



**English (Advanced)
Stage 6**

Draft Writing Brief

**Consultation Report
February 2016**

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1 Background information

The preparation of the *English (Advanced) Stage 6 Draft Writing Brief* took into account the broad directions for the learning area, which were developed following public consultation and endorsed by BOSTES in December 2014.

BOSTES conducted consultation in Term 4, 2015 to engage stakeholders in the syllabus development process and to seek their feedback on options and proposals in the draft writing brief.

The consultation program included:

- a meeting of the Years 11–12 Board Curriculum Committee for English on 11 November 2015
- afternoon consultation meetings at:
 - Bankstown on 26 October 2015
 - Tumbi Umbi on 27 October 2015
 - Wollongong on 29 October 2015
 - Cammeray on 2 November 2015
 - Pennant Hills on 4 November 2015
 - Armidale on 5 November 2015
 - Sydney on 25 November 2015
- an online survey on the BOSTES website from 19 October to 2 December 2015
- written submissions from:
 - NSW Department of Education
 - Catholic Education Office Sydney
 - Community of Catholic Schools Office – Diocese of Broken Bay
 - Association of Independent Schools of NSW
 - Association of Heads of Independent Schools of Australia
 - English Teachers Association of NSW
 - NSW Teachers Federation
 - TAFE NSW – Western Sydney Institute (OTEN)
 - Cherrybrook High School English Faculty
 - 3 individuals.

Professional associations and schooling sectors conducted a range of activities during the consultation period to inform feedback to BOSTES.

Feedback from consultation was analysed and informed revisions to the draft writing brief. The final writing brief will be used to develop the draft syllabus.

2 Executive summary

The *English (Advanced) Stage 6 Draft Writing Brief Consultation Report* provides a description of the consultation process and a summary and analysis of feedback received. It details data and findings gathered from seven metropolitan and regional teacher consultation meetings, 12 written submissions from educational sectors, key groups/agencies, schools and individuals, a meeting of the Board Curriculum Committee and 145 responses to an online survey.

Extensive consultation on the English (Advanced) draft writing brief has endorsed the proposed rationale, aim, objectives and sample outcomes. Feedback provided on these sections will be taken into account during syllabus development.

There is clear agreement that course content needs to be reduced, to allow more time for deeper engagement with texts and skills development.

There is strong support for a review of the specifications for the English (Advanced) HSC examination. In addition, the consultation highlighted the need for school assessment of language modes and weightings to be simplified.

Key matters

The key matters to emerge from the consultation included:

- the course content needs to be reduced, to allow more time for deeper engagement and skills development
- the preferred course structure incorporates modules from all three options, with the HSC common content from Option 2
- there is a need for a degree of flexibility within modules, in order to address the specific needs, interests and abilities of students
- greater flexibility and choice in text selection will enhance study options in the course and promote student engagement
- prescribed language modes and weightings for school assessment are unnecessarily complex and hinder the development of valid assessment tasks.

Actions in response to key matters

- Content of the new course will be reduced to increase flexibility and provide opportunities for depth of study. Time directed to the study of common content will be reduced to allow more time for study of the modules.
- The course structure will incorporate the preferred modules from the three options. The Year 12 common content will be *Texts and Human Experiences* (from Option 2).
- Consideration will be given to providing a range of optional electives within the modules set for both the Year 11 and Year 12.
- Consideration will be given to providing flexibility in the text requirements and a greater diversity in text choices for the new syllabus.
- The assessment of language modes and weightings will be reviewed and simplified.

A summary of key matters and related actions is contained in Section 4 of this report.

