tasks are written specifically in relation to the syllabus outcomes, stimulus, model and core texts that students are responding to. Through the supportive and iterative nature of these tasks, students will develop their skills in listening, analysis, research, composing spoken word texts and delivering them to audiences. If different texts are selected for study, the core formative tasks could serve as a model for the design of formative tasks aligned to these teacher-chosen core texts.

The tasks have been created to allow entry points for students across a range of abilities. Each core formative task is elaborated on in the resource booklets and there are often supporting resources that guide students through the task. There is usually a focus on one or more of the key skills needed to successfully complete the speech assessment. All tasks support the development of research and delivery skills.

Before using this resource, teachers are encouraged to investigate [8 Aboriginal Ways of Learning](https://www.8ways.online/), explore the [protocol](https://www.8ways.online/our-protocol) established and the ways other school communities have adapted these pedagogies for their unique learning communities. It is important schools create their own community links by connecting with and consulting local Aboriginal communities about the learning pedagogies of the land on which they teach and learn. This is outlined in the [Partnership Agreement with the NSW Aboriginal Education Consultative Group Inc](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-consultative-group-partnership-agreement).

In this way, teachers can take responsibility for ensuring a cultural exchange, avoid cultural appropriation and make their students aware of the importance of seeking permissions, following cultural protocols and connecting with community. The [Map of Indigenous Australia](https://aiatsis.gov.au/explore/map-indigenous-australia) is a useful resource for teachers wishing to explore this process with students.

## Opportunities for collaboration

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

* Use and adapt the sample core formative tasks if selecting different texts, or focusing on different outcomes/outcome content.
* Use the core formative tasks booklet as inspiration for designing student-specific tasks in line with the backward design process to support success in formal assessment.
* Examine the core formative tasks booklet during faculty meetings or planning days to provide opportunities for collaborative resource development or the sharing of student work samples.
* Use the core formative tasks booklet as the basis for professional learning in the faculty. This document can facilitate discussions around embedding formative assessment in faculty assessment processes.

## Core texts

A list of the core texts and publication information has been provided.

Table 1 – core texts

|  |  |
| --- | --- |
| Core text | Author |
| NSW Department of Education (2022) [‘ Legacy Junior Public Speaking Award – 2022 NSW State Final’ [video and transcript]](https://artsunit.nsw.edu.au/program/junior-secondary-speaking-award#:~:text=Open%20to%20all%20Australian%20secondary,made%202022%20a%20huge%20success), **The Arts Unit**, The Arts Unit website, accessed 17 January 2024. | This text (speech) is a complex text as per the [NLLP (V3)](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) in that it provides students opportunities to engage with a spoken piece written for a specific audience that contains complex vocabulary, language, structure and content.  **EN4-RVL-01** requires students to read texts that are complex in their ideas and construction. The text helps meet the [Text requirements for English 7–10](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview#course-requirements-k-10-english_k_10_2022): a spoken word text by an Australian author which explores social and gender experiences through popular and youth culture perspectives. |
| NSW Department of Education (2023) ['Olivia Wright student keynote address: English Head Teacher Conference 2023' [video and transcript]](https://players.brightcove.net/6197335233001/default_default/index.html?videoId=6345839777112), Brightcove website, accessed 17 January 2024. | This text (speech) is a complex text as per the [NLLP (V3)](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) in that it provides students opportunities to engage with a spoken piece written for a specific audience that contains complex vocabulary, language, structure and content.  **EN4-RVL-01** requires students to read texts that are complex in their ideas and construction. The text helps meet the [Text requirements for English 7–10](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview#course-requirements-k-10-english_k_10_2022): a spoken text by an Australian author which explores youth culture perspectives. |
| ****James A (2021)** Sunshine Super Girl**, Currency Press, Australia.**** | This play text (drama) is a complex text as per the [National Literacy Learning Progression (NLLP) (V3)](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) in that it provides students opportunities to engage with a performance piece written for the stage that contains complex vocabulary, language, structure and content.  **EN4-RVL-01** requires students to read texts that are complex in their ideas and construction. The text helps meet the [Text requirements for English 7–10](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview#course-requirements-k-10-english_k_10_2022): a work of drama by an Aboriginal author which explores intercultural and diverse experiences, as well as a range of cultural perspectives from popular and youth cultures. |

# Speak the speech – core formative tasks

**Teacher note**: a short description of each task and further detail is provided in the resource booklets for the program. This description is written in plain English. If the tasks are modified, the description should include a clear outline of the audience, purpose and context of the task. This helps students and teachers plan for the style, form and the necessary language, forms and features required.

