# Stage 5 English syllabus requirements planning template

## Rationale

This document sets out key requirements for planning and implementing the Stage 5 English syllabus at your school. It begins with Year 10 to support the planning process of backward mapping into Year 9. This process should be completed for each stage and course. It is important that the learning planned for Stage 5 builds upon Stage 4, and prepares students for Stage 6. This can help schools ensure that the entire Stage 5 program meets requirements as mandated by the NSW Education Standards Authority (NESA) and the NSW Department of Education (DoE).

NESA is responsible for the following: the syllabus (outcomes, content, and text requirements), mandatory hours, and assessment and reporting. The DoE is responsible for the sector-specific requirements related to assessment and reporting, mandatory hours, and various policies and guidelines. These are referenced throughout the planner and should be consulted to ensure scope and sequence, assessment plans, and teaching and learning materials reflect syllabus and department requirements for each grade and the stage overall.

The DoE publishes a range of curriculum support materials, including samples of lesson sequences, scope and sequences, assessment tasks, examinations, student and teacher resource booklets, and curriculum planning and curriculum evaluation templates. These support materials are not exhaustive and do not represent the only way to complete or engage in each of these processes. This planning template provides instructions for the numerous ways it can be used by English teachers and English faculties. This is to reinforce that curriculum design and implementation is a dynamic and contextually-specific process. While the mandatory components of syllabus implementation must be met by all schools, it is important that the approach taken by English teachers is reflective of their needs and faculty/school processes.

**Updating the table of contents**

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## Introduction

### Purpose, audience. and suggested timeframes

The layout of this document is intended to support faculty level communication, professional learning, and collaborative planning. To ensure a consistent implementation of policy and faculty requirements, as well as a shared vision for the scope of subject English, this planner can be used to facilitate the effective long-term design of teaching and learning activities and units.

This planning template contains an outline of how to use it as a support in the planning and evaluation process as well as the provision of direct links to useful resources. Utilising tools that support a collaborative approach to planning and implementation of teaching and learning is supported by extensive research, including CESE’s research and explored within the [What works best 2020 update](https://www.cese.nsw.gov.au/publications-filter/what-works-best-2020-update).

This template can be used in several ways:

Complete the planning as a faculty or course/stage coordination team.

Upload the document to Google Docs or MS Teams as a ‘live’ document and evaluate the plans at key points throughout the year.

Cross-reference the plans against the content within teaching and learning units, scope and sequences, assessment schedules, assessment notifications, and student resources.

Keep a copy of this document in the organisational material for each stage/course.

The information in this template is from relevant NESA and DoE documentation. It is important that all collaborators re-read and cross-reference the relevant syllabus and assessment and reporting information hyperlinked below. This ensures faculty practice is an accurate reflection of all requirements. Links contained within this resource were correct as of 14 June 2022.

### Building upon Stage 5

It is important to build upon learning in Stage 4 when planning the program of learning for Stage 5. This understanding can also ensure students are appropriately challenged and prior learning is built upon within Stage 5. The [English Textual Concepts](http://www.englishtextualconcepts.nsw.edu.au/) resource provides a useful starting point when thinking about the conceptual development between Stages 4 and 5. This can be a helpful resource to consult when planning lesson sequences that make explicit connection to prior learning.

### Building toward Stage 6

An effective program of learning takes the texts, knowledge, understanding, and skills developed in each stage into consideration. Backward design for Stage 6 should build on the learning developed in Stage 5. When planning the texts and learning experiences for Stage 5, consult the Stage 6 text syllabus requirements planner.

### Suggested collaborative structure

A colour coding system has been provided. This is an optional system and has been designed to make actioning requirements easier to understand and monitor.

When writing the name of texts, always include the following full details so a teacher new to the text can locate it accurately and easily: name of the text and its composer, the publication date, textual form, hyperlink to the text/publication details.