3 Summary of respondents

Consultation stakeholder and teacher meetings

1 Board Curriculum Committee (BCC), 7 teacher meetings

BCC members	13	Government sector	59	Catholic sector	34
Independent sector	42	Other	7		

Online survey respondents

145 online survey responses

Respondent:					
Academic	4	Parent	6	Pre-service teacher	0
Principal	0	School executive	15	School faculty	23
Student	18	Teacher	77	Other	2
I am:					
An Aboriginal person	1	A Torres Strait Islander person	0		
An Aboriginal and Torres Strait Islander person	2	Not an Aboriginal and/or Torres Strait Islander person	142		
Sector:					
Government	64	Catholic	31		
Independent	49	Non-school based	1		
Area of NSW:					
Metropolitan	93	Regional	52		
Number of people contributing to this survey:					
1	119	2–5	13	6 or more	13

4 Key matters

Key matters	Actions
<p>The course content needs to be reduced, to allow more time for deeper engagement and skills development.</p> <p>The preferred course structure incorporates modules from all three options, with the HSC common content from Option 2.</p> <p>There is a need for a degree of flexibility within modules, in order to address the specific needs, interests and abilities of students.</p> <p>Greater flexibility and choice in text selection will enhance study options in the course and promote student engagement.</p> <p>Prescribed language modes and weightings for school assessment are unnecessarily complex and hinder the development of valid assessment tasks.</p>	<p>Content of the new course will be reduced to increase flexibility and provide opportunities for depth of study. Time directed to the study of common content will be reduced to allow more time for study of the modules.</p> <p>The course structure will incorporate the preferred modules from the three options. The Year 12 common content will be <i>Texts and Human Experiences</i> (from Option 2).</p> <p>Consideration will be given to providing a range of optional electives within the modules set for both Year 11 and Year 12.</p> <p>Consideration will be given to providing flexibility in the text requirements and a greater diversity in text choices for the new syllabus.</p> <p>The assessment of language modes and weightings will be reviewed and simplified.</p>

5 Analysis

5.1 Rationale

Summary

The majority of respondents affirmed the rationale in the draft writing brief. Some submissions made specific recommendations regarding the focus of the rationale and suggested further points for inclusion. Several respondents offered suggestions for refining the wording to align more closely with their perceptions of the course.

Feedback affirming the rationale

Feedback	Sources
The proposed rationale describes the nature of the course in broad terms and explains its purpose in the curriculum.	AHISA AIS CEOSYD DoE Submission 3 Survey (x102)
The proposed rationale reflects a contemporary view of the course.	AIS Bankstown (CM) CEOSYD Submission 3 Survey (x88)
The rationale reflects a continuum of learning from Stage 5 to Stage 6 and with a focus on higher-order thinking skills and the power of language. It indicates an appropriate level of challenge for the English (Advanced) course.	AIS Survey (x7)

Key matters and actions

Key matters	Sources	Actions
The rationale should provide a stronger sense of the distinctive nature of English as a subject, as well as make reference to English as the mandatory subject in Stage 6.	AHISA ETA	The rationale will be reviewed and amended, taking into consideration comments and suggestions.
The rationale should make reference to students valuing a range of approaches to texts.	DoE ETA Survey (x2)	
The rationale should make explicit reference to the integration of the language modes.	DoE ETA	
The rationale is excessively wordy. Some terminology in the rationale needs to be reviewed and clarified.	CEOSYD Survey (x4)	
The rationale should foreground love for and enjoyment of literature more explicitly.	AHISA Wollongong (CM) Survey (x3)	

<p>The rationale should emphasise cultural analysis and the relevance of studying English to students' understanding of themselves and their world.</p>	<p>AHISA AIS Survey (x3)</p>	
<p>There should be more emphasis on newer technologies and how they are transforming traditional textual forms in the rationale.</p>	<p>AIS NSWTF</p>	
<p>There is an over-emphasis on multimedia and digital texts in the rationale.</p>	<p>Submission 5 Survey (x2)</p>	

5.2 Aim

Summary

The majority of respondents endorsed the proposed aim, and some noted that it was almost identical to the aim of the current syllabus. Some submissions commented on the differences in wording between the aims of the English (Advanced) and English (Standard) courses. Several additional refinements to the aim were suggested.