Supplementary information can be provided later in the document or listed within the ‘Relevant resources’ heading provided for each task. This reduces the cognitive load experienced while using the overviews and provides easy reference points for teachers as they navigate the multiple documents connected to this program.

The tasks provided align with 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.

In this program, students will engage with a range of spoken word texts, with a specific focus on the dynamic relationship between speaker and audience in live settings. The formal assessment is a speech. Students develop their speech based on the core and model texts studied and implement key delivery and persuasive skills to engage an audience.

The core formative tasks build students’ capacities to demonstrate their understanding in the formal assessment task. This includes listening, researching, exploring, analysing, planning, composing, delivering and revising.

## Core formative task 1 – persuasive speech introduction

**Teacher note**: Core formative task 1 can be found in Phase 2 within the Resource booklet for Speak the speech, part 1 – engage and orient. Relevant resources and activities have been identified below.

Part 1, Phase 2 and **Core formative task 1** are designed to guide students to reinforce their understanding of the textual concepts of style and argument, and authority. They will develop their skills in research focusing on reliability of a source and notetaking. Students are given the opportunity to introduce a topic of personal importance using rhetoric. They will use delivery devices to engage with a group audience of peers. Peer feedback will be sought **for content and delivery refinement.**

### Student instructions for Core formative task 1

Follow these steps to prepare for this task and complete it effectively.

1. Research a topic in which you are interested.
2. Find 2 sources on your topic and identify which is more ‘reliable’. For example, which uses facts and statistics, has expert opinions or uses academic register? Refer to **Phase 2, resource 7 – determining the reliability of a source** to assist this decision.
3. Take Cornell **notes from the most reliable source on your topic and one quote from an expert using Phase 2, activity 8 – Cornell notetaking template.**
4. **Write the introduction to a persuasive speech on your topic. Your overall aim is to convince the audience of your point of view. For this introduction, you should include your quote in this first paragraph to establish authority on the topic. Use Phase 2, activity 9 – speech introduction scaffold to assist this process.**
5. **Present your introduction to your peer feedback group.**
6. **Use your group feedback (Phase 2, activity 10 – peer and self-feedback) to annotate improvements on your script.**

### Relevant resources

Students can be supported to complete this formative task using the following resources, all available in the Resource booklet – Speak the speech, part 1 – engage and orient.

* **Phase 2, resource 7 – determining the reliability of a source**
* **Phase 2, activity 8 – Cornell notetaking template**
* **Phase 2, activity 9 – speech introduction scaffold**
* **Phase 2, activity 10 – peer and self-feedback**.

**Teacher note**: students will use the structural conventions of persuasive writing to write a persuasive introduction for a speech. This core formative task draws on the following content points.

**EN4-RVL-01**

* **Reading, viewing and listening for meaning** – **explore the main ideas and thematic concerns posed by a text for meaning**

**EN4-ECA-01**

* **Representing** – apply **codes and conventions of written, spoken, visual and multimodal texts to enhance meaning and create tone, atmosphere and mood**
* **Text features** – effectively orient the reader to a topic in an opening paragraph, introduction or thesis
* **Text features**: **persuasive** – incorporate subjective and objective evidence to enhance and support elaboration of arguments
* **Text features: persuasive** – use rhetorical language to shape ideas and express a perspective or argument

**EN4-ECB-01**

* **Planning, monitoring and revising** – integrate information and perspectives from different sources to create detailed and informed texts.

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## Core formative task 2 – persuasive body paragraph

**Teacher note**: Core formative task 2 can be found in Phase 3 (integrated Phase 5) within the Resource booklet for Speak the speech, part 2 – speeches. Relevant resources and activities have been identified below.

