English Stage 5 (Year 10) – core formative tasks

Novel voices

This document contains the core formative tasks that accompany the Year 10 teaching and learning program, ‘Novel voices’.

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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 engage with a novel to explore how authors use narrative conventions to represent ideas and shape meaning. As they study the teacher-selected novel, students deepen their understanding of how elements of prose fiction and point of view can be used to influence a reader’s response to the text. Students will explore how characters in texts can be lifelike constructions with whom an audience can establish intellectual and emotional connections.

## Purpose of resource

This core formative tasks booklet has been developed to assist teachers in NSW Department of Education schools to create and deliver assessment practices that align with the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022). The content has been prepared by the English curriculum team, unless otherwise credited. It is not a standalone resource. It has been designed for use by teachers in connection to the program materials for ‘Novel voices’ and the accompanying resources.

## Target audience

The core formative tasks are intended to guide interpretation of the syllabus and provide 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. This is to be deleted by the teacher before issuing the core formative tasks to students.

## 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, ‘Novel voices’. Students will develop their skills in analytical composition and develop their conceptual understanding of point of view, characterisation, narrative and theme. The core formative tasks are written specifically about the core text. If a different novel is selected for study, the core formative tasks could serve as a model for the design of formative tasks aligned to your chosen text.

The tasks have been created to allow entry points for students across a range of abilities. Each core formative task focuses on one or more of the key skills needed to successfully complete the analytical response required by the formal assessment.

## 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 a different novel.
* 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 below.

Table 1 – core text

|  |  |
| --- | --- |
| Core text | Author |
| **Aristotle and Dante Discover the Secrets of the Universe** | **Alire Sáenz B (2021)**Aristotle and Dante Discover the Secrets of the Universe***,*** 2nd edn**, Simon &** S**chuster, New York.** |
| ****‘The Index Cards’**** | Nowra L (2011) ‘The Index Cards’ in Kennedy C (ed) The Best Australian Stories 2011, Black Inc., Australia. |

# Novel voices – core formative tasks

**Teacher note**: a short description of each task is provided. 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 their advice on [Formative Assessment](https://curriculum.nsw.edu.au/assessment-and-reporting/formative-assessment). These provide clear opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.

In this program, students will engage with a novel and other short prose extracts, with a specific focus on point of view, characterisation and narrative. The formal assessment is an extended analytical response based on the core text.

The core formative tasks build students’ capacity to demonstrate their understanding in the formal assessment task.

## Core formative task 1 – sharing and reflecting on reading experiences

**Teacher note**: **Core formative task 1 – sharing and reflecting on reading experiences** can be found in Phase 1. Relevant activities and resources can be found below.

Phase 1 and **Core formative task 1 – sharing and reflecting on reading experiences** are designed to support students to articulate a personal response to their own wide reading. The purpose of this task is to pique interest and provide a sample of informal written and verbal language to compare and contrast to formal, academic language explored in Phase 3.

1. Students select a text they have read in the past that they enjoyed reading. This could be from their own wide reading, or a text they have read in a previous year.
2. Students write a 2 to 3 sentence review for their book that could be placed on a library shelf to promote their chosen book.
3. Students bring a physical copy of the book to class for a ‘speed date’ with their peers.
4. Students engage in a ‘speed date with a book’ activity. To do this, they:
5. sit in 2 concentric circles or 2 rows, facing a peer
6. spend 90 seconds talking about their book and 90 seconds listening to their peer talk about their book. In their 90 seconds, they should try to sell the book – what makes it one that their peer should read? They could use their 2 to 3 sentence review as a conversation starter for this activity.
7. at the end of the 3 minutes, one student stands up and moves to the student on their left.
8. repeat the process so that they speak with multiple peers about their books.
9. Students complete an exit ticket explaining what book they ‘dated’ that they most want to read and why.
10. Students hand in their 2 to 3 sentence review so that they can be used by the school librarian, or displayed in the classroom.

### Relevant resources

* **Core formative task 1 – sharing and reflecting on reading experiences**
* **Phase 1, activity 3 – the language of opinion**
* **Phase 1, resource 1 – book review annotation**
* **Phase 1, activity 4 – exit ticket**

**Teacher note**: this task connects to the following content points:

**EN5-RVL-01**

* **Reading for challenge, interest and enjoyment** – evaluate experiences of reading by sharing responses to texts
* **Reflecting** – reflect on own experiences of reading by interacting with peers in meaningful ways about the value of reading

## Core formative task 2 – developing a thesis

**Teacher note**: **Core formative task 2 – developing a thesis** can be found in Phase 2. Relevant resources and activities have been identified below.