Feedback affirming the aim

Feedback	Sources
The proposed aim provides a statement of the overall purpose of the syllabus.	AIS CEOSYD DoE Survey (x104)
The aim supports and complements the rationale and other aspects of the draft writing brief.	Survey (x4)
The focus on both creative and critical responses is welcome.	AIS Survey (x2)
The aim adequately differentiates the English (Advanced) course from the English (Standard) course.	AIS Survey (x1)

Key matters and actions

Key matters	Sources	Actions
It is unclear why the aim of the English (Advanced) course has been worded differently from the aim of the English (Standard) course.	ETA NSWTF Submission 3	The English syllabus will retain one overarching aim, common to all courses.
The wording of the aim should include 'English (Advanced) Stage 6' to clarify that it differs from the aims of other Stage 6 English courses.	AIS	
Reference to a 'diverse and changing society' should be reinstated in the aim.	AIS	The aim will be reviewed and amended, taking into consideration comments and suggestions.
An emphasis on 'how language is used to shape understanding of ourselves and the world' should be incorporated into the aims of all English courses.	ETA	
The aim is too general and requires additional clarification.	Survey (x3)	
An explicit reference to the appreciation and deeper understanding of literature and language should be included in the aim.	AIS Survey (x2)	
Greater emphasis on students becoming effective communicators is required.	Survey (x2)	

The term 'powerful' is inconsistent with the English (Standard) aim. It could be replaced by the term 'effective'.	Submission 3 Survey (x2)	
The term 'enjoyment' is problematic and should be removed.	CEOSYD Survey (x2)	

5.3 Objectives

Summary

The majority of respondents affirmed the proposed objectives. Several submissions supported the use of the objectives from the K–10 syllabus in the Stage 6 syllabus, as this is seen as providing a continuum of learning in English across all Stages. Several respondents offered suggested changes and additions to the objectives.

Feedback affirming the objectives

Feedback	Sources
The proposed objectives define in broad terms the knowledge, understanding, skills, values and attitudes to be developed through study in this course.	CEOSYD DoE Submission 3 Survey (x92)
The objectives, being common to the K–10 syllabus, provide coherence and continuity between Stages.	AIS DoE Survey (x2)

Key matters and actions

Key matters	Sources	Actions
The objectives for the English (Advanced) and English (Standard) courses should be different.	Survey (x2)	The syllabus objectives are a central component in the broader learning continuum framework. The proposed objectives are consistent with the English K–10 syllabus, and are intended to reinforce the continuum of learning across all Stages.
The objectives should not duplicate the Stage 4 and Stage 5 objectives. Greater scope to indicate progression of learning and extension of skills is required.	ETA Survey (x2)	
The phrase ‘love of English’ should be replaced and expressed in terms of the personal enrichment gained from literature and learning.	CEOSYD DoE Survey (x1)	
The objectives should: <ul style="list-style-type: none"> • focus on students’ literacy skills and language analysis • emphasise students’ understanding of the impact of context in shaping meaning • focus on the development of students’ planning and editing practices • Clarify the distinction between ‘imaginatively’ and ‘creatively’. 	AIS CEOSYD Survey (x6)	
Clarification of the term ‘aesthetic’ is required.	CEOSYD Survey (x3)	

5.4 Outcomes

Summary

A majority of respondents confirmed that the sample of outcomes was appropriate. Those who disagreed were mostly concerned that the draft writing brief included only three sample outcomes, rather than the full set, making it difficult to comment. Some submissions referred to the difficulty in drafting outcomes to articulate student progression from the Year 11 to the Year 12 course and to differentiate between Stage 6 courses. They highlighted instances where the progression and/or distinction were unclear, and offered alternative ways of expressing these outcomes. Some respondents also offered specific suggestions regarding the wording of particular outcomes.

Feedback affirming the outcomes

Feedback	Sources
The sample of outcomes is appropriate.	DoE Survey (x78)
The proposed reduction of the number of outcomes to 10 or less is appropriate.	AIS Survey (x4) Tumbi Umbi (CM)
The relationship between the Stages 4 and 5 and the Stage 6 outcomes is clearly evident in the draft writing brief.	AIS ETA Survey (x2)

