HSC examination specifications

# English as an Additional Language or Dialect (EAL/D)

## Paper 1, Paper 2 and the Listening Paper

This examination support material is written and collated by the English curriculum team.

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Resource overview

This booklet has been designed for use by HSC students as a resource for revision in the lead up to the trial and HSC examinations. The strategies and advice provided will be useful if students sustain engagement with the content until the external HSC examinations for English.

The content in this resource booklet has been prepared by the English curriculum team, unless otherwise credited.

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## HSC examination structure

The English EAL/D course will be assessed in three parts and these are usually held across two days.

The information provided has been extracted from the NESA webpage for [English EAL/D Stage 6 Syllabus (2017)](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017/assessment-and-reporting)[[2]](#endnote-3). The material referenced (sample questions and sample exam format) was last updated in November 2020 and is accurate at the time this resource was developed in July 2021. To ensure this information is up-to-date you should check the live site. In addition to the sample examination material hyperlinked in the content, you may also go to the [NESA examination specifications](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017/assessment-and-reporting#:~:text=for%20this%20task.-,HSC%20examination%20specifications,-The%20external%20HSC) for further advice and live updates.

## Paper 1 – Module A and Focus on Writing

This examination is 1 hour and 40 minutes long. You will have 1 hour 30 minutes working time and 10 minutes reading time.

**Important information:**

* There are two sections in this examination.
* The examination material for this paper includes two booklets.
* There is a stimulus and question booklet for Section I and Section II. The unseen texts for Section I will be printed in this booklet along with the relevant questions.
* You are given an answer booklet for Paper I. Each question will be followed by space for you to write your response. The lines provide an indication of the suggested length of the response. If you require lines will be available. The format of this booklet is demonstrated in the [2019 English (EALD) Paper 1 sample format paper](https://educationstandards.nsw.edu.au/wps/wcm/connect/69431b38-306f-4182-aa4b-817447fab3a1/english-eald-2017-sample-examination-format-paper-1-2019-pdf.pdf?MOD=AJPERES&CVID=)[[3]](#endnote-4) and the [English EAL/D Paper 1 sample examination materials: Paper 1](https://educationstandards.nsw.edu.au/wps/wcm/connect/ce32b8d5-4096-461e-8bd5-81cbc81a83d6/sample-questions-new-hsc-english-eald-paper-1-exam-2019.pdf?MOD=AJPERES&CVID=)[[4]](#endnote-5).

### Section I – Module A – Texts and Human Experiences (30 marks)

#### Part A (15 marks)

* Texts and Human Experiences will be assessed in this section.
* There will be three or four questions based on stimulus and or texts related to Module A. Questions may contain parts, as per the advice in the [English EAL/D Paper 1 sample examination materials: Paper 1](https://educationstandards.nsw.edu.au/wps/wcm/connect/ce32b8d5-4096-461e-8bd5-81cbc81a83d6/sample-questions-new-hsc-english-eald-paper-1-exam-2019.pdf?MOD=AJPERES&CVID=)[[5]](#endnote-6) and the [English EAL/D HSC examination specifications](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017/assessment-and-reporting#:~:text=Paper%201%3A%20Module%20A%20and%20Focus%20on%20Writing)[[6]](#endnote-7), and the previous examples provided within the [English EAL/D HSC exam packs 2019 and 2020](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-eald-2020-hsc-exam-pack)[[7]](#endnote-8). These questions will be about the unseen texts in the stimulus booklet.
* Each question will ask you to consider an idea about human experiences. This idea may be from the module statement (for example how texts give insight into the qualities or emotions arising from or associated with human experiences; the anomalies, paradoxes and inconsistency in human behaviour and motivations and so on).
* Alternatively, the idea could be drawn from the text (for example, a topic or idea in the text could be specified) and how this has been communicated by the composer.
* You may need to compare and contrast different versions of events reflective of different point of view, context, distinctions and connections between composers, narrators or personas, and characters in texts.
* You will be assessed on your ability to demonstrate your understanding of human experiences in texts.
* You will be assessed on your ability to demonstrate your understanding of the ways that language shapes and expresses perceptions.
* You will be assessed on your ability to analyse, explain and assess the ways human experiences are represented in texts.
* You will be assessed on your ability to organise and develop your ideas (this information is often indicated in the question itself so make sure you pay attention to the specific requirements of each question).
* You are advised to spend 30 minutes writing your answer for this section.
* This section will be marked out of 15.