* Writing in black indicates the requirement is currently being met. State: the name of the text and unit in which this requirement is currently being addressed.
* Highlight in red where the requirement is not currently being addressed. This needs to be actioned immediately by an allocated member of your team.
* Highlight in yellow when the team believes a requirement is being addressed in a specific unit. An allocated person on your team confirms whether the requirement is met and communicates with the faculty within a specified timeframe. If the requirement is not met, change this to red and communicate with your team. This is then actioned by an allocated member of your team.
* Highlight in green and outline where a text would be appropriate for a unit. The allocated person embeds this within a specified timeframe.

## Year 9 and Year 10 text requirements

This table is used to map and outline the way syllabus text requirements are currently being met in the program of learning for Year 9 and Year 10. Please note, the requirement for ‘at least two works’ for each category is to be met across the stage. Most schools choose to study at least one work of each type each year. If areas of need are identified, the Year 9 or Year 10 planning templates would be used to collaboratively plan how to address this area of need. The [NSW Syllabus for the Australian Curriculum English K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) contains [Stage 5 course and text requirements.](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/content-and-text-requirements#:~:text=appropriate%20curriculum%20adjustments.-,Stage%205,Over%20Stage%205%2C%20students%20must%20read%2C%20listen,-to%20and%20view) In selecting specific texts for study in English, teachers should consider the needs, interests, and abilities of their students, and the ethos of the school and its local community. They should also consult the [Controversial Issues in Schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045), the quality text selection guide, the [Classification Review Board](https://www.classification.gov.au/classification-ratings), the [Support for controversial issues guide](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/leading-english-k-12#:~:text=Support%20for%20controversial%20issues%20in%20English) and the Guide to teaching controversial issues in English K-12.

Table 1 – Stage 5 text requirements

|  |  |  |
| --- | --- | --- |
| **Stage 5 requirements**  | **Year 9 (state the title and identify if it is a spoken, print, visual, media, multimedia or digital text)** | **Year 10 (state the title and identify if it is a spoken, print, visual, media, multimedia or digital text)** |
| Poetry (a wide range of types of poems) |  |  |
| Fiction (at least two works) |  |  |
| Nonfiction (at least two works) |  |  |
| Drama (at least two works) |  |  |
| Film (at least two works) |  |  |

## Across Stage 5 English course and text requirements

This table is used to map and outline the way syllabus text requirements are currently being met in the program of learning for Stage 5. Please note, the same texts may appear in numerous categories. The purpose here is not necessarily to have a different text for every category, but to make sure these mandated categories have been explored and met. Across Stage 5, the selection of texts **must** give students experience of the following requirements**.**

Table 2 – Text requirements across Stage 5 English

|  |  |  |
| --- | --- | --- |
| **Stage 5 requirements**  | **Year 9 (state the title and identify if it is a spoken, print, visual, media, multimedia or digital text)** | **Year 10 (state the title and identify if it is a spoken, print, visual, media, multimedia or digital text)** |
| Texts which are widely regarded as quality literature |  |  |
| Widely defined Australian literature |  |  |
| Australian literature that gives insights into Aboriginal experiences in Australia (aim for texts written by Aboriginal and Torres Strait Islander composers) |  |  |
| A wide range of literary texts from other countries and times (including poetry, drama scripts, prose fiction and picture books) |  |  |
| Texts written about intercultural experiences |  |  |
| Texts that provide insights about the peoples and cultures of Asia (aim for texts written by Asian authors and Australian composers with Asian heritage) |  |  |
| Shakespearean drama |  |  |
| Everyday and workplace texts |  |  |
| Texts with a wide range of cultural, social and gender perspectives | Cultural:Social:Gender:Popular and youth cultures: | Cultural:Social:Gender:Popular and youth cultures: |
| Texts that include aspects of environmental and social sustainability |  |  |
| Picture books, graphic novels |  |  |
| An appropriate range of digital texts, including media and multimedia. |  |  |

## Year 10 English planning template

One way to assist the backward mapping of knowledge and skills from Year 10 into Year 9 is to examine the current unit rationales side by side. Identifying the knowledge, skills, and text requirements students need to develop and explore throughout each unit can help create a clear outline of the students’ learning journey. Then, by comparing this with Stage 4, teachers will be able to see quite explicitly how one stage builds on the other. Four units have been identified as a reflection of the maximum number of formal assessments recommended for each year. More units may be taught, but it is not recommended to deliver more than four formal assessments within one calendar year.

