English Stage 5 (Year 10) – sample assessment notification

Reshaping the world – examination – Term 2

This document contains a sample assessment notification. Annotated student work samples have been provided in the examination booklet. This accompanies the teaching and learning program ‘Reshaping the world’.

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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. 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 sample assessment notification is not a standalone resource and aligns with the following support materials:

* Sample examination – Reshaping the world – examination – Term 2
* Core formative tasks – Reshaping the world
* Core formative task 6 – Reshaping the world – practice examination and peer marking of practice examination
* Core texts booklet – Reshaping the world
* Resource booklet – Reshaping the world
* Phase 1, resource 1 – ideas and values of Romanticism – PowerPoint
* Phase 2, resource 3 – applying punctuation for effect in poetry – PowerPoint
* Phase 3, resource 2 – form, rhyme structure and meter – PowerPoint
* Phase 3, resource 6 – active and passive voice in analytical writing – PowerPoint
* Phase 4, resource 1a – using noun groups to develop academic writing – PowerPoint
* Phase 4, resource 1b – supplementary slides for using noun groups to develop academic writing – PowerPoint
* Phase 4, resource 1c – summarising politics, freedom and revolution in the Romantic period – PowerPoint
* Phase 4, resource 3 – allusion in William Blake’s ‘London’ – PowerPoint
* Year 10 scope and sequence.

All documents associated with this resource can be found on the [Planning, programming and assessing English 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) webpage.

This resource is intended to support teachers to provide a model of syllabus-aligned programming and assessment practice.

It is acknowledged that many schools have their own resource and assessment templates. The content in activities is student facing and the content in resources is usually teacher facing; however, this can be modified for students.

**Teacher note**: 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 sample assessment notification has been designed for Term 2 of Year 10. It provides information to students about what to expect in the formal assessment task for this program, which is an examination. Students are provided with the opportunity to express an informed and personal response to poetry, demonstrating their understanding of the stylistic features of poetry from the Romantic era.

In the program ‘Reshaping the world’, students will explore a collection of poems from the Romantic era which reflect the values and concerns of the context in which they were composed. Throughout their study, students will consider the enduring and universal power of poetry to connect with new audiences in different contexts. They will gain a deep appreciation of how the aesthetic qualities and stylistic features of Romantic poetry can represent larger ideas and philosophies. Students analyse how figurative language and devices can be used to represent complex ideas, thoughts and feelings about the natural world.

In the examination, students will respond to 2 unseen poems as well as produce an extended analytical response based on 2 poems studied in class. Students develop their skills in expressing their ideas in analytical modes through the core formative tasks in the teaching and learning program.

## 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 notification and the student responses as examples and models and make modifications reflective of contextual needs.
* Examine the sample assessment notification and student work samples (in this document, the resource booklet and 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, explicit teaching, collaborative resource development, mentoring, lesson observation and the sharing of student work samples.
* Use the example 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.

# Reshaping the world – formal examination

**Teacher note**: while this examination has been designed to be completed under timed conditions in class, it could be distributed to students to complete at home in an allocated time period or over a series of lessons depending on student needs. Change the tense of these instructions if you are issuing the assessment later in the program when students have engaged in this learning.

In this program, you will engage with a range of poetry from the Romantic era. You will explore the ways in which the specific styles of Romantic poetry, including how its distinctive use of connotation, imagery and symbol, reflects the perspectives and context of Romanticism. You will also explore the way that Romantic poetry impacts on or connects with modern poetry.

This examination is intended to assess your ability to respond to short-answer style questions about unseen poems under timed conditions and to analyse poetry studied in class.

## Task overview

**Teacher note**: the annotations column has been provided to assist assessment design. This column is for the teacher only and should 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 10 – 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, 2024 (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, 2024 (first lesson of the week – indicative only) | [Due date – state the day and date the assessment is due. The [timing, frequency and nature of assessment processes 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. 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 Stage 5.] |
| ****Outcomes being assessed**** | **EN5-RVL-01**: reading, viewing and listening for meaning**EN5-URA-01**: connotation, imagery and symbol**EN5-URB-01**: perspective and context; style**EN5-ECA-01**: writing; text features; sentence-level grammar and punctuation | [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% (indicative only) | [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**** | In-class examination (60 minutes) | [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.]
 |

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# Task description

**Teacher note**: provide a short description of the task. This description should be written in plain language. 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. This advice can be customised at a school level.