Phase 2 and **Core formative task 2 – developing a thesis** are designed to support students to develop a line of argument in response to a text.

1. Teacher models deconstructing the sample question:

‘Complex characters create engaging reading experiences.’ To what extent to you agree with this statement, considering your reading experience of Louis Nowra’s ‘The Index Cards’?

1. Teacher models using the deconstructed question to develop a thesis statement using ‘Index Cards’.
2. Students work in groups to deconstruct a second question:

‘How does Nowra create characters that provoke a response in ‘The Index Cards’?

1. From the deconstruction, each member of the group will develop a thesis in response to the question.
2. The group discusses which is the most effective thesis. They may choose to edit and refine the thesis.
3. The final thesis will be displayed on the classroom walls and groups will participate in a gallery walk to engage with the work of their peers.
4. Students express their observations using the TAG structure:
5. T – tell something that you really liked. Explain why you liked it.
6. A – ask a question to better understand the work presented.
7. G – give a suggestion to help make the work even better.
8. Students use the feedback they receive to refine their thesis statements.
9. Students submit their thesis statements to the teacher.

### Relevant resources

* **Core text – 'The Index Cards’by Louis Nowra**
* **Core formative task 2 – developing a thesis**
* **Phase 6, activity 3 – creating a personal thesis statement**
* **Phase 2, activity 6 – appreciating the crafting of ‘The Index Cards’**
* **Phase 2, resource 5 – developing a thesis statement**
* **Phase 6, resource 3 – developing personal voice and precise vocabulary**
* **Phase 6, resource 4 – annotated personal thesis statement**
* [Gallery Walk](https://education.nsw.gov.au/teaching-and-learning/learning-remotely/teaching-at-home/expectations/contemporary-learning-and-teaching-from-home/learning-from-home--teaching-strategies/gallery-walk).

**Teacher note**: this task connects to the following content points:

**EN5-ECA-01**

* **Writing** – use rhetorical language strategically and subtly to shape complex ideas and convince others of a point of view, as appropriate to audience and purpose
* **Text features** – use the structural conventions of analytical writing purposefully, including a well-articulated and considered thesis, **a sustained and cohesive progression of supporting points, and a rhetorically effective conclusion**

**Teacher note**: bold outcome content has not been addressed in this sequence.

## Core formative task 3 – exploring point of view

**Teacher note**: **Core formative task 3 – exploring point of view** can be found in Phase 3. Relevant activities and resources can be found below.

Phase 3 and **Core formative task 3 – exploring point of view** are designed to support students in understanding how narrative point of view and dialogue in a novel shape perspective and position the reader.

* Students use **Core formative task 3 – exploring point of view** to complete this task.
* With a partner, students conduct a paired reading of **one of the extracts below** They make note of the way the point of view is revealed through dialogue and focalisation, and how this positions the reader and their understanding of the action of the scene.
* Part 1 – The Different Rules of Summer, Chapter 7, pages 34–35
* Part 1 – The Different Rules of Summer, Chapter 9, pages 38–40
* Part 2 – Sparrows Falling from the Sky, Chapter 3, Aristotle’s conversation with his mother on pages 69–70.
* One partner rewrites the extract from the other character’s point of view, while the other writes it in third person omniscient narrative voice.
* The pair swap their responses and assess how the changes impact on how the reader connects with and understands the characters.

### Relevant resources

* **Core formative task 3 – exploring point of view**
* **Phase 2, activity 1 – narrative point of view**
* **Phase 2, resource 4 – experimenting with point of view sample**
* **Phase 3, activity 15 – focalisation**
* **Phase 6, resource 2 – what a good one looks like**
* **Phase 6, activity 2 – WAGOLL reflection**
* **Phase 6, activity 3 – creating a personal thesis statement**

**Teacher note**: this task connects to the following content points:

**EN5-RVL-01**

* **Reading, viewing and listening for meaning** – investigate how layers of meaning are constructed in texts and how this shapes a reader’s understanding and engagement

**EN5-URA-01**

* **Point of view** – examine elements of focalisation, such as omniscience, limitations, indirect speech, tone, reliability and multiple narrators, and how these interact to shape perceptions of meaning in texts, and apply this in own texts