Table 3 – Year 10 assessment, reporting, and teaching and learning plans

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Planning requirements | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Unit timing Identify the timing of the teaching and learning content and include the school weeks and the term. The total hours dedicated to the study of English in Years 7-10 should reach 400 hours at the conclusion of Stage 5 ([ACE 4007](https://ace.nesa.nsw.edu.au/ace-4007#:~:text=English-,The%20Board%20Developed%20syllabus%20to%20be%20studied%20substantially%20throughout%20each%20of%20Years%207%E2%80%9310.%20400%20hours%20to%20be%20completed%20by%20the%20end%20of%20Year%2010.,-Mathematics)). |  |  |  |  |
| ****Texts and textual form as per syllabus requirements****Consult the [Stage 5 content and text requirements](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/content-and-text-requirements#:~:text=appropriate%20curriculum%20adjustments.-,Stage%205,Over%20Stage%205%2C%20students%20must,-read%2C%20listen%20to) information and state the full name and the textual form of the text/s being taught within the unit. Check the [NESA English Stage 6 Prescriptions (2019-2025)](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017#:~:text=English%20prescriptions,selection%20of%20texts.) and the [Drama Stage 6 Prescriptions](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus/course-prescriptions) to make sure you are not using a text set for study in Year 12. This is not recommended for Stage 5 and is not permitted in Stage 6, as [ACE 8063](https://ace.nesa.nsw.edu.au/ace-8063) outlines. State what aspect of the text requirements the texts meet. This does not need to be lengthy, and you can use the language from the text requirements information.Ensure choices align with the DoE [Controversial Issues in Schools policy](https://policies.education.nsw.gov.au/policy-library/policies/controversial-issues-in-schools?refid=285776) and follow both the Controversial Issues in Schools – procedures and the Audiovisual materials in schools – procedures for use.The English curriculum team has also provided sample permission notes in the [Support for controversial issues in English](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/leading-english-k-12#:~:text=Support%20for%20controversial%20issues%20in%20English) document to support the parent/carer communication process. |  |  |  |  |
| ****Catering to student needs, interests, and cultural and linguistic diversity****Consult a range of internal and external data in order to identify student needs and interests and plan for ways to support students’ cultural and linguistic diversity. This includes targeted [differentiation strategies.](#_Differentiation_strategies) This may include targeted formative assessment and [feedback strategies](#_Feedback_strategies) to implement within the teaching and learning plans. |  |  |  |  |
| ****Assessment title and timing****State the title of the assessment, the issue date, and the due date (day, date, term, and year). |  |  |  |  |
| ****Assessment outline (include the modes assessed)****Provide a brief outline of the core components of the formal assessment task [(assessment strategies)](#_Assessment_strategies_1). This should be written in [plain English](https://www.digital.nsw.gov.au/delivery/digital-service-toolkit/resources/accessibility-and-inclusivity/write-plain-english), as should the assessment task itself, and be easy for a student, parent, or carer to understand. |  |  |  |  |
| ****Assessment outcomes****Briefly justify why the outcomes have been selected for the assessment. Use the syllabus code and aim for 3-4. The knowledge, skills, and understanding required within the outcomes should inform the language used within the marking guidelines for the task. This provides colleagues with an opportunity to cross reference knowledge, skills, and understanding in relation to purpose and product. |  |  |  |  |
| ****Important information for the teaching and learning unit****Record important notes for the unit writer/s. You might explain essential activities, resources, or evaluation notes etcetera. You may refer to previous unit evaluation information. Samples of this structure are provided within the Evaluating a teaching and learning program guide. |  |  |  |  |
| ****Staff responsible****State the names of the staff responsible for writing, reviewing and/or refining the unit and associated assessment materials. Include the associated timeline and due dates. |  |  |  |  |
| ****Modes addressed throughout teaching and learning unit****Outline the core modes being addressed within the unit. This must align with the selected outcomes and the assessment. This helps ensure tasks involving modes such as speaking or representation have adequate formative assessment embedded within the unit. See DoE [Approaches to assessment](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/aspects-of-assessment/approaches-to-assessment) and [NESA Assessment for, Assessment as, Assessment of Learning](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/principles-of-assessment/approaches) for advice. |  |  |  |  |
| ****School or faculty learning priorities****Identify the relevant learning priorities. These may be related to literacy, creativity, communication, technology, or another area. The intention is to ensure a clear connection between school/faculty learning goals and teaching and learning units. |  |  |  |  |
| ****Learning across the curriculum****Identify the cross curriculum priorities found within the [learning across the curriculum requirements](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/learning-across-the-curriculum) addressed through the texts, teaching strategies, and learning experiences planned for this unit. |  |  |  |  |
| ****Evaluation results and plans for the next iteration****Evaluate the unit in consultation with students and staff. Record the evaluations and implement them prior to the next teaching cycle. You may wish to use student feedback and evaluations. |  |  |  |  |