Phase 3 (integrated Phase 5) – speeches and **Core formative task 2** develop student skills in writing a persuasive speech. Students experiment with rhetorical devices to expand their speech introduction from Core formative task 1 and write the first argument body paragraph. To consolidate learning, students identify and annotate the devices used in their text before submitting for teacher feedback. The aim of this task is to build confidence and skill in rhetoric and argument in preparation for the formal assessment task.

### Student instructions for Core formative task 2

**Follow these steps to prepare for this** task **and complete it effectively.**

1. Review your topic research and introduction from **Core formative task 1 – persuasive speech introduction**.
2. Brainstorm all the arguments related to your topic.
3. Select the best argument and identify explicit supporting evidence. Use the organisation chart.
4. Identify the persuasive devices you intend to use in the paragraph and write some possible examples. You can also use any other persuasive devices.
5. Use the transitional phrases table in **Phase 3, activity 10 – core formative task 2 scaffolding** to identify phrases you could use in your paragraph.
6. Use **Phase 3, activity 10 – core formative task 2 scaffolding** to write a persuasive body paragraph.
7. Identify the persuasive devices used in one colour.
8. Identify the transitional phrases used in a different colour.
9. Submit your completed work to your teacher.

### Relevant resources

* **Phase 3, activity 1 – persuasive elements**
* **Phase 3, resource 2 – ethos, pathos and logos**
* **Core formative task 1 – persuasive speech introduction**
* **Phase 3, activity 10 – core formative task 2 scaffolding**

**Teacher note**:this core formative task helps to prepare students for the formal assessment and draws on elements of the following content points:

**EN4-URB-01**

* **Argument and authority** – **understand how argument in text is constructed through specific language forms, features and structures, and apply this understanding in own texts**

**EN4-ECA-01**

* **Text features: persuasive – use rhetorical language to shape ideas and express a perspective or argument**
* **Sentence-level grammar and punctuation – use a range of linking devices to create cohesion between ideas**

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## Core formative task 3 – feedback on speech delivery

**Teacher note**: Core formative task 3 can be found in Phase 4 (integrated Phase 5) within the Resource Booklet for Speak the speech, part 2 – speeches. Relevant resources and activities have been identified below.

Phase 4 (integrated Phase 5) – speeches and **Core formative task 3** support students to deliver **their speech. This supports their preparation for the formal assessment task. Students will present their speech to a peer who will provide specific feedback in the areas of** **argument (ethos, pathos and logos),** **sentence-level grammar and delivery. The recursive nature of this task will allow students to apply feedback to their transcript for refinement. The task will provide evidence of reflecting on and implementing feedback as required for the formal assessment.**

**The formal assessment task requires students to create and record a 5-minute speech which explores one of the provided topic prompts:**

* the literary value of contemporary texts
* oral storytelling
* oratory in the age of modern media
* spoken words in the screen age.

### Student instructions for Core formative task 3

**Follow these steps to** prepare **for this task and complete it effectively.**

1. **Use your formal assessment task transcript for this task.**
2. **Rehearse your speech using** **Phase 6, resource 9 – rehearsal strategies**.
3. **Present your speech to a peer for feedback.**
4. **Your peer will provide you with feedback on 3 specific areas – argument (ethos, pathos and logos), sentence-level grammar and delivery using Phase 4, activity 8 – feedback templates**.
5. **Annotate revisions onto your transcript for submission with your formal assessment. For example, pause here; stress this word.**

### Relevant resources

* **Phase 4, resource 1 – what is audience?**
* **Core formative task 3 – feedback on speech delivery**
* **Phase 4, activity 8 – feedback templates**
* **Phase 6, resource 9 – rehearsal strategies**

**Teacher note**: this core formative task helps to prepare students for the formal assessment and draws on elements of the following content points:

**EN4-RVL-01**

* **Reading, viewing and listening for meaning – explain personal responses to characters, situations and issues in texts, recognising the role of written, oral or visual language in influencing these personal responses.**

**EN4-ECA-01**

* **Speaking – deliver spoken, signed or communicated texts with effective control of intonation, emphasis, volume, pace and timing**

**EN4-ECB-01**

* **Reflecting – consider how purposeful compositional choices are influenced by specific elements of model texts.**

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## Core formative task 4 – monologue or speech in drama

**Teacher note:** Core formative task 4 can be found in Phase 3 (Part 3) within the Resource booklet for Speak the speech, part 3 – drama and the associated teaching and learning program. Relevant resources and activities have been identified below.

