English Studies Year 12

Common Module – Texts and Human Experiences – assessment notification

This sample assessment supports teachers to develop a consistent approach to assessment notifications.

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# Year 12 English Studies

[Name of High School and faculty]

## Podcast – Common Module – Texts and Human Experiences

Table 1 – overview of assessment task

|  |  |
| --- | --- |
| Course – English Studies | Task details |
| Task number | [Indicate the [task number](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/assessment-in-practice/school-based-assessment-programs#:~:text=the%20task%2C%20including%3A-,task%20number,-task%20weighting). This should reflect the chronological order outlined within the assessment schedule. Which task is this one, of the 3 or 4 allowed?] |
| Task type | ‘[Multimodal presentation’](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/assessment-and-reporting) – podcast involving reading, speaking and writing |
| Mode | [State the modes being assessed. Most courses have 50% of the assessment requirements dedicated to the assessment of various modes and the provision of a [range of task types](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/assessment-in-practice/school-based-assessment-programs#:~:text=range%20of%20task%20types.). Task notifications should reflect these requirements. [Studies components and weightings has been hyperlinked](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/assessment-and-reporting) as an example.] |
| Weighting | [This should align with the scope and sequence and [assessment schedule.](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/assessment-in-practice/school-based-assessment-programs#:~:text=formal-,assessment%20schedules,-at%20the%20commencement) This should accurately [reflect the emphasis within the course](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/assessment-in-practice/school-based-assessment-programs#:~:text=The%20weightings%20of%20components%20are%20consistent%20with%20their%20emphasis%20in%20the%20course.), assessment requirements and the components of the task being assessed should align with the components and weightings. [Year 12 English Studies requirements](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/assessment-and-reporting) have been hyperlinked as an example.] |
| Issue date | [State the [timing of the task](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/assessment-in-practice/school-based-assessment-programs#:~:text=task%20weighting-,timing,-outcomes%20assessed). Include the day and date] |
| Due date | [State the day and date. Ensure this is [at least 2 full weeks after the issue date](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/assessment-in-practice/school-based-assessment-programs#:~:text=adequate%20written%20notification%20in%20advance%20of%20the%20task%20(typically%2C%20two%20weeks)). If possible, issue the task early in the unit so students can make connections and ask clarifying questions as they progress.] |
| Submission process | [Outline the assessment submission process.] |
| Outcomes | * **ES12-1** comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
* **ES12-5** develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
* **ES12-7** represents own ideas in critical, interpretive and imaginative texts
 |

## Task description – educational podcast presentation

You have been asked to create an educational podcast which focuses on the following question:

How have the texts studied in the Year 12 Common Module – Texts and Human Experiences, invited you to see the world differently?

Your 6–8 minute podcast will be played as part of a Festival of Ideas aimed at high school age students, their families and their teachers. Podcasts are designed to be entertaining, informative and usually lean either towards the discursive or persuasive style. Your content and language should be appropriate to this occasion which aims to encourage listeners to think carefully about the world around them.

### Instructions for the podcast

Create a 6–8 minute educational podcast. Ensure you:

* make close reference to your prescribed text, *I Am Malala* (Yousafzai, 2015)
* discuss one related text of your own choosing
* write a podcast transcript that is appropriate to the audience, context and purpose given
* keep to the time limit for your podcast.

#### Additional information

**What can you use to help you with this assessment?**

You may find the following resources helpful in creating your podcast:

* [Audacity: Complete Tutorial Guide to Audacity for Beginners](https://www.youtube.com/watch?v=aCisC3sHneM) (16:29)
* [How to Start a Podcast - Video 1: Equipment and Software](https://www.youtube.com/watch?v=xu2QNUY5iyk) (9:32)
* [Podcasting Tutorial - Video 2: My Top 10 Recording Tips](https://www.youtube.com/watch?v=n2PvnsnEzqE) (16:11)
* [How to Make a Podcast](https://www.lifewire.com/how-to-create-your-own-podcast-2843321)
* [Looking to start a podcast: Here’s everything you need to know](https://www.digitaltrends.com/home-theater/how-to-start-a-podcast/)

You may consider:

* an engaging opening
* guests to interview
* music (for the intro, outro and between segments)
* a variety of content types
* an engaging and logical structure.

# Assessment criteria

In your response you will be assessed on how well you:

* apply a considered and thoughtful process to experimenting with specific language forms, features, structures, thematic and/or stylistic devices of a multimodal text
* demonstrate understanding of your prescribed and related texts
* organise, develop and express ideas using language appropriate to audience, purpose and context.

## Outcomes

* **ES12-1** comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
* **ES12-5** develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
* **ES12-7** represents own ideas in critical, interpretive and imaginative texts

[English Studies Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

## Feedback to be provided

### Assessment policy

Consult the NESA guidelines [‘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) and cross reference the school assessment policy contains clear outlines of the following requirements. Each notification should contain a reference to the school’s assessment policy and the relevant information or support. On the assessment notification itself schools may wish to include specific reminders, some relevant reminders are suggested below.