## Year 9 English planning template

Guidance for using this table is provided above within the Year 10 English planning template.

Table 4 – Year 9 assessment, reporting and teaching and learning plans

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Planning requirements | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Unit timing Identify the timing of the teaching and learning content and include the school weeks and the term. The total hours dedicated to the study of English in Years 7-10 should reach 400 hours at the conclusion of Stage 5 ([ACE 4007](https://ace.nesa.nsw.edu.au/ace-4007#:~:text=English-,The%20Board%20Developed%20syllabus%20to%20be%20studied%20substantially%20throughout%20each%20of%20Years%207%E2%80%9310.%20400%20hours%20to%20be%20completed%20by%20the%20end%20of%20Year%2010.,-Mathematics)). |  |  |  |  |
| ****Texts and textual form as per syllabus requirements****Consult the [Stage 5 content and text requirements](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/content-and-text-requirements#:~:text=appropriate%20curriculum%20adjustments.-,Stage%205,Over%20Stage%205%2C%20students%20must,-read%2C%20listen%20to) information and state the full name and the textual form of the text/s being taught within the unit. Check the [NESA English Stage 6 Prescriptions (2019-2025)](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017#:~:text=English%20prescriptions,selection%20of%20texts.) and the [Drama Stage 6 Prescriptions](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus/course-prescriptions) to make sure you are not using a text set for study in Year 12. This is not recommended for Stage 5 and is not permitted in Stage 6, as [ACE 8063](https://ace.nesa.nsw.edu.au/ace-8063) outlines. State what aspect of the text requirements the texts meet. This does not need to be lengthy, and you can use the language from the text requirements information.Ensure choices align with the DoE [Controversial Issues in Schools policy](https://policies.education.nsw.gov.au/policy-library/policies/controversial-issues-in-schools?refid=285776) and follow both the Controversial Issues in Schools – procedures and the Audiovisual materials in schools – procedures for use.The English curriculum team has also provided sample permission notes in the [Support for controversial issues in English](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/leading-english-k-12#:~:text=Support%20for%20controversial%20issues%20in%20English) document to support the parent/carer communication process. |  |  |  |  |
| ****Catering to student needs, interests, and cultural and linguistic diversity****Consult a range of internal and external data in order to identify student needs and interests and plan for ways to support students’ cultural and linguistic diversity. This includes targeted [differentiation strategies.](#_Differentiation_strategies) This may include targeted formative assessment and [feedback strategies](#_Feedback_strategies) to implement within the teaching and learning plans. |  |  |  |  |
| ****Assessment title and timing****State the title of the assessment, the issue date, and the due date (day, date, term, and year). |  |  |  |  |
| ****Assessment outline (include the modes assessed)****Provide a brief outline of the core components of the formal assessment task [(assessment strategies)](#_Assessment_strategies_1). This should be written in [plain English](https://www.digital.nsw.gov.au/delivery/digital-service-toolkit/resources/accessibility-and-inclusivity/write-plain-english), as should the assessment task itself, and be easy for a student, parent, or carer to understand. |  |  |  |  |
| ****Assessment outcomes****Briefly justify why the outcomes have been selected for the assessment. Use the syllabus code and aim for 3-4. The knowledge, skills, and understanding required within the outcomes should inform the language used within the marking guidelines for the task. This provides colleagues with an opportunity to cross reference knowledge, skills, and understanding in relation to purpose and product. |  |  |  |  |
| ****Important information for the teaching and learning unit****Record important notes for the unit writer/s. You might explain essential activities, resources, or evaluation notes etcetera. You may refer to previous unit evaluation information. Samples of this structure are provided within the Evaluating a teaching and learning program guide. |  |  |  |  |
| ****Staff responsible****State the names of the staff responsible for writing, reviewing and/or refining the unit and associated assessment materials. Include the associated timeline and due dates. |  |  |  |  |
| ****Modes addressed throughout teaching and learning unit****Outline the core modes being addressed within the unit. This must align with the selected outcomes and the assessment. This helps ensure tasks involving modes such as speaking or representation have adequate formative assessment embedded within the unit. See DoE [Approaches to assessment](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/aspects-of-assessment/approaches-to-assessment) and [NESA Assessment for, Assessment as, Assessment of Learning](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/principles-of-assessment/approaches) for advice. |  |  |  |  |
| ****School or faculty learning priorities****Identify the relevant learning priorities. These may be related to literacy, creativity, communication, technology, or another area. The intention is to ensure a clear connection between school/faculty learning goals and teaching and learning units. |  |  |  |  |
| ****Learning across the curriculum****Identify the cross curriculum priorities found within the [learning across the curriculum requirements](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/learning-across-the-curriculum) addressed through the texts, teaching strategies, and learning experiences planned for this unit. |  |  |  |  |
| ****Evaluation results and plans for the next iteration****Evaluate the unit in consultation with students and staff. Record the evaluations and implement them prior to the next teaching cycle. You may wish to use student feedback and evaluations. |  |  |  |  |