#### Part B (15 marks)

* There will be one question that will require a sustained response based on your prescribed text.
* The question could be one of these possible variations:
	+ - The question may include stimulus material. Stimulus material may include quotes, statements and extracts from texts in Part A (as per [Example B within the sample examination materials](https://educationstandards.nsw.edu.au/wps/wcm/connect/ce32b8d5-4096-461e-8bd5-81cbc81a83d6/sample-questions-new-hsc-english-eald-paper-1-exam-2019.pdf?MOD=AJPERES&CVID=)).
		- The question may be specific to the text or specific to the form of the text.
		- There may be one question that is relevant to all the prescribed texts.
* You will write about the prescribed text you studied during this module.
* You will be assessed on your ability to demonstrate your understanding of human experiences in texts.
* You will be assessed on your ability to demonstrate your understanding of the ways that language has shaped meaning in texts.
* You will be assessed on your ability to analyse, explain and assess the ways human experiences are represented in texts.
* You will be assessed on your ability to organise, develop and express your ideas using language appropriate to audience, content and purpose.
* You are advised to spend 30 minutes writing your answer for this section.
* This section will be marked out of 15.

### Section II – Focus on Writing (15 marks)

* There will be one question which may contain parts.
* The question will require a sustained response.
* The question may include a stimulus and or unseen text/s. Stimulus materials may include quotes, statements and extracts from texts.
* There are various possible question types.
* The question will require an imaginative, discursive, persuasive or informative response.
* You may choose to craft an opening, an ending, a significant event, a fragment or a particular point of tension.
* You will be assessed on your ability to organise, develop and sustain your ideas.
* You will be assessed on your ability to demonstrate your control of language appropriate to audience, purpose and context (this information is often indicated in the question itself so make sure you pay attention to the specific requirements of the question).
* You are advised to spend 30 minutes writing your answer for this section.
* This section will be marked out of 15.

To see examples of the types of questions that may be asked in Paper 1, you should examine the [English EAL/D Paper 1 sample examination materials](https://educationstandards.nsw.edu.au/wps/wcm/connect/ce32b8d5-4096-461e-8bd5-81cbc81a83d6/sample-questions-new-hsc-english-eald-paper-1-exam-2019.pdf?MOD=AJPERES&CVID=)[[8]](#endnote-9) [English EAL/D HSC examination specifications](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017/assessment-and-reporting#:~:text=Section%20II%3A%20Focus%20on%20Writing%20(15%20marks))[[9]](#endnote-10), and the previous examples provided within the [English EAL/D HSC exam packs 2019 and 2020](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-eald-2020-hsc-exam-pack)[[10]](#endnote-11).

### Activity 1 – reviewing the NESA Paper 1 examination support materials

1. After you have read through the information for Paper 1 complete the activity ‘Take Note’.

[Take Note [[11]](#endnote-12) - this thinking routine helps you organise your understanding of a topic or text through concept mapping.](http://www.pz.harvard.edu/resources/take-note)

After you have finished reading ‘take note’ of **one** of the following:

* What is the most important point?
* What do you find challenging, puzzling or difficult to understand?
* What question would you most like to discuss?
* What is something you found interesting?
1. Read each of the NESA documents hyperlinked above. At the end of each document complete the activity ‘Take Note’.

## Paper 2 – Modules – Module B and Module C

This examination is usually held the day after Paper 1. You will have 1 hour working time and 5 minutes reading time.