Key matters and actions

Key matters	Sources	Actions
Insufficient information about the number and focus of the outcomes has been provided in the draft writing brief. A full set of proposed outcomes should be provided for both Year 11 and Year 12.	CEOSYD Submission 3 Survey (x14)	The principle of a learning continuum is central to English K–12. The wording of the outcomes will continue to be refined throughout the draft syllabus development, drawing on advice compiled as a result of the consultation period.
The outcomes are not sufficiently different from those proposed for the English (Standard) course.	AIS Survey (2)	
The sample outcomes are too wordy and contain too many components. They should be expressed more simply and clearly using plain English.	AIS Submission 3 Survey (x4)	
Terms such as 'skilfully', 'nuanced' and 'pleasurable' are problematic and require clarification.	CEOSYD ETA Survey (x3)	
A stronger connection between listening and speaking outcomes, and reading and writing outcomes is required. Oracy skills underpin literacy development.	Armidale (CM)	

5.5 Diversity of learners

Summary

Respondents confirmed that the draft writing brief caters effectively to the diversity of learners within the English (Advanced) cohort. A number of respondents indicated that reducing the number of modules studied and providing more flexibility and variety in text choices would assist in catering to the specific needs, interests and abilities of students. It was also suggested that greater flexibility in the course structure would provide more opportunities for differentiation, and that a reduction in content would allow more time to further engage students and better address textual analysis and skills development.

Feedback about the diversity of learners

Feedback	Sources
The English (Advanced) course presents appropriate levels of rigour and challenge for the target cohort and caters to a range of student interests and learning styles.	AIS Survey (x11)
The inclusion of an <i>Independent Research</i> module in Year 11 will cater for the diversity of learners.	AIS

Key matters and actions

Key matters	Sources	Actions
Flexibility in modules, electives and text choices is required to cater effectively to the diversity of learners.	AHISA AIS CEOSYD ETA Survey (x33)	The draft writing brief will be reviewed in the light of these comments and suggestions. Matters arising from the consultation will be taken into account as part of the revision process.
Reducing the course content will enable teachers to address the full range of student needs, interests and abilities.	AIS ETA Survey (x6)	
Designing the English (Advanced) course and modules to meet the needs of students undertaking the English Extension course/s disadvantages and potentially disenfranchises students who are not studying the Extension course/s.	Cammeray (CM) Pennant Hills (CM) Submission 3 Survey (x2)	
The inclusion of an <i>Independent Research</i> module in Year 11 will not cater for the diversity of learners.	Bankstown (CM) BCC Pennant Hills (CM) Submission 3	

5.6 Course structure and options

Summary

The majority of respondents confirmed that the proposed course structure and options are appropriate. However, many respondents commented that greater flexibility should be provided to schools to devise content and develop teaching and learning programs that cater directly to the needs of their student cohort, especially in Year 11.

Respondents endorsed the three-module structure and the common content module prescribed for Year 11. However, some respondents expressed reservations about the portfolio of crafted writing both in terms of assessment and the potential for duplication in the Year 12 Extension course(s). Study of Shakespearean drama in Year 11 and Year 12 was endorsed by many respondents as a discriminating feature of the English (Advanced) course.

A range of preferences was expressed in regard to the remaining options and modules. A majority of respondents indicated that they would welcome the opportunity to mix and match modules from the selection of options provided in both Year 11 and Year 12 and supported the retention of an elective structure.

For Year 11, there was consistent support for *Critical Study of Literature*, and *Narratives That Shape Our World*. There was some support for the inclusion of an *Experience of Shakespeare* module; however, a number of respondents expressed their preference for greater flexibility in the study of a Shakespearean drama text or texts in the senior years. Many respondents also supported the inclusion of *Independent Research* and *From Interpretation to Experimentation*, although there were numerous reservations expressed about the appropriateness of these two modules for the English (Advanced) course.

For Year 12, *Texts and Human Experiences* was the popular choice for the common content module. There was significant support for the *Genres* module also. However, a number of respondents questioned the suitability of *Genres* as a common content module, particularly in view of its current status in the English Extension 1 course. Several respondents commented that the content and conceptual focuses of *Representation through Language* underpin the study of English across all courses in the senior years.

There was a positive consensus for the retention of a comparative study module in Year 12, with *Textual Conversations* as the preferred alternative. Retention of the *Critical Study* module was also endorsed. While there was support for the other modules, and for a focus on wide reading as a component of study in the English (Advanced) course in particular, there were differing views on the suitability of *Shaping Vistas: Language and Landscape* and *Transforming Texts: Wide Reading* for the English (Advanced) course.