## Important resources for teaching English

This list is not exhaustive. It is designed to provide an outline of essential and useful support materials.

Table 5 – Important resources for the teaching of Stage 5 English

|  |  |
| --- | --- |
| Title and link  | Relevant to English teaching  |
| **NESA –** [**NSW Syllabus for the Australian Curriculum English K-10 Syllabus**](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) | The first source that should be accessed for all teaching and learning information related to Stage 5 English is the syllabus. The NSW Standards Authority (NESA) is responsible for the syllabus materials used to teach in NSW. The syllabus reflects NSW and nationally agreed educational goals. It provides broad learning outcomes that summarise the knowledge, understanding, skills, values, and attitudes important for students. Syllabuses are aligned to the Australian Core Skills Framework (ACSF) and include the content of the Australian Curriculum as well as additional descriptions that clarify the scope and depth of learning. NESA syllabuses support a [standards-referenced approach to assessment](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/standards-referenced) by detailing the important knowledge, understanding, skills, values, and attitudes students will develop and outlining clear standards of what students are expected to know and be able to do. |
| **NESA –** [**Assessment strategies**](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/assessment-strategies) | This webpage provides outlines for various assessment strategies that are relevant to English. Some of these include: inquiry-based research strategies, presentation and performance activities, and collections of student work. A link is provided to the [Years 7-10 assessment strategies](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/7-10-assessment-strategies).  |
| **NESA –** [**English Stage 6 Prescriptions (2019-2025)**](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017#:~:text=English%20prescriptions,selection%20of%20texts.) | It is best practice to avoid the study of any HSC prescribed texts in Years 7-11. The document English Stage 6 Prescriptions: Modules, Electives and Texts 2019–2025 provides essential information about texts prescribed for HSC study for all English courses. This should be consulted when selecting texts for study in Years 7-11. The study of texts prescribed in **any course** for the Higher School Certificate examination may not begin before the completion of the Preliminary course. |
| **NESA –** [**Course prescriptions for Drama Stage 6 2019-2024**](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus/course-prescriptions) | It is best practice to avoid the study of any HSC prescribed texts in Years 7-11. The study of texts prescribed in **any course** for the Higher School Certificate examination may not begin before the completion of the Preliminary course. ‘Study’ here means teacher-directed study and does not apply to attending performances in the Preliminary course of any plays prescribed as HSC texts in Australian Drama and Theatre, Studies in Drama and Theatre, or the Design list for the Individual Project. Students should not be involved in productions of any of these texts during the Preliminary year. |