**Important information:**

* There are two sections in this examination, one for each module.
* The examination material for this paper includes two booklets.
* There is a question booklet and a writing booklet. The allocated lines reflect the expected length of each response. However, you can request more writing paper.
* You will be assessed on your ability to demonstrate understanding of how language is used to express cultural identity.
* You will be assessed on your ability to organise, develop and express ideas using language appropriate to audience, purpose (this information is often indicated in the question itself so make sure you pay attention to the specific requirements of the question).
* You are advised to spend 30 minutes on each section.
* Each section is marked out of 20.

### Section I – Module B – Language, Identity and Culture (20 marks)

* Module B – Language, Identity and Culture will be assessed in this section.
* You will answer one question about the prescribed text you studied for Module B.
* The question may include a stimulus.
* The question could be one of these possible variations:
* A generic question for all the prescribed texts.
* A question specific to a prescribed text. This question could be specific and include stimulus material. Stimulus material may include quotes, statements and extracts from texts. The question will inform students of the level of textual reference and detail required.
* You are advised to spend 30 minutes writing your answer for this section.
* This section will be marked out of 20.

### Section II – Module C – Close Study of Text (20 marks)

* Module C – Close Study of Text will be assessed in this section.
* You will answer one question about the prescribed text you studied for Module C.
* The question may include a stimulus.
* The question could be one of these three possible variations:
* There could be one question generic to all prescribed texts. All students would answer the same question. This question would most likely have a general focus and could be more ‘open’ than the other possible question types.
* There could be stimulus material. Stimulus material may include quotes, statements and extracts from texts. There would be a different question for each prescribed text. The question may inform you of the level of textual reference and detail required.
* The question could be specific to a prescribed text and language concept.
* You will be assessed on your ability to demonstrate understanding of a text’s distinctive qualities and how these shape meaning.
* You will be assessed on your ability to organise, develop and express ideas using language appropriate to audience, purpose (this information is often indicated in the question itself so make sure you pay attention to the specific requirements of the question).
* You are advised to spend 30 minutes writing your answer for this section.
* This section will be marked out of 20.

To see examples of the types of questions that may be asked in Paper 2, you should examine the [English EAL/D Paper 2 sample examination materials](https://educationstandards.nsw.edu.au/wps/wcm/connect/2158745d-3db2-42d1-af28-4aa6e68a5e12/sample-questions-new-hsc-english-eald-paper-2-exam-2019.pdf?MOD=AJPERES&CVID=)[[12]](#endnote-13) [English EAL/D HSC examination specifications](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017/assessment-and-reporting#:~:text=Paper%202%3A%20Module%20B%20and%20Module%20C), and the previous examples provided within the [English EAL/D HSC exam packs 2019 and 2020](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-eald-2020-hsc-exam-pack).

### Activity 2 – reviewing the NESA Paper 2 examination support materials

1. After you have read through the information for Paper 2 complete the activity ‘Take Note’.

[Take Note [[13]](#endnote-14) - this thinking routine helps you organise your understanding of a topic or text through concept mapping.](http://www.pz.harvard.edu/resources/take-note)

After you have finished reading ‘take note’ of **one** of the following:

* What is the most important point?
* What do you find challenging, puzzling or difficult to understand?
* What question would you most like to discuss?
* What is something you found interesting?
1. Read each of the NESA documents hyperlinked above. At the end of each document complete the activity ‘Take Note’.

## Listening Paper

* There will be four to six questions.
* Questions may require an objective or short-answer response.
* Listening material will relate to content explored in Module A and/or Module B.
* Questions will assess your ability to listen with understanding and to respond to a range of verbal cues.
* Questions may require you to:
	+ identify specific examples from the text to support your understanding
	+ identify the audience, purpose and/or context of the text
	+ identify and explain the form, features or structures of the text and explain their impact
	+ infer the literal and figurative meaning of the text.
* You will be assessed on your ability to demonstrate your understanding of the relationship between language, text, audience and purpose.
* You have 30 minutes to complete the listening paper including reading time and listening time.
* The listening paper will be marked out of 15.