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://curriculum.nsw.edu.au/assessment-and-reporting/assessment-principles) and provide clear opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.

In this assessment task, you will respond to a series of questions that will assess your knowledge and understanding of Romantic poetry. This examination has 2 parts, which are worth a total of 15 marks each:

* Part 1 – short answers to 2 poems that have not been studied in class
* Part 2 – an extended analytical response that requires you to demonstrate your knowledge of the poetry studied in class.

**Part 1 – short answers – 15 marks (30 minutes)**

**Teacher note**: students will have frequent opportunities throughout the teaching and learning program to develop the skills required to respond to texts and questions under examination conditions. Core formative tasks have been designed to support students to understand the requirements of the task and to practise meeting these. Student work samples and a practice examination are provided to support students in their preparation for this task.

**You will respond analytically to a series of short-answer questions based on 2 poems that have not been studied in class. In this section, you may be asked questions about:**

* **the** language and structural features of the poems
* how the poems reflect the stylistic features of Romanticism
* how the poems reflect the perspectives of the world that featured prominently in Romantic texts.

**Part 2 – extended analytical response – 15 marks** (30 minutes)

**Teacher note**: there are 2 different options provided here. Select one, relevant to the needs of your context, and remove the other option. For example, Option A may be more suitable if you need to administer the exam earlier in the term for reporting purposes. Option B may be more suitable if your students are capable of the more complex task of comparing poems across contexts and literary movements.

**Option A**

You will refer to an unseen question in which you are required to compare one of the poems that you have studied in class with one of the poems provided in **Part 1 – short answers.**

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

* respond to the question
* demonstrate an understanding of poetry from the Romantic era
* demonstrate control of language and structure appropriate to audience, purpose and form when analysing, explaining or assessing the features of a poem.

To support your completion of this extended response, you are allowed to bring an annotated version of one of the poems you have studied in class into the examination with you.

**Option B**

You will respond to an unseen question based on your study of the following 2 poems:

* ‘Lines Written in Early Spring’ by William Wordsworth
* ‘All that is loved (can be saved)’ by Ellen van Neerven.

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

* respond to the question
* demonstrate an understanding of poetry from different contexts
* demonstrate control of language and structure appropriate to audience, purpose and form when analysing, explaining or assessing the features of a poem.

To support your completion of this extended response, you are allowed to bring annotated versions of ‘Lines Written in Early Spring’ and ‘All that is loved (can be saved)’ into the examination with you.

**Annotation guidelines**

**Teacher note**: update these instructions to specify the annotated poems that can be brought into the examination based on whether you select Option A or Option B. Option A requires students to refer to only one poem studied in class and may be more appropriate if the examination is to be completed mid-way through the term. Option B requires students to refer to 2 poems studied in class and would be more suitable if the examination is to be completed at the end of the term. You may wish to adapt or adjust the instructions below based on the needs of students within your context. For example, you may wish to remove the option of accompanying annotations completely, or you may wish to provide a table or additional resource that explicitly scaffolds the notes that students can use.

You are permitted to bring into the examination an annotated copy of the poem(s) that you have studied in class. Your annotations:

* must be handwritten on your hard copy of the poem (poems if completing Option B)
* may be written on the side of the paper on which the poem appears – you may not write any notes on the back side of the paper
* may highlight the poetic devices used in the poem (poems in completing Option B)
* may include a brief explanation of the effect of the poetic devices used
* may include brief notes on contextual influences evident in the poem(s)
* must not exceed 100 words per poem.

**Please note**: your annotations must not be written in full sentences. You may not bring pre-prepared responses, paragraphs or sentences into the examination. Doing so will prevent you from engaging effectively with the given question and will result in you forfeiting the right to use your copies of the poem(s) to support you in this task.

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

**Teacher note**: 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:

* analyse the main ideas and thematic concerns represented in texts (**EN5-RVL-01** – Reading, viewing and listening for meaning)
* analyse the use of connotation, imagery and symbol in poetry (**EN5-URA-01** – Connotation, imagery and symbol)
* demonstrate an understanding of the distinctive aesthetic qualities and stylistic features of Romantic poetry (**EN5-URB-01** – Perspective and context; style)
* use language and structure appropriate to audience, purpose and form (**EN5-ECA-01** – Writing; Text features; Sentence-level grammar and punctuation).