| **NESA –** [**ACE – 8063 – Study of Preliminary and HSC courses**](https://ace.nesa.nsw.edu.au/ace-8063) | It is best practice to avoid the study of any HSC prescribed texts in Years 7-11. Assessment Certification Examination (ACE) provides current, easily accessible information to principals, teachers, parents, and students about the rules and procedures set by NESA for secondary education in New South Wales. **Commencement of study of prescribed texts:** The study of prescribed texts (in any medium) for the Higher School Certificate must not commence until the relevant Preliminary course has been completed. 'Study' of texts or other set works does not apply to attending performances during the Preliminary course study of plays prescribed as HSC texts, nor to taking part in the production of them. |
| **NESA –** [**Awarding grades**](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades) | Schools are responsible for awarding each student who completes a Stage 5 course a grade to represent that student’s achievement. The grade is reported on the student’s Record of School Achievement (RoSA). To ensure grades on students’ credentials have consistent meaning across the state, NESA monitors the grades awarded in Stage 5 and reviews work samples retained by schools.The advice in the following links relates to Stage 5 grades submitted by schools to NESA that will appear on students' credentials: [monitoring grades](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/advice-stage-5/monitoring-grades), [checking grades](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/advice-stage-5/checking-grades), [retaining work samples](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/advice-stage-5/retaining-work-samples), and [submitting work samples](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/advice-stage-5/submitting-work-samples).  |
| **NESA –** [**Course Performance Descriptors for English**](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/cpd) | The Stage 5 Course Performance Descriptors are to be used for grading the RoSA. They give information about the typical performance of students in the relevant grades in Stage 5, Year 10 English. All students who complete Stage 5 receive a grade representing their overall achievement on school-based assessment.  |
| **NESA –** [**Sample work: Stage 5 (Years 9-10) English**](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/resources/sample-work/stage5/stage-5-years-9-10-english) | Work samples aligned to grades assist teachers to have a clear understanding of the standards at each grade level. Teachers can use this information to assist them to consistently apply the [Common Grade Scale](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/common-grade-scale) (Year 9) and the [Course performance descriptors for English](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/cpd) (Year 10) to award grades to their students. |
| **DoE –** [**RoSA Monitoring**](https://education.nsw.gov.au/teaching-and-learning/student-assessment/stage6#:~:text=SPaRO%20(DOCX%20402KB)-,RoSA%20monitoring,-2022%20RoSA%20monitoring) | The department provides guidance for schools when developing monitoring procedures for the RoSA. |
| **NSW DoE –** [**Policy library**](https://education.nsw.gov.au/policy-library) | The policy library contains all current operational policies in the NSW Department of Education. |
| **NSW DoE –** [**Controversial Issues in Schools policy**](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045?refid=285776) | The Controversial Issues in Schools policy, PD-2002-0045, provides direction for the management of controversial issues in schools and it contains two important procedures for use documents. * **Document Title: Audiovisual Materials in Schools – Procedures for use**
* **Document Title: Controversial Issues in Schools – Procedures**