A majority of respondents recommended maintaining and/or extending the existing elective structure for the Year 12 modules and expanding the range of text choices. Respondents also recommended that students should be allowed to study one text from each of the Prescriptions categories across the senior years in order to afford greater flexibility and suitability of text choices in Year 12.

Feedback affirming the course structure and options

Feedback	Sources
<p>Content organisation and structure</p> <p>The proposed course organisation and structure will benefit students' learning and facilitate the planning of teaching and learning programs.</p>	<p>Armidale (CM) Submission 5 Survey (x6)</p>
<p>The reduction of content indicated in the specification of three modules for Year 11 will allow for deeper engagement.</p>	<p>AIS Armidale (CM) Bankstown (CM) BCC Cammeray (CM) ETA Pennant Hills (CM) Survey (x9) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)</p>
<p>The organisation and structure and sequence of content are logical and clear.</p>	<p>Submission 5 Survey (x4) Sydney (CM)</p>
<p>Common content modules</p> <p>Inclusion of a core common content module for the English (Standard) and English (Advanced) courses in both the Year 11 and Year 12 is appropriate.</p>	<p>AHISA AIS Armidale (CM) Bankstown (CM) Cammeray (CM) DoE NSWTF Pennant Hills (CM) Submissions 3, 5 Survey (x22) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)</p>
<p>Content</p> <p>The content is engaging, relevant, contemporary and broad-ranging in scope, and the content requirements and intended learning are clear, well-constructed and appropriate.</p>	<p>Bankstown (CM) Submission 5 Survey (x5) Sydney (CM)</p>
<p>The academic rigour and level of challenge indicated in the course content are appropriate for the student cohort.</p>	<p>Bankstown (CM) Cammeray (CM) NSWTF Pennant Hills (CM) Submission 5 Survey (x9) Sydney (CM)</p>
<p>There is a suitable balance between creative and critical responses indicated in the course content.</p>	<p>AIS Bankstown (CM) Cammeray (CM) NSWTF Submission 3 Survey (x5)</p>

Feedback	Sources
	Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)
The greater degree of specificity and guidance provided for the Year 11 course modules is beneficial.	AHISA AIS Submission 1 Survey (x2)
The proposed replacement of the <i>Area of Study</i> in both Year 11 and Year 12 is endorsed.	AHISA DoE Pennant Hills (CM) Submissions 1, 2, 4, 5 Survey (x11) Sydney (CM)
The basis of course content in the study of literature is appropriate.	AIS Bankstown (CM) Pennant Hills (CM) Survey (x4) Wollongong (CM)
The course content affords broad experiences in responding and composing and provides suitable preparation for and links to the English Extension courses.	AIS Armidale (CM) Bankstown (CM) Cammeray (CM) Pennant Hills (CM) Submission 3 Survey (x16) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)
Texts The inclusion of a wide range of literature is appropriate.	AIS ETA Pennant Hills (CM) Submission 5 Survey (x15) Tumbi Umbi (CM) Wollongong (CM)
The requirement that at least one Shakespearean text is studied in both Year 11 and Year 12 is appropriate.	Bankstown (CM) Cammeray (CM) Pennant Hills (CM) Survey (x11) Sydney (CM) Wollongong (CM)
The inclusion of biographical and autobiographical texts is appropriate. These texts are relevant and engaging for boys in particular.	AHISA Armidale (CM)

