

Year 11 English Studies School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	50
Skills in: <ul style="list-style-type: none">comprehending textscommunicating ideasusing language accurately, appropriately and effectively	50
	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%
- one task must be a multimodal presentation enabling students to apply their knowledge, understanding and skills to at least one real world scenario using a range of modes.

Information about the collection of classwork in English Studies

The assessment of a collection of classwork is designed to allow students to demonstrate their learning across all of the modules studied in each year. This collection of work may include items of classwork that have been refined as a result of teacher feedback throughout the year. This work may be published in a variety of forms and media.

Information about the multimodal presentation in English Studies

The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across all of the modes. A multimodal presentation includes at least one mode other than reading and writing such as listening, speaking, viewing and representing.

No specific weightings have been allocated to the modes to allow flexibility in task design and to meet the needs and interests of students in a range of contexts.

Year 12 English Studies School-based Assessment Requirements

NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	50
Skills in: <ul style="list-style-type: none">• comprehending texts• communicating ideas• using language accurately, appropriately and effectively	50
	100

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 20%
- one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%
- assessment of the Common Module must integrate teacher or student selected related material.

Year 11 English Standard School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.

Information about the multimodal presentation in English Standard

The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across all of the modes. A multimodal presentation includes at least one mode other than reading and writing such as listening, speaking, viewing and representing.

No specific weightings have been allocated to the modes to allow flexibility in task design and to meet the needs and interests of students in a range of contexts.

Year 12 English Standard School-based Assessment Requirements

NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on *Module C – The Craft of Writing* with a minimum weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material.

Information about *Module C – The Craft of Writing* in English Standard

Assessment of this module must provide students with the opportunity to:

- demonstrate their knowledge, understanding and skills in creative writing for a range of purposes, audiences and contexts
- write in forms other than an analytical or critical response to literature.

The submitted task may be assessed in a variety of ways such as on more than one short piece of writing and through a range of modes. A portfolio of work is not a requirement for this task.

Information about the multimodal presentation in English Standard

The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across all of the modes. A multimodal presentation includes at least one mode other than reading and writing such as listening, speaking, viewing and representing.

No specific weightings have been allocated to the modes to allow flexibility in task design and to meet the needs and interests of students in a range of contexts.

Year 12 English Advanced School-based Assessment Requirements

NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual formal task is 10%
- the maximum weighting for an individual formal task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on *Module C – The Craft of Writing* with a minimum weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material.

Year 11 English Advanced School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual formal task is 20%
- the maximum weighting for an individual formal task is 40%
- one task may be a formal written examination
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.

Information about the multimodal presentation in English Advanced

The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across all of the modes. A multimodal presentation includes at least one mode other than reading and writing such as listening, speaking, viewing and representing.

No specific weightings have been allocated to the modes to allow flexibility in task design and to meet the needs and interests of students in a range of contexts.

Information about *Module C – The Craft of Writing* in English Advanced

Assessment of this module must provide students with the opportunity to:

- demonstrate their knowledge, understanding and skills in creative writing for a range of purposes, audiences and contexts
- write in forms other than an analytical or critical response to literature.

The submitted task may be assessed in a variety of ways such as on more than one short piece of writing and through a range of modes. A portfolio of work is not a requirement for this task.

Information about the multimodal presentation in English Advanced

The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across all of the modes. A multimodal presentation includes at least one mode other than reading and writing such as listening, speaking, viewing and representing.

No specific weightings have been allocated to the modes to allow flexibility in task design and to meet the needs and interests of students in a range of contexts.

Year 11 English Extension 1 School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Knowledge and understanding of complex texts and of how and why they are valued	50
Skills in complex analysis, sustained composition and independent investigation	50
	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must be a multimodal presentation about the Independent Related Project with a maximum weighting of 40%.

Information about the Independent Related Project in English Extension 1

The Independent Related Project provides students with the opportunity to develop independent research skills and demonstrate the knowledge, understanding and skills of the module: *Texts, Culture and Value* in a multimodal presentation.

The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across all of the modes. A multimodal presentation includes at least one mode other than reading and writing such as listening, speaking, viewing and representing.

No specific weightings have been allocated to the modes to allow flexibility in task design and to meet the needs and interests of students in a range of contexts.

Year 12 English Extension 1 School-based Assessment Requirements

NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Knowledge and understanding of complex texts and of how and why they are valued	50
Skills in complex analysis, sustained composition and independent investigation	50
	100

The Year 12 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be a creative response with a maximum weighting of 40%
- at least one task must integrate student selected related material.

Information about the creative response in English Extension 1

Assessment in this module provides students with the opportunity to experiment with creative compositions that demonstrate the knowledge, understanding and skills of the course. The creative compositions may be realised in various forms, modes and media.

Year 11 English EAL/D School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes, one of which must be listening.

Information about the multimodal presentation in English EAL/D

The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across all of the modes. A multimodal presentation includes at least one mode other than reading and writing. One of these must be listening but the task may also include speaking and/or viewing and representing.

No specific weightings have been allocated to the modes to allow flexibility in task design and to meet the needs and interests of students in a range of contexts.

Year 12 English EAL/D School-based Assessment Requirements

NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes, one of which must be listening
- one task must focus on the concurrent module, *Module D – Focus on Writing* with a minimum weighting of 25%.

Information about the multimodal presentation in English EAL/D

The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across all of the modes. A multimodal presentation includes at least one mode other than reading and writing. One of these must be listening but the task may also include speaking and/or viewing and representing.

No specific weightings have been allocated to the modes to allow flexibility in task design and to meet the needs and interests of students in a range of contexts.

Information about *Module D – Focus on Writing* in English EAL/D

Assessment in this module provides students with the opportunity to demonstrate their knowledge, understanding and skills in writing that have been developed across all of the modules studied. It must give students the opportunity to write in forms not limited to analytical or critical responses to literature.

The submitted task may be assessed in a variety of ways such as on more than one short piece of writing and through a range of modes. A portfolio of work is not a requirement for this task.