**EN5-ECA-01**

* **Writing** – select and adapt appropriate codes, conventions and structures to shape meaning when composing written texts that are analytical, informative, persuasive, discursive and/or imaginative
* **Sentence-level grammar and punctuation** – apply punctuation to suit text purpose, support clarity and meaning, for effect, and to control reader response

**EN5-ECB-01**

* **Reflecting** – evaluate the effectiveness of compositional choices in writing that have been influenced by elements of other texts, using specific examples

## Core formative task 4 – study guide

**Core formative task 4 – study guide** can be found in Phase 4. Relevant resources and activities for each poem have been identified below. Draw on **Core formative task 1 – sharing and reflecting on reading experiences** to discuss differences between spoken and written voice- academic register. **Phase 2, resource 3 – facilitating a Hot seat activity** can be used to support the final step in this task.

Phase 4 and **Core formative task 4 – study guide** are designed to develop students’ understanding of the structural roles characters play within a novel and how they can establish intellectual and emotional connections for the reader. Students will contribute to a class study guide that analyses the role of characters as drivers of action and conflict. Students will be able to refer to these when writing their extended response.

One way to approach preparing students for this task is outlined in the steps below.

1. Teacher guides a class brainstorm about the purpose of study guides, where they can be found and what they include.
2. Students explore the model of a study guide provided in **Phase 4, resource 4 – sample character study guide**.
3. Teacher allocates characters to individual students.
4. Students complete a series of questions based on the character allocated to them.
5. Students move into groups and edit and refine their response, creating one document to share with the class. Students then share this document on a digital platform such as [Microsoft Sway](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/123) or [Google Sites](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/71).
6. Students reflect upon their learning in a class discussion.

### Relevant resources

* **Core formative task 4 – study guide**
* **Phase 3, activity 11 – the Bildungsroman**
* **Phase 3, activity 12 – understanding narrative structure**
* **Phase 4, resource 4 – sample character study guide**

**Teacher note**: this task connects to the following content points:

**EN5-URA-01**

* **Characterisation** – explore how characters in texts can be lifelike constructions with whom audiences establish intellectual and emotional connections, and can be perceived to reflect, challenge or subvert particular values and attitudes
* **Characterisation** – analyse how characters can serve structural roles in narrative, such as foils and drivers of action and conflict, and manipulate these ideas when composing own texts

**EN5-ECA-01**

* **Writing** – select and adapt appropriate codes, conventions and structures to shape meaning when composing written texts that are analytical, informative, persuasive, discursive and/or imaginative.
* **Text features** – use the structural conventions of informative texts purposefully to build a field of relevant facts and perspectives

## Core formative task 5 – analytical paragraph

**Teacher note**: **Core formative task 5 – analytical paragraph** can be found in Phase 4. Relevant resources and activities have been identified below. A range of additional support materials can be found in Phase 6 and within the sample assessment notification.

**Core formative task 5 – analytical paragraph** is designed to support students to develop and refine their understanding of the language and structure required to compose personal analytical paragraphs. This task provides opportunities for students to plan, draft and edit analytical paragraphs, in preparation for their extended analytical response assessment task. The composition of this paragraph belongs within a series of activities that will support students to plan, draft, edit and revise their analytical response.

**Teacher note**: [explicit teaching](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-wwb-research-update) strategies have been utilised in this task, with students using the same question from the assessment notification. This is designed to support students to effectively plan, monitor and reflect upon their work throughout the program. The [Seldon Method or This does that](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/secondary-literacy) has been used to support students to embed textual evidence and analysis in an integrated manner.

**Assessment question**:

How does Bejamin **Alire Sáenz** use characterisation and point of view to challenge and expand your thinking about the main ideas of Aristotle and Dante Discover the Secrets of the Universe?

1. Students review responses to **Phase 6, activity 1 – how to isolate and deconstruct key terms of a question** to determine understanding of the question and ways to approach.
2. Students return to **Core formative task 2 – developing a thesis** to ensure consistency and cohesion across their analytical response. Use **Phase 4, activity 9 – exploring thematic messages** to support students to identify appropriate ‘big ideas’ and how these might align across the introduction and opening statements in each body paragraph.
3. Students select one ‘main idea’ from their plan to form the basis of this analytical paragraph. Develop an informed personal topic sentence using **Phase 4, activity 11 – crafting analytical paragraphs**, which explicitly scaffolds how to use language and structure aspects of an analytical paragraph.
4. Use **Phase 4, activity 12 – Seldon method or This does that for textual analysis** to complete the following steps:
5. Isolate 3 to 4 pieces of evidence that demonstrate the ‘main idea’ selected.
6. Connect each piece of evidence to a language form, feature and/or structural device used by the author.
7. Explain the effect of the device, both in the text and on your understanding, in the context of the question.
8. Read and use **Phase 4, resource 7 – annotated WAGOLL paragraph**, discussing the ways an effective response applies the necessary features and structures of an analytical paragraph.