## Steps to success

**Teacher note:** 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 revising process.

Table 2 – assessment preparation schedule

|  |  |
| --- | --- |
| ****Steps**** | ****What I need to do****  |
| ****Revise the common language and stylistic features of Romantic poetry, focusing on the use of connotation, imagery and symbol**** | Revise **Phase 2, activity 3 – glossary of poetic devices as a revision tool.**Revise your annotations of the poetry studied in this program to refamiliarise yourself with the way Romantic poets use language and stylistic devices. |
| ****Complete the practice sample examination**** | Complete **Core formative task 6 – practice examination and peer marking of practice examination** to develop an understanding of the types of questions that may be asked in **Part 1 – short answers**. |
| ****Review your personal goals**** | Review **Phase 6, activity 3 – goal setting to remind yourself of the goals that you want to achieve in your examination and the plans you have made to achieve these goals.** |
| ****Prepare your annotations for the extended analytical response**** | **Teacher note**: refine the contents of this cell dependent on whether you choose Option A or Option B for Part 2.Refine the annotations of **Core text 3 – ‘Lines Written in Early Spring’** **by William Wordsworth** and **Core text 4 – ‘All that is loved (can be saved)’ by Ellen van Neerven** that you produced as part of **Phase 5, activity 2 – annotating ‘Lines Written in Early Spring’ by William Wordsworth**  **and Phase 5, activity 5 – annotating ‘All that is loved (can be saved)’** **by Ellen van Neerven**. |
| ****Revise and refine comparative paragraph**** | **Teacher note**: **Core formative task 5 – comparative paragraph** is relevant to Option B for Part 2 only. Delete this row if you choose to use Option A for Part 2 of the examination.Review your composition for **Core formative task 5 – comparative paragraph** and reflect on and apply any feedback that was received in response to this composition. This will support you in preparation for **Part 2 – extended analytical response**. |

## 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 NESA’s [Assessment Certification Examination (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

**Teacher note**: 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 prepare for the assessment task:

* sample practice examination, student responses, annotated student work samples and marking criteria (see **Core formative task 6 – practice examination and peer marking of practice examination, Phase 6, resource 2 – feedback on sample answers**)
* any annotations made to the core texts (see **Core text 3 – ‘Lines Written in Early Spring’** **by William Wordsworth** and **Core text 4 – ‘All that is loved (can be saved)’ by Ellen van Neerven** that you produced as part of **Phase 5, activity 2 – annotating ‘Lines Written in Early Spring’ by William Wordsworth and Phase 5, activity 5 – annotating ‘All that is loved (can be saved)’ by Ellen van Neerven**)
* information about the distinctive style of poetry from the Romantic era (see **Phase 1, activity 4 – Romantic metalanguage, Phase 2, activity 3 – glossary of poetic devices, Phase 4, activity 3 – check your understanding of Romanticism, Phase 5, activity 3 – comparing poetry from different contexts**)
* analytical writing support materials (see **Phase 3, activity 10 – short answer response to figurative language devices, Phase 3, activity 11 – model response, Core formative task 2 – short answers to an unseen text, Phase 4, activity 7 – writing scaffold for sound devices, Core formative task 3 – analytical paragraph, Phase 5, activity 6 – preparing for the comparative paragraph, Phase 5, activity 8 – writing an extended response introduction, Core formative task 5 – comparative paragraph.**

# 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 from 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.

## 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.Ccurriculum@det.nsw.edu.au.

**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) 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 Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468). 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 supports the [School Excellence Framework](https://education.nsw.gov.au/about-us/strategies-and-reports/school-excellence-and-accountability/school-excellence/about-sef) element of assessment (formative assessment, summative assessment, student engagement).

**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) 5.1.2, 5.2.2, 5.3.2.

**Consulted with**: subject-matter experts from the Curriculum and Reform Explicit Teaching team, the Literacy team, Multicultural Education and Strategic Delivery

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

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

**Resource**: sample assessment notification

**Related resources**: further resources to support English Stage 5 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 NSW Education Standards Authority.

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# References

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van Neerven E (2020) ‘All that is loved (can be saved)’ in Throat, University of Queensland Press, Queensland. The reproduction of this poem has been made possible as permission has been granted by the University of Queensland Press. The poem used in this resource is licensed up until June 2027

Wordsworth W (1798) [‘Lines Written in Early Spring’](https://gutenberg.org/files/9622/9622-h/9622-h.htm#poem11), Lyrical Ballads 1798 by William Wordsworth and Samuel Taylor Coleridge*,* The Project Gutenberg website, accessed 8 May 2024.

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