Phase 3 and **Core formative task 4** in Part 3 of the teaching and learning program are designed to guide students through their reading, personal engagement with and analysis of the core text, Sunshine Super Girl. They will analyse its key textual and language features as a drama text, with a particular focus on the ways in which the composer has constructed a text that engages the live audience. Students will analyse the balance between monologue, dialogue, narration and script notes to investigate the ways in which the composer develops character, theme and perspective through the spoken word. This task gives students an opportunity to practise writing in one of 2 key forms that the spoken word is presented in the core text: an impassioned speech to other characters, or a monologue (either internal or directed to the audience).

### Student instructions for Core formative task 4

**Scenario for composing**

Imagine that you have written a play (a drama text) about a famous person who you admire (or are interested in) for a young adult audience. In a scene within that play, at a key moment in their lives, your character delivers either a monologue (to the audience) or a speech to other characters. What do they say?

Follow these steps to prepare for this task and complete it effectively.

1. Research a real person (living or dead) who you are interested in and who had to deal with adversity in some way at some point in their lives.
2. Take notes from at least 2 sources to develop a strong information base for what happened when that person experienced the adversity. Use the research planning and notetaking table in Core formative task 4 making sure to include your references and whether your source is primary or secondary.
3. Imagine a scene in a play about the life of that person. The scene deals with a moment during the adversity or shortly afterwards. Compose a monologue or speech delivered by the person as a character in the play (think of Evonne Goolagong Cawley in Sunshine Super Girl). It may be an internal monologue where the character speaks ‘to’ the audience or it may be a speech where they address other characters, but it should not include dialogue. Only your character speaks. It should be 150 to 250 words long.
4. Plan the moment carefully. Use the research planning and notetaking table in Core formative task 4’ to plan the content (what will be said), the language features (how the speaker tries to achieve their purpose) and the delivery (how they use their voice). This will depend on the research information you have gathered, the precise point in the story at which the speech takes place and the nature of the audience (what is the character trying to achieve at that moment?)
5. Include the codes and conventions of a drama script and at least 3 of the following language or textual features that you have explored in this phase:
6. a range of sentence types (including truncated sentences) that can be delivered by the performer in an engaging way
7. extended noun groups containing an adjectival phrase
8. figurative and emotive language
9. second person (direct address) and rhetorical questions
10. tension, conflict and obstacles (in a drama scene)
11. formal versus informal (and idiomatic) language.
12. Reflect on the ways your research has expanded your authority as a writer and the authority of the text you have created. When you have finished writing, answer the reflection questions in the ‘reflecting on authority’ table below.

### Relevant resources

All supporting resources for this task are found within **Core formative task 4 – monologue or speech in drama** in the Resource booklet for Speak the speech, part 3 – drama. These include the

* **research for Core formative task 4**
* **planning template for Core formative task 4.**

**Teacher note**: this question is driven by the following content points:

**EN4-URB-01**:

* **Argument and authority** – understand how the authority of a text is constructed by the author’s choices in content and style, and use this knowledge to influence the composition of own texts

**EN4-ECA-01**:

* **Writing** – apply understanding of the structural and grammatical codes and conventions of writing to shape meaning when composing imaginative, **informative and analytical**, and persuasive written texts
* **Text features**: **persuasive** – use rhetorical language to shape ideas and express a perspective or argument

**Note**: bold content not addressed in this sequence.

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## Core formative task 5 – memoir to speech

**Teacher note**: Core formative task 5 can be found in Phase 4 (Part 3) within the Resource booklet for Speak the speech, part 3 – drama and the associated teaching and learning program. Relevant resources and activities have been identified below.