The Audiovisual Materials in Schools procedures must be followed when utilising any audio-visual material in teaching. There are specific requirements regarding principal approval and parental permissions for audio-visual material in teaching and learning, and this applies to **all year groups**, even Year 11 and 12. This is essential reading for all teachers and faculty leaders.  |
| **NSW DoE –** [**Suggested support in English for controversial issues**](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/leading-english-k-12#:~:text=Support%20for%20controversial%20issues%20in%20English) | This document outlines factors that impact English faculty leaders in choosing appropriate teaching and learning materials. It explores mandatory requirements and contains permission note templates for film and text requirements. |
| **NSW DoE –** [**Our values**](https://education.nsw.gov.au/audit/about-internal-audit/our-values) | This policy sets out the NSW approach to values and values education in public schools. NSW public schools have always taught the values that are the basis of law, customs, and care for others in our society. Values shape attitudes to the changing circumstances, events, and issues encountered in daily life. Schools in NSW share with families and the community the responsibility for teaching values. While values are learnt predominantly in the home and are modified through relationships and life experiences, parents and the community have high expectations about commonly held values also being taught in schools. |

### English curriculum team’s resource evaluation

Please complete the 2-minute [online feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kc4fVcO91xlNuopc7PjoDUNUMDZDSEFBSTFGNVgwNDlLOEVEWjdSQUxIVyQlQCN0PWcu). This will help the English curriculum team improve the resources and support provided on the website and in the English Statewide Staffroom.

### Further support

Need additional support? You can contact the English curriculum team by emailing english.curriculum@det.nsw.edu.au.

### Quality assurance alignment

**School Excellence Framework:** This resource aligns to the School Excellence Framework elements of curriculum (curriculum provision and teaching and learning programs) and effective classroom practice (lesson planning). This planning template helps teachers plan and monitor curriculum implementation longitudinally. The template highlights opportunities to design teaching and learning programs that are dynamic, demonstrating evidence of revision based on feedback on teaching practices. This then supports the continuous tracking of student progress and achievement. Teachers are also provided a syllabus aligned procedure for collaboratively planning for syllabus requirements and differentiation.

**Australian Professional Standards for Teachers: This resource** supports teachers to address Australian Professional Teaching Standards 2.3.2 and 3.2.2 as it helps teachers plan and implement teaching and learning programs reflective of curriculum requirements.

**NSW Syllabus:** [NSW Syllabus for the Australian Curriculum English K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10)

**Author:** English 7-12 Curriculum Team

**Reviewed by and/or trialled by:** English teachers from the Rural Learning Exchange

**Resource:** Leading English 7-10 faculty planning resource

**Related resources:** further resources to support curriculum leadership and the implementation and evaluation of course requirements can be found on the [Leading English K-12](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/leading-english-k-12) curriculum web pages

**Professional Learning:** Join the [English 7-12 statewide staffroom](https://teams.microsoft.com/l/team/19%3A88aaff1954984b3d821940244a27a355%40thread.skype/conversations?groupId=7cace238-04f1-4f87-a5dc-d823e51c9765&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991) and explore [on demand professional sessions](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/professional-learning-english-k-12) for ongoing professional learning opportunities.

**Universal Design for Learning Tool:** [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning). Support the diverse learning needs of students using inclusive teaching and learning strategies.

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**Review date: 01 November 2023**

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## References and evidence base

### Evidence base

This resource supports teachers and faculty leaders to engage in a collaborative approach to curriculum implementation. Fostering ‘high-quality collaborative practice, which harnesses the expertise of the collective, is critical to improving teacher quality and student outcomes’ (Grattan Institute 2020; Reeves, Pun & Chung 2017; Ronfeldt et al. 2015; Sharratt & Planche 2016).

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### Assessment strategies

The primary role of assessment is to establish where individuals are in their learning so that teaching can be differentiated and further learning progress can be monitored over time See [CESE What works best update 2020](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update) for research on effective feedback and assessment.