Key matters and actions

Key matters	Sources	Actions
<p>Content organisation and structure</p> <p>Connections between modules studied in Year 11 and Year 12 should be more explicit and transparent.</p>	AIS Wollongong (CM)	<p>All consultation feedback received on the draft writing brief will be considered during the syllabus development process.</p> <p>Consultation on the draft syllabus will include opportunities to provide further feedback on the proposed content organisation and structure.</p>
<p>Greater flexibility should be provided in Year 11 for schools to select modules and texts that are suited to their student cohort.</p>	AHISA AIS Bankstown (CM) DoE NSWTF Survey (x9) Wollongong (CM)	
<p>Text requirements should be revised. Students should have flexibility to study five types of texts across Years 11 and 12.</p>	AIS Bankstown (CM) Cammeray (CM) Pennant Hills (CM) Survey (x8) Tumbi Umbi (CM)	
<p>Close correlation between study modules in the English (Advanced) and English (Extension) courses could unfairly disadvantage some students and is not appropriate.</p>	Bankstown (CM) Pennant Hills (CM) Submission 3 Survey (x5)	
<p>The use of rubrics in the modules encourages students to rely on prepared responses. The Year 12 modules should comprise one comparative study module and two critical study modules.</p>	Submission 4 Survey (x2)	
<p>Common content modules</p> <p>More flexibility should be provided in the form of optional strands within a common content module.</p>	Bankstown (CM) Survey (x3)	<p>All consultation feedback received on the draft writing brief will be considered during the syllabus development process.</p> <p>Consultation on the draft syllabus will include opportunities to provide additional feedback on the common content modules.</p>
<p>The common content modules are too prescriptive.</p>	Survey (x2) Sydney (CM)	
<p>A common content module for English (Advanced) and English (Standard) is not required.</p>	Cammeray (CM) Pennant Hills (CM) Survey (x4)	
<p>The descriptions of the common content modules are too general and require clarification.</p>	AHISA DoE ETA Pennant Hills (CM) Survey (x7)	
<p><i>Year 11 common content module</i></p> <p>The inclusion of <i>Reading to Write: Creative and Critical Texts</i> as the core common content module for Year 11 is appropriate.</p>	Armidale (CM) Bankstown (CM) Cammeray (CM) DoE Pennant Hills (CM) Submissions 3, 5	<p><i>Reading to Write: Creative and Critical Texts</i> will be the Year 11 common content module for English (Advanced) and English</p>

Key matters	Sources	Actions
	Survey (x5) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)	(Standard). Comments and suggestions regarding the Year 11 common content module will be taken into account as part of the syllabus development process.
The prescribed Year 11 common content module could be difficult for English (Standard) students. <i>Narratives That Shape Our World</i> would be a suitable replacement as the Year 11 common content module as it is more engaging and links well to the <i>Texts and Human Experiences</i> module in Year 12.	AIS Survey (x1)	
The prescribed Year 11 common content module lacks focus and does not afford a clear context for the study of language. The <i>Genres</i> module would be a suitable replacement as the Year 11 common content module as it prepares students for the Year 12 course.	Submission 1 Survey (x1)	
The inclusion of <i>Texts and Human Experiences</i> as the core common content module for Year 12 is appropriate.	AIS Bankstown (CM) BCC Camberay (CM) DoE NSWTF Pennant Hills (CM) Submissions 3, 5 Survey (x46) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)	<i>Texts and Human Experiences</i> will be the Year 12 common content module for English (Advanced) and English (Standard).
<i>Texts and Human Experiences</i> is the preferred common content module for the Year 12 English (Standard) and English (Advanced) courses. However, the inclusion of a <i>Genres</i> module or elective in the English (Advanced) course is also appropriate.	AIS Armidale (CM) Bankstown (CM) Camberay (CM) Pennant Hills (CM) Survey (x5) Sydney (CM) Wollongong (CM)	In view of the limited support for the <i>Genres</i> and <i>Texts and Representations</i> modules, these modules will not be included in the English (Advanced) course in the new syllabus.
The <i>Genres</i> module will prepare and extend students who are undertaking the Year 12 English (Extension) courses. However, close correlation between study modules in the two courses could unfairly disadvantage some students.	Armidale (CM) Bankstown (CM) Camberay (CM) NSWTF Pennant Hills (CM) Survey (x3) Tumbi Umbi (CM)	Comments and suggestions regarding the Year 12 common content module will be taken into account as part of the syllabus development process.
Inclusion of a concurrent <i>Craft of Writing</i> module in Year 12 in keeping with Option 2 in the English (Standard) course would be beneficial for English (Advanced) students.	Bankstown (CM) Camberay (CM) Survey (x2) Wollongong (CM)	
The <i>Genres</i> module is reductive and restrictive.	Bankstown (CM) Camberay (CM)	