To see examples of the types of questions that may be asked in the Listening Paper, you should examine the [English EAL/D Listening Paper sample examination materials](https://educationstandards.nsw.edu.au/wps/wcm/connect/8a0fddf9-8b9b-4222-be45-0555c9ccb4b6/sample-questions-new-hsc-english-eald-listening-exam-2019.pdf?MOD=AJPERES&CVID=)[[14]](#endnote-15) [English EAL/D HSC examination specifications,](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017/assessment-and-reporting#:~:text=Listening%20Paper%20(15%20marks)) and the previous examples provided within the [English EAL/D HSC exam packs 2019 and 2020](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-eald-2020-hsc-exam-pack).

### Activity 3 – reviewing the NESA Listening Paper examination support materials

1. After you have read through the information for the Listening Paper complete the activity ‘Take Note’.

[Take Note [[15]](#endnote-16) - this thinking routine helps you organise your understanding of a topic or text through concept mapping.](http://www.pz.harvard.edu/resources/take-note)

After you have finished reading ‘take note’ of **one** of the following:

* What is the most important point?
* What do you find challenging, puzzling or difficult to understand?
* What question would you most like to discuss?
* What is something you found interesting?
1. Read each of the NESA documents hyperlinked above. At the end of each document complete the activity ‘Take Note’.

### Activity 4 – the 4 C’s

[The 4 C’s routine](http://www.pz.harvard.edu/resources/the-4-cs)[[16]](#endnote-17) is used to structure a discussion or reflection around a text, or series of texts. In Activities 1-3 you were required to read through a variety of sample question papers, past examinations, HSC marker feedback and examination specifications.

1. Write a response to each of the following. You may want to relate to specific questions, modules or your reflection about specific texts (unseen or prescribed).
* Connections – what connections do you draw between the papers and your other learning?
* Challenge – what ideas, positions, or assumptions were challenged during your reading of the papers?
* Concepts – what key concepts or ideas do you think are important and worth revisiting and revising in the lead up to the examinations?
* Changes – what changes in attitudes, thinking or action have occurred as a result of engaging with these documents?

Prescribed texts

The text requirements for HSC English Standard are outlined in the NESA [English Stage 6 Prescriptions – HSC 2019 - 2023](https://educationstandards.nsw.edu.au/wps/wcm/connect/f2ef71a2-ea7c-4b96-92f6-398fe141925c/english-stage-6-prescriptions-2019-2023.pdf?MOD=AJPERES&CVID=)[[17]](#endnote-18) booklet. These include:

* Close study of three types of prescribed texts, one drawn from **each** of the following categories:
* prose fiction
* poetry **or** drama
* nonfiction **or** film **or** media.

### Activity 5 – create an overview of your pattern of study

Use the English EAL/D prescribed texts lists (these are formatted as they appear in the previous HSC examinations) to complete Table 1. The completed table will showcase which HSC English paper and section correlates with each of your prescribed texts.

For each prescribed text, include:

* The full name of the composer.
* The full title of the text.

If your prescribed text has multiple parts (for example, poetry, short stories, essays or television episodes) you should also list the full title of the poems, short stories, essays or episodes set for study. For example: Oodgeroo Noonuccal, ‘My People’: ‘The Drover’s Wife’, ‘The Union Buries Its Dead’, ‘Shooting the Moon’, ‘Our Pipes’, ‘The Loaded Dog’.