Phase 4 and **Core formative task 5** in Part 3 support students to investigate, then experiment with, the particular dynamic of the live setting. To do this, students will start with a memoir piece they have written, either earlier in the year or for the purposes of this task. They co-design – with the teacher – an imagined scenario in which they would deliver the memoir as a speech. To do this, they will need to ‘transform’ elements of the piece to make it appropriate for the spoken word form.

Students are supported to develop and edit their original memoir piece. They are guided through the design of the scenario, including a specific occasion, audience and purpose. They use a planning template to transform the parts of the memoir that need to be made appropriate for the new form and purpose. Once again, students will research elements of the memoir and speech, exploring and engaging in ethical and respectful research in the personal context of their own and family members’ lives.

As an extension, students will be prompted to consider how they might deliver their responses including intonation, tone, pace and timing. This will help them to refine their speeches and give them valuable low-stakes practice and feedback for the formal assessment task.

### Student instructions for Core formative task 5

Follow these steps to prepare for this task and complete it effectively.

1. Choose a memoir you have read or written this year or write a new one. This memoir should deal with a significant, entertaining or memorable life event that is appropriate for a school-based Year 7 audience. Write approximately 150 to 200 words.
2. Conduct ethical research with a family member to get more information and insight about the central event of your memoir.
3. Use the Core formative task 5 planning template to choose and plan for an occasion in which you will deliver this memoir as a speech to a live audience.
4. Use the planning template to adapt elements of the speech so that the language and textual features are appropriate for the live setting. What will you need to change in a memoir to ‘turn it into’ a speech for a specific occasion?
5. Practise delivering the speech version of the memoir to a group of your peers.

### Relevant resources

Supporting resources for this task are found within **Core formative task 5 – memoir to speech** in the Resource booklet for Speak the speech, part 3 – drama. These include:

* **conducting ethical research**
* **Core formative task 5 planning template**
* **reflecting on personal and social contexts.**

**Other resources include:**

* **Year 7, Term 1 – Powerful youth voices – Phase 3 – discovering and engaging analytically with a core text**
* **Part 2 – Phase 4, resource 1 – what is audience?**
* **Core formative task 3 – feedback on speech delivery**
* **Year 7, Term 4 – Speak the speech, Part 1 – Phase 6, resource 9 – rehearsal strategies**

**Teacher note**: this formative task assesses students’ understanding of the way in which language is used to shape meaning and draws on the following content points:

**EN4-URB-01:**

* **Argument and authority** – understand how the authority of a text is constructed by the author’s choices in content and style, and use this knowledge to influence the composition of own texts

**EN4-ECA-01:**

* **Writing** – demonstrate control of structural and grammatical components to produce texts that are appropriate to topic, purpose and audience
* **Speaking** – create a range of spoken, signed or communicated texts that express ideas and show an understanding of audience

**EN4-ECB-01**

* **Reflecting** – reflect on own composition of texts, using appropriate technical vocabulary to explain choices of language and structure in line with the target audience and intended purpose

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# The English curriculum 7–12 team

The English curriculum 7–12 team provides support for the delivery of the English curriculum 7–12 in NSW Department of Education high schools.

## Share your experiences

If you use the sample assessment in your faculty and school context, reach out to the English curriculum team. We would love English teams form across NSW to share snapshots of their practice and how this resource has been used in their unique context as part of our ‘Voices from the Classroom’ section of the English 7–12 newsletter. Send submissions to [English.curriculum@det.nsw.edu.au](mailto:english.curriculum@det.nsw.edu.au).

## Support and alignment

If you have any questions regarding the use of material available or would like additional support, please contact the English curriculum team by emailing [English.curriculum@det.nsw.edu.au](mailto:English.curriculum@det.nsw.edu.au).

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468).

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) 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; Literacy and Numeracy teams; and Aboriginal Outcomes and Partnerships.

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

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

**Resource**: core formative tasks booklet

**Related resources**: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/teaching-and-learning) section in the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) from the NSW Education Standards Authority.

**Creation date**: 25 January 2024

**Review date**: 25 January 2025

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# References

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NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au> and the NSW Curriculum website <https://curriculum.nsw.edu.au>.

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

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