‘Assessment policies must include statements of school procedures relating to:

* organisational details of the school’s assessment program for each course, giving the number and types of assessment tasks, components and weightings, and scheduling of the tasks
* marking, recording and reporting student achievement in assessment tasks
* administrative arrangements associated with absence from an assessment task, late submission of tasks due to illness or misadventure, malpractice and invalid or unreliable tasks
* student appeals against assessment rankings
* ‘N’ determinations.’

### Disability provisions

Consult the [NESA HSC Disability provisions](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions) outline and utilise this information in discussions with students. Schools have flexibility over [adjustments](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/adjustments) made for students for [in school assessments](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/assessment-and-reporting#:~:text=Copied-,Assessment,-Students%20with%20disability) as per the *Disability Discrimination Act 1992* (Cth) and the Disability Standards for Education 2005. However, in Year 12 these applications must be made to NESA. It is important students in Year 12 are aware of the provisions they may be able to access in their HSC examinations. These conversations should include the student, the learning and support team and their parents or carers as per the recommendations within the [collaborative curriculum planning guidelines and planning cycle.](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/collaborative-curriculum-planning)

Useful supporting information:

* [Adjustments](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/adjustments) – the definition of adjustments and an outline of adjustments
* [Students with disability](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/students-with-disability) – the definition of disability as per the DDA 1992
* [Collaborative curriculum planning](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/collaborative-curriculum-planning) – what it is and how it should take place
* [Disability Standards for Education 2005](https://www.education.gov.au/disability-standards-education-2005/resources/fact-sheet-2-disability-standards-education-2005) – fact sheets to support the Standards
* [Personalised Learning and Support – a national resource.](https://www.education.gov.au/swd/resources/planning-personalised-learning-and-support-national-resource)

### Malpractice

Ensure there is a clear connection to the school’s assessment policy that outlines administrative arrangements associated with [malpractice and invalid or unreliable tasks.](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/assessment-in-practice/school-based-assessment-programs#:~:text=administrative%20arrangements%20associated%20with%20absence%20from%20an%20assessment%20task%2C%20late%20submission%20of%20tasks%20due%20to%20illness%20or%20misadventure%2C%20malpractice%20and%20invalid%20or%20unreliable%20tasks)

### Illness and misadventure

This information should reflect the school assessment policy. For example: ‘It is the responsibility of the student to discuss with the head teacher alternative arrangements for a missed task due to absence’.

* In the case of unknown absence, the student must see the HT English on the first day back at school after the absence. All required paperwork (Doctor’s Certificate/completed HAHS Misadventure Form) should be supplied at this time.
* If a student is unable to attend school on the day of an assessment task, due to Approved Leave, they should discuss possible alternative arrangements with the Head teacher prior to the date of the task. This will be negotiated with the HT and final decisions will be made in consultation with Senior Executive.
* A suitable alternative task may be administered in the case of absence.

# Marking guidelines – multimodal text

Table 2 – marking guidelines multimodal text

|  |  |
| --- | --- |
| Criteria | Grade |
| * Composes a thoughtful and sustained transcript using language appropriate to audience, purpose and context
* Presents a thoughtful and engaging podcast analysing how the prescribed text and the related text has invited responders to see the world differently
* Thoughtfully articulates how ideas are represented with judicious reference to a range of detailed examples of language forms and features across the texts
* Delivers a thoughtful and engaging audio presentation
 | A17–20 |
| * Composes an effective transcript using language appropriate to audience, purpose and context
* Presents an effective and engaging podcast focusing on how the prescribed text and the related text has invited responders to see the world differently
* Effectively articulates how ideas are represented with reference to a wide range of appropriate examples of language forms and features across the texts
* Delivers an effective audio presentation
 | B13–16 |
| * Composes a sound transcript using language appropriate to audience, purpose and context
* Presents a sound podcast focusing on how the prescribed text and the related text has invited responders to see the world differently
* Soundly articulates how ideas are represented with reference to suitable examples of language forms and features across the texts
* Delivers a sound audio presentation
 | C9–12 |
| * Composes a limited transcript using some language appropriate to audience, purpose and context
* Presents a limited podcast explaining how the prescribed text and/or related text has invited responders to see the world differently
* Attempts to explain how ideas are represented with reference to aspects of the texts. Textual references are possibly too generalised
* Delivers a limited audio presentation
 | D5–8 |
| * Composes a basic transcript with limited language skills appropriate to purpose and context
* Makes a basic attempt to discuss how the prescribed and/or related text has invited responders to see the world differently
* Makes a basic attempt to articulate how ideas are represented. References to texts are simplistic or superficial
* Basic or no attempt to deliver an audio presentation
 | E1–4 |
| * Non-attempt or non-serious attempt
 | 0 |

Table 3 – assessment outline (attach this to your final assessment submission)

|  |  |
| --- | --- |
| Suggestions | An outline of my assessment |
| Titles of texts |  |
| Types of text |  |
| Forms |  |
| Purpose (what I hope to achieve) |  |
| Target audience |  |
| Context |  |
| Setting |  |
| Key human experiences |  |
| Language element one from prescribed text |  |
| Language element 2 from related text |  |
| Key multimodal features |  |
| Other ideas/devices I have purposefully experimented with |  |
| Personal goal for this piece |  |

# References

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Yousafzai M and Lamb C (2015) *I Am Malala*, Weidenfeld and Nicolson/Orion, GB.

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