Table 1 – overview of prescribed texts for each module

|  |  |  |  |
| --- | --- | --- | --- |
| Examination section | Prose fiction | Poetry or drama | Film or media or non-fiction |
| Paper 1, part bModule A – Texts and Human Experiences |  |  |  |
| Paper 2, section IModule B – Language, Identity and Culture |  |  |  |
| Paper 2, section IIModule C – Close Study of Text |  |  |  |

List of prescribed texts

## Module A

**Prose Fiction**

* Baillie, Allan, ‘The China Coin’
* Favel Parrett, ‘Past the Shallows’

**Poetry**

* Noonuccal, Oodgeroo, *My People*

The prescribed poems are:

‘Last of His Tribe’

‘The Young Girl Wanda’

‘The Unhappy Race’

‘Corroboree’

‘Gifts’

‘We Are Going’

‘The Past’

* Watson, Ken, *The Round Earth’s Imagined Corners*

The prescribed poems are:

Sujata Bhatt, ‘The Stare’

Carol Ann Duffy, ‘Originally’ and ‘Yes, Officer’

Miroslav Holub, ’Brief Thoughts on Laughter’

Gwyneth Lewis, ‘Flyover Elegies’

Mudrooroo, ‘City Suburban Lines’

Dennis O’Driscoll, ‘In Office’

**Drama**

* Jane Harrison, ‘Rainbow’s End’, from Vivienne Cleven et al, *Contemporary Indigenous Plays*

**Nonfiction**

* Guevara, Ernesto ‘Che’, ‘The Motorcycle Diaries’
* Pung, Alice, ‘Unpolished Gem’
* Yousafzai, Malala and Lamb, Christina, ‘I am Malala’

**Film**

* Perkins, Rachel, ‘One Night the Moon’

**Media**

* O’Mahoney, Ivan, *Go Back to Where You Came From*

The prescribed episodes are:

Series 1: Episodes 1, 2 and 3

And

‘The Response’

## Module B

**Prose Fiction**

* Winch, Tara June, ‘Swallow the Air’

**Poetry**

* Aitken, Adam Boey, Kim Cheng and Cahill, Michelle (eds), *Contemporary Asian Australian Poets*

The prescribed poems are:

Merlinda Bobis, ‘This is where it begins’

Eileen Chong ‘My Hakka Grandmother’

Ee Tiang Hong, ‘Some New Perspectives’

Ouyang Yu, ‘The Double Man’

Jaya Savige, ‘Circular Breathing’

Maureen Ten (Ten Ch’in Ü), ‘Translucent Jade’

* Hughes, Langston

The prescribed poems are:

‘The Negro Speaks of Rivers’

‘Aunt Sue’s Stories’

‘A Song to a Negro Wash-woman’

‘I, Too’

‘The Weary Blues’

‘Theme for English B’

‘Night Funeral in Harlem’

**Drama**

* Lawler, Ray, ‘Summer of the Seventeenth Doll’
* Valentine, Alana, ‘Shafana and Aunt Sarrinah’

**Nonfiction**

* Chan, Lily, ‘Toyo’

**Film**

* de Heer, Rolf, Ten Canoes

**Media**

* Merewether, Janet, ‘Reindeer in my Saami Heart’

## Module C

**Prose Fiction**

* Bradbury, Ray, ‘Fahrenheit 451’
* Lahiri, Jhumpa, ‘The Namesake’

**Poetry**

* Jones, Emma, *The Striped World*

The prescribed poems are:

‘Waking’

‘Farming’

‘Tiger in the Menagerie’

‘Window’

‘Equator’

‘Hush’

‘Painted Tigers’

**Drama**

* Gow, Michael, ‘Away’
* Rankin, Scott, ‘Namatjira’

**Nonfiction**

* Gaita, Raymond, ‘Romulus, My Father’

**Film**

* Weir, Peter, ‘The Truman Show’

**Media**

* Walker, Lucy, ‘Waste Land’

### Activity 4 – engaging in self-assessment

**Fine tuning your writing**

The period between the Trial examinations and the final HSC examinations provides you with the opportunity to fine-tune your writing. Your teacher can assist you with this by providing individualised feedback and/or support during one-on-one conferences. It is also a good idea to revisit the feedback you were provided for each assessment task. This information can help you identify areas for improvement in your writing and enable the provision of targeted support. Make sure you are regularly communicating with your teacher and you are acting upon the advice and feedback they have provided.