Key matters	Sources	Actions
	Pennant Hills (CM) Submission 3 Survey (x6) Sydney (CM)	<p><i>Texts and Human Experiences</i> will be the Year 12 common content module for English (Advanced) and English (Standard).</p> <p>In view of the limited support for the <i>Genres</i> and <i>Texts and Representations</i> modules, these modules will not be included in the English (Advanced) course in the new syllabus.</p> <p>Comments and suggestions regarding the Year 12 common content module will be taken into account as part of the syllabus development process.</p>
The <i>Genres</i> module is too difficult for the English (Advanced) course.	Bankstown (CM) CEOSYD Survey (x2) Sydney (CM)	
The <i>Genres</i> module is too difficult for English (Standard) students and is therefore not appropriate as a common content module for Year 12.	AHISA AIS Survey (x4)	
The <i>Genres</i> module is more appropriate to the English (Extension) course.	AIS Survey (x3)	
The focus and purpose of the <i>Genres</i> module is unclear.	Cammeray (CM) Survey (x2)	
<i>Representations Through Language</i> is the most rigorous and challenging option and suited to English (Advanced) students. However, it might be difficult for and potentially disadvantage English (Standard) students and is therefore not the preferred common content module for the HSC.	Submission 3 Survey (x2)	
<p>Content</p> <p>The content requires revision to provide opportunity to study the modules in the depth required.</p>	AIS Armidale (CM) Bankstown (CM) Cammeray (CM) DoE ETA Pennant Hills (CM) Submissions 3, 5 Survey (x27) Sydney (CM) Tumby Umbi (CM) Wollongong (CM)	<p>Time directed to the study of common content will be reduced, to allow more time for study of the module.</p> <p>Consultation on the draft syllabus will include opportunities to provide additional feedback on proposed course content.</p>
The module descriptions require revision to provide greater clarification of content focuses and expected knowledge, skills and understanding.	Armidale (CM) Cammeray (CM) CCSOBB ETA Pennant Hills (CM) Submission 3 Survey (x9) Wollongong (CM)	

Key matters	Sources	Actions
<p>The content should:</p> <ul style="list-style-type: none"> provide a greater degree of integration of skills and concepts within the modules. focus on literacy skills and ‘real world’ tasks such as report writing and conducting interviews. 	Armidale (CM) Cammeray (CM) DoE ETA Submission 2 Survey (x1) Survey (x2) Wollongong (CM)	Consultation on the draft syllabus will include opportunities to provide additional feedback on proposed course content.
<p>The course content is not sufficiently distinguished from the English (Standard) course.</p>	CCSOBB Survey (x2)	
<p>Proposed text study modules such as <i>Experience of Shakespeare</i> and <i>Critical Study of Literature</i> are old-fashioned and encourage outmoded pedagogical approaches to the study of English.</p>	Survey (x2) Tumbi Umbi (CM)	
<p>The content should be revised to enhance its 21st-century relevance, particularly in relation to technology and social and cultural focuses.</p>	Submissions 3, 5 Survey (x2) Wollongong (CM)	
<p>The module descriptions should be more concise and expressed in plain English.</p>	Armidale (CM) Pennant Hills (CM) Survey (x3) Wollongong (CM)	
<p><i>Year 11 modules</i></p> <p>The inclusion of a narrative study module in Year 11 is appropriate.</p>	AIS Armidale (CM) Bankstown (CM) Cammeray (CM) DoE Pennant Hills (CM) Submission 3 Survey (x17) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)	<p><i>Critical Study of Literature and Narratives That Shape Our World</i> will be the Year 11 modules for English (Advanced).</p> <p>In view of the limited support for the other proposed modules, <i>From Interpretation to Experimentation</i>, <i>Experience of Shakespeare</i> and <i>Independent Research</i> will not be included as modules in the Year 11 English (Advanced) course in the new syllabus.</p> <p>All comments and suggestions regarding the Year 12 modules and content will be taken into account as part of the syllabus development process.</p>
<p><i>Narratives That Shape Our World</i> is more suited to the Year 12 course.</p>	CCSOBB	
<p>The inclusion of a <i>Critical Study of Literature</i> module for Year 11 and Year 12 is appropriate.</p>	AHISA AIS Armidale (CM) Bankstown (CM) BCC DoE Cammeray (CM) ETA Pennant Hills (CM) Submissions 1, 5 Survey (x19) Sydney (CM) Tumbi Umbi (CM)	