Possible formative assessment activities that could be included in this lesson:

* [Learning Intentions and Success Criteria](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622%22%20%5Cl%20%22.YO5faIXvmek.link) assist educators to articulate the purpose of a learning task to make judgements about the quality of student learning. These help students focus on the task or activity taking place and what they are learning, and provide a framework for reflection and feedback. The [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/?cache_id=c93c5) provides a range of online learning tools. These can assist the implementation of this formative assessment strategy.
* Eliciting evidence strategies allow teachers to determine the next steps in learning and assist teachers in evaluating the impact of teaching and learning activities. Strategies that may be added to a learning sequence to elicit evidence include all student response systems, [exit tickets](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543?clearCache=7ba8fe9d-f20c-bf8d-6688-94f7d297206), mini whiteboards (actual or [digital mini whiteboards](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/575?clearCache=25a69bec-1c96-1e90-9a4e-b931ac0f3e7e)), [hinge questions](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/557?clearCache=ed5c949e-1932-1a02-590d-7cf2cc21182), or quick quizzes to ensure that individual student progress can be monitored and the lesson sequence adjusted based on formative data collected.
* Self-regulated learning opportunities assist students in taking ownership of their own learning. A variety of strategies can be employed and some examples include reflection tasks, [think-pair-share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645?clearCache=d71c9bbc-8478-8aa0-cc24-22e8f8b571bf), [KWLH charts](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562?clearCache=5e5b1ca2-b2c5-d3d3-94d6-9b2418d2ec66), [learning portfolios](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/583?clearCache=d0bba40-f049-55f1-a43-44205a81e62f), and [learning logs](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/564?clearCache=e3cfe766-b28-46ca-3dce-b0918575491).

### Feedback strategies

Feedback is one of the most powerful influences on student achievement. Feedback that focuses on improving tasks, processes and student self-regulation is the most effective. Giving feedback can take many forms including formal, informal, formative, summative, interactive, demonstrable, visual, written, verbal and non-verbal. [CESE What works best update 2020](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update).

* Feedback is designed to close the gap between current and desired performance by informing teacher and student behaviour. Australian Institute for Teaching and School Leadership (AITSL) provides a [factsheet (PDF 1.14MB)](https://www.aitsl.edu.au/docs/default-source/feedback/aitsl-feedback-factsheet.pdf?sfvrsn=2b2dec3c_4) to support evidence-based feedback.
* Peer feedback is a structured process where students evaluate the work of their peers by providing valuable feedback in relation to learning intentions and success criteria. It can be supported by the online [peer feedback tool](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) provided on the Digital Learning Selector.

### Differentiation strategies

Differentiated learning can be enabled by differentiating the teaching approach to content, process, product, and the learning environment. For more information on differentiation, go to [Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning) and [Differentiation](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).

When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students** – targeted [support for Aboriginal and Torres Strait Islander students](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal and Torres Strait Islander students in K-12 and increase knowledge and understanding of Aboriginal and Torres Strait Islander histories and culture. Teachers should utilise students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners** – EAL/D learners will require explicit English language support and scaffolding, informed by the [EAL/D enhanced teaching and learning cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald/enhanced-teaching-and-learning-cycle) and the student’s phase on the [EAL/D Learning Progression](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency#:~:text=Recounting%20(DOCX%2033KB)-,EAL/D%20Learning%20Progression,-NSW%20public%20schools). In addition, teachers can access information about [supporting EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect#:~:text=language%20or%20dialect-,English%20as%20an%20additional%20language%20or%20dialect,-EAL/D%20conversations) and [literacy and numeracy support specific to EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald).
* **Students with additional learning needs** – In accordance with the [Disability Standards of Education (2005)](https://www.dese.gov.au/disability-standards-education-2005), some students with disability are entitled to adjustments to ensure that they can access and participate in education on the same basis as students without disability. Adjustments must be consulted on with students/parents and recorded. Teachers may evidence adjustments in student plans or annotate on teaching and learning programs, depending on the individual student’s needs. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. In addition, the [Universal Design for Learning Tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning) can be used to support the diverse learning needs of students using inclusive teaching and learning strategies.
* **High potential and gifted learners** – [assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. [Effective strategies and contributors to achievement](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/evaluate#:~:text=practices%20and%20programs.-,Student%20growth%20and%20achievement,-Student%20growth%20and) for high potential and gifted learners helps teachers to identify and target areas for growth and improvement. In addition, the [Differentiation adjustment tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students.

### Links to third-party websites

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