**Teacher note**: this model can be used to support students’ independent construction, as well as an example for self and peer assessment.

1. Students then experiment with their final sentence, again using the samples provided to move beyond repetition of the question to include a personal evaluation and link back to the question. Students can use the following checklist to compose their final sentence:
2. return to relevant parts of the question
3. use synonyms to restate aspects of the topic sentence and the question
4. conclude with a sentence that moves the argument forward. See **Year 7 – Escape into the world of the novel – Phase 2, activity 11** for additional support with this.
5. In pairs, students share their paragraph and use a [guided feedback chat](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) to assess the work of their peers. The student identifies one element of their writing about which they would like feedback.
6. Students reflect upon the process and feedback. They create a plan on how they will implement this feedback in the development of the remaining analytical paragraphs.

### Relevant resources

* **Core formative task 5 – analytical paragraph**
* **Novel voices sample assessment notification**
* **Phase 4, activity 9 – exploring thematic messages**
* **Phase 4, activity 11 – crafting analytical paragraphs**
* **Phase 4, resource 5 – Seldon method or This does that for textual analysis**
* **Phase 4, activity 12 – Seldon method or This does that for textual analysis**
* **Phase 4, resource 6 – synonyms for ‘shows’**
* **Phase 4, resource 7 – annotated WAGOLL paragraph**
* **Phase 6, activity 1 – how to isolate and deconstruct key terms of a question**
* **Phase 6, resource 2 – what a good one looks like**
* **Phase 6, resource 3 – developing personal voice and precise vocabulary**

**Teacher note**: this task connects to the following content points:

**EN5-RVL-01**

* **Reading, viewing and listening for meaning** – analyse the main ideas and thematic concerns represented in texts

**EN5-URB-01**

* **Theme** – analyse how themes can be understood to underpin cohesive meaning in texts, and apply this understanding in own texts

**EN5-ECA-01**

* **Text features** – use the structural conventions of analytical writing purposefully, including a well-articulated and considered thesis, a sustained and cohesive progression of supporting points, and a rhetorically effective conclusion
* **Sentence-level grammar and punctuation** – select and justify the use of varied sentence type, length and complexity to support cohesion and for effect
* **Word-level language** – select technical vocabulary to write with accuracy in a range of modes and registers appropriate to audience, purpose, form and context

**EN5-ECB-01**

* **Planning, monitoring and revising** – plan a progressive sequence of arguments or ideas, and set goals at conceptual, whole text and paragraph levels
* **Planning, monitoring and revising** – select from a range of collaborative drafting strategies and feedback processes to improve clarity, meaning and effect in texts

## Core formative task 6 – writing a rhetorically effective conclusion

**Teacher note**: **Core formative task 6 – writing a rhetorically effective conclusion** can be found in Phase 6. Relevant resources and activities have been identified below. The focus of this task is on composing a rhetorically engaging and appropriate conclusion that moves beyond simply restating the question.

Phase 6 and **Core formative task 6 – writing a rhetorically effective conclusion** support students in composing a rhetorically effective conclusion, using precise vocabulary and a personal voice to conclude response effectively. **Students will engage with and reflect on model texts to inform their own composition of a rhetorically effective conclusion.**

1. **Peer-to-peer discussion**
2. In one minute, students explain their thesis to a peer. During this time, the allocated partner should make notes.
3. In a second minute, the peer asks the student clarifying questions. The peer may also ask for the student to elaborate on their summary or outline any evidence they intend to use.
4. Repeat this process for the second student.
5. Students exchange notes so they have a copy of the peer feedback.
6. **Drafting engaging conclusion**
7. Using any summative notes and planning documents, students write a concluding paragraph articulating final thoughts on the question.
8. Students may like to return to **Phase 6, resource 2 – what a good one looks like** and the **annotated student work sample** in the assessment notification as model texts.
9. **Return to peer discussion**
10. Students return to pairs from the Step 1 discussion and read their draft conclusion aloud to each other.
11. The allocated peer evaluates the fluency of their peer’s paragraph and determines if the conclusion reflects the verbal explanation of their thesis/answer as presented in Step 1.
12. Repeat this process for the second student.
13. **Apply feedback and review conclusion**
14. Students take time to reflect on the feedback provided by their peer and apply this to their conclusion, ensuring they have effectively summarised and concluded their analytical response, adding some personal voice and final evaluation.