The ‘Traffic lights method’ will help you to reflect, revise and re-write. You will engage with the feedback you have received on your response and develop an enhanced understanding of how to act upon the feedback and refine your understanding. By the end of the process you will have read and engaged with your response at least four times.

1. Select a focus module and prescribed text. Identify a response you wish to refine. Use responses from your assessments, in class tasks or your trial examination - just make sure they contain teacher feedback.
2. Ensure you have the equipment outlined below.

#### Traffic lights method

**Reflect, revise, and rewrite: from assessment of learning to assessment as learning.**

What you need:

* Your response
* Sticky notes – green, orange and red or pink
* Red or pink highlighter
* Orange highlighter
* Green highlighter

**Reflect and revise**

1. Read and highlight in green the sections of your response where you have done well. On a green sticky note labelled ‘Do’ outline how you can carry this forward.
2. Read and highlight in orange identified sections that you know how to refine on your own. On an orange sticky note labelled ‘Fix’, explain how you will refine the issues you have identified.
3. Read and highlight in red the teacher identified areas for improvement which require teacher support to refine. On a red sticky note labelled ‘Ask’, write questions to ask your teacher and a peer marker.
4. Teacher – student conference – utilise Resource 1 and engage in a one-on-one conference with your teacher. Identify ways you can move the questions from an ‘Ask’ sticky note to a ‘Fix’ sticky note.

The Traffic Lights strategy can be extended with a reflection table. Table 2 demonstrates the strategy in use for a Focus on Writing task. The table helps you to provide a clear visual outline of what you can do, what you can work on doing, and where you will need to seek help in order to continue improving.

**Revise and reflect**

1. Read to deconstruct, revise and reflect on your response. Complete Table 2 as you go, modify the questions to reflect the focus of the task and the specifics of the question.

Table 2 – revise, reflect and rewrite activity

|  |  |  |  |
| --- | --- | --- | --- |
| Question  | Yes or no | Example from the text  | What’s next? |
| Did you brainstorm in response to the question? Which examples from your response demonstrate this deep thinking?  |  |  |  |
| Have you used the prescribed texts and stimulus as inspiration? What features of form or structure showcase this connection, experimentation or impact? |  |  |  |
| Is the style, form, purpose, audience and context clearly developed? How can the reader tell this is a (insert your style, form, audience, purpose and context) response? |  |  |  |
| Did you explore a moment in time, capture a human experience, a moment of conflict or… and which examples from your text show this or what can you do to work on this aspect of the task? |  |  |  |
| Could you express ideas more effectively?  |  |  |  |

**Rewrite**

1. Rewrite – read over your response and rewrite it addressing the issues you identified during the reflection.

#### Avoiding common mistakes

* The following list of ‘common mistakes’ in an extended response may also assist you in identifying areas of need, identifying appropriate revision strategies and identifying appropriate resources you will consult during this process. The list has been adapted from the feedback provided in the Notes from the Marking Centre from 2019 - 2020.
1. Read through the list of common pitfalls.
2. Identify possible strategies you could implement to avoid making these same mistakes.
3. Revisit the [HSC marking feedback](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-eald-2020-hsc-exam-pack#:~:text=HSC%20Marking%20Feedback)[[18]](#endnote-19) from [2019](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-eald-2019-hsc-exam-pack) and [2020](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-eald-2020-hsc-exam-pack) and add any missing pitfalls to the list.
4. Revisit the feedback you received on your assessments, examination responses and/or in class tasks and identify your areas of strength and areas for improvement.
5. Identify which module you need to focus on the most and explore your revision materials for that module.

Table 3 – common mistakes self-assessment tool

|  |  |  |
| --- | --- | --- |
| Common mistakes – students may not  | Possible strategies  | In relation to my own work – areas of strength and areas for improvement  |
| Understand and used the terms in the question in the amount of detail required |  |  |
| Listen for detail and include the specific information the question required |  |  |
| Address the whole question  |  |  |
| Use evaluative language that shows a clear connection between the question and the evidence included |  |  |
| Establish a clear statement at the beginning of the response  |  |  |
| Demonstrate detailed knowledge of the module  |  |  |
| Describe or explain instead of analyse  |  |  |
| Provide evaluative statements (if required by the question)  |  |  |
| Produce clear and coherent paragraphs  |  |  |
| Use the metalanguage of form  |  |  |
| Make generalised statements that do not link to the question |  |  |
| Add your own examples |  |  |
| Add your own examples |  |  |
| Add your own examples |  |  |
| Add your own examples |  |  |
| Add your own examples |  |  |
| Add your own examples |  |  |
| Add your own examples |  |  |
| Add your own examples |  |  |

## Resource 1 – teacher – student conference planning sheet

This planning sheet is to help you and your teacher identify the strengths of your writing and those areas that need further attention. A one-on-one conference allows your teacher to focus on your writing and suggest strategies and revision activities that can help you develop a plan to refine these aspects of your writing.

To get the most out of your conference, there are some tasks you need to complete beforehand.

You must:

1. Select one of your modules to revise before your conference.
2. Revisit the feedback from the assessment task for this module that you completed earlier in the year. This feedback is likely still able to help you now.
3. Complete the Traffics Lights method as part of Activity 4.
4. Complete a practice response to a sample question (don’t forget the hyperlinks to NESA examinations above).
5. Reflect on writing the response and complete the reflection questions below.
6. Attach this planning sheet to your response.

### Before the conference

1. Complete the following four questions. Type into the sections or add more space to the sections if you intend to handwrite.

The question I answered in my response is:

This question has come from:

As I wrote this response, I felt the parts I did well were:

Some questions I need to ask are:

#### During the conference

Date of conference:

1. Complete the following questions with your teacher during the conference.

The strengths in my response are:

Areas of my response that I need to develop are:

My learning goal:

What strategies am I going to use to reach this goal:

1. [NESA website.](https://educationstandards.nsw.edu.au/wps/portal/nesa/home) © 2017 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales. [↑](#endnote-ref-2)
2. [English EAL/D Stage 6 Syllabus (2017).](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017/assessment-and-reporting) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017, date accessed 20/07/2021. [↑](#endnote-ref-3)
3. [2019 English (EAL/D) Paper 1 sample format paper](https://educationstandards.nsw.edu.au/wps/wcm/connect/69431b38-306f-4182-aa4b-817447fab3a1/english-eald-2017-sample-examination-format-paper-1-2019-pdf.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019, date accessed 20/07/2021. [↑](#endnote-ref-4)
4. [2019 English EAL/D sample examination materials Paper 1](https://educationstandards.nsw.edu.au/wps/wcm/connect/ce32b8d5-4096-461e-8bd5-81cbc81a83d6/sample-questions-new-hsc-english-eald-paper-1-exam-2019.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019, date accessed 20/07/2021. [↑](#endnote-ref-5)
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7. [English EAL/D 2020 exam pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-eald-2020-hsc-exam-pack) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020, date accessed 20/07/2021. [↑](#endnote-ref-8)
8. [2019 English EAL/D sample examination materials Paper 1](https://educationstandards.nsw.edu.au/wps/wcm/connect/ce32b8d5-4096-461e-8bd5-81cbc81a83d6/sample-questions-new-hsc-english-eald-paper-1-exam-2019.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019, date accessed 20/07/2021. [↑](#endnote-ref-9)
9. [Assessment and Reporting in English Standard Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/assessment-and-reporting) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018, date accessed 19/07/2020. [↑](#endnote-ref-10)
10. [English EAL/D 2020 exam pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-eald-2020-hsc-exam-pack) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020, date accessed 20/07/2021. [↑](#endnote-ref-11)
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