### Relevant resources

* **Core formative task 6 – writing a rhetorically effective conclusion**
* **Novel voices sample assessment notification**
* **Phase 6, resource 2 – what a good one looks like**
* **Phase 6, activity 5 – features of a rhetorically effective conclusion**
* **Phase 6, resource 5 – synonyms for ‘in conclusion’**

**Teacher note**: this task connects to the following content points:

**EN5-ECA-01**

* **Text features** – use the structural conventions of analytical writing purposefully, including a well-articulated and considered thesis, a sustained and cohesive progression of supporting points, and a rhetorically effective conclusion
* **Sentence-level grammar and punctuation** – craft concise sentences to suit text purpose

**EN5-ECB-01**

* **Planning, monitoring and revising** – engage with model texts to develop and refine features, structures and stylistic approaches in own work

## Core formative task 7 – reflecting on and editing your analytical response

**Teacher note: Core formative task 7 – reflecting on and editing your analytical response can be found in Phase 6. Relevant resources and activities have been identified below. A range of** [feedback practices and strategies](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/feedback-to-students/feedback-practices-and-strategies) **can be accessed via the department’s website to support with this core formative task.**

Phase 6 and **Core formative task 7 – reflecting on and editing your analytical response** are designed to support students toengage with [feedback practices and strategies](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/feedback-to-students/feedback-practices-and-strategies) to improve the clarity, meaning and effectiveness of their draft analytical response. The purpose of this task is to provide students with opportunities and scaffolding for self- and peer-evaluation, to improve their draft prior to submission. Students will engage in a range of feedback processes to revise and refine the depth and quality of their analytical response, using the marking criteria and student-facing rubric that accompany the **Novel voices sample assessment notification**.

**To successfully complete this task, students must have a completed draft of their analytical response assessment.**

1. **Self-evaluation – students use Phase 6, activity 6 – self-evaluation template to reflect on their own analytical response, following the checklist provided on the template, while simultaneously editing their response. Once students have made the necessary revisions to their response, they move on to peer-evaluation.**
2. **Peer-evaluation – students are paired with a partner and complete Phase 6, activity 7 – peer-evaluation template**, providingconstructive feedback that can be applied to improve the quality of their peer’s response. Once students have read the response, they can use the checklist in the template and provide some constructive feedforward.
3. **Peer-to-peer conference –** using **Phase 6, activity 8 – peer-to-peer conference prompts**, students engage in a discussion about their analytical responses, posing questions for reflection and consideration, which will support students to refine their formal assessment task.
4. **Return to composition –** students are given time to make further revisions to their analytical response, drawing upon the comments on the peer-evaluation template and the peer-to-peer conference.

**Teacher note**: it is recommended that students have access to teacher feedback at some point throughout the process. The evidence base and suggestions for possible feedback strategies can be found in the department’s [What works best in practice](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/practical-guides-for-educators/what-works-best-in-practice) document.

### Relevant resources

* **Core formative task 7 – reflecting on and editing your analytical response**
* **Novel voices sample assessment notification**
* **Phase 6, activity 6 – self-evaluation template**
* **Phase 6, activity 7 – peer-evaluation template**
* **Phase 6, activity 8 – peer-to-peer conference prompts**

**Teacher note**: this task connects to the following content points:

**EN5-ECB-01**

* **Planning, monitoring and revising** – select from a range of collaborative drafting strategies and feedback processes to improve clarity, meaning and effect in texts
* **Reflecting** – evaluate own ability to plan, monitor and revise during the composition process, and how this can improve clarity, cohesion and effect

# 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 core formative tasks 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](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:** 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, teaching and learning 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 with 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/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) element of assessment (formative assessment, summative assessment, student engagement).

**Alignment to Australian Professional Standards for Teachers**: this resource supports teachers to address [Australian Professional Standards for Teachers](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**: school-based colleagues and subject matter experts from the Rural Learning Exchange

**NSW Syllabus**: [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.

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

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

**Resource**: core formative tasks booklet

**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 the NSW Education Standards Authority.

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# References

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