Key matters	Sources	Actions
	Wollongong (CM)	
The inclusion of a teacher-developed module in Year 11 is appropriate. This module could be tailored by schools and provide flexibility to cater for the full range of students and enable adjustments to be made when necessary.	AIS Armidale (CM) Bankstown (CM) Pennant Hills (CM) Survey (x6) Tumbi Umbi (CM) Wollongong (CM)	
The inclusion of a core <i>Experience of Shakespeare</i> module in Year 11 is appropriate.	AHISA Armidale (CM) Bankstown (CM) Camberay (CM) DoE Pennant Hills (CM) Submission 5 Survey (x7) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)	In view of the limited support for the other proposed modules, <i>From Interpretation to Experimentation</i> , <i>Experience of Shakespeare</i> and <i>Independent Research</i> will not be included as modules in the Year 11 English (Advanced) course in the new syllabus. All comments and suggestions regarding the Year 12 modules and content will be taken into account as part of the syllabus development process.
The inclusion of a separate <i>Experience of Shakespeare</i> module in Year 11 is not required. Flexibility to study a Shakespearean text or texts in any module is preferred.	AIS Armidale (CM) Bankstown (CM) BCC Camberay (CM) ETA NSWTF Submission 3 Survey (x10) Sydney (CM)	
The inclusion of an <i>Independent Research</i> module or elective in Year 11 is appropriate.	AIS Armidale (CM) Bankstown (CM) Camberay (CM) Pennant Hills (CM) Survey (x12) Tumbi Umbi (CM) Wollongong (CM)	
Inclusion of an <i>Independent Research</i> module in Year 11 will prepare and extend students who are undertaking the English Extension course/s. However, strict guidance is required so that the project is not used as the basis for students' work in the Extension course/s.	AIS Survey (x2) Sydney (CM)	
Inclusion of a core <i>Independent Research</i> module in Year 11 is impractical.	AHISA Bankstown (CM) BCC Camberay (CM) NSWTF Pennant Hills (CM) Survey (x6) Sydney (CM) Tumbi Umbi (CM)	

Key matters	Sources	Actions
Scope for inclusion of a <i>From Interpretation to Experimentation</i> module or elective in Year 11 is appropriate.	Armidale (CM) Cammeray (CM) Pennant Hills (CM) Survey (x9) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)	All comments and suggestions regarding the Year 12 modules and content will be taken into account as part of the syllabus development process.
<i>From Interpretation to Experimentation</i> is more suitable for inclusion in the English (Extension) course.	AIS Bankstown (CM) Cammeray (CM) Pennant Hills (CM) Survey (x3) Sydney (CM)	
<i>Year 12 modules</i> Inclusion of a comparative study module in keeping with the existing Year 12 English (Advanced) Module A is appropriate.	AHISA AIS Armidale (CM) Bankstown (CM) BCC Cammeray (CM) DoE ETA Pennant Hills (CM) Submissions 4, 5 Survey (x24) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)	<i>Textual Conversations, Critical Study of Literature and Transforming Text: Wide Reading</i> will be the HSC modules for English (Advanced). In view of the limited support for the other proposed modules, <i>Shaping Vistas: Language and Landscape</i> , and <i>Comparison of Texts</i> will not be included as modules in the Year 12 English (Advanced) course in the new syllabus.
The proposed comparative study modules for the Year 12 English (Advanced) course will prepare and extend students who are undertaking the HSC English Extension course/s.	Armidale (CM) Bankstown (CM) Cammeray (CM) Pennant Hills (CM) Survey (x4) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)	
The <i>Textual Conversations</i> module is preferred over the <i>Comparison of Texts</i> module. Study of two texts by a single author, or from the same genre, is inappropriate.	BCC NSWTF Submission 5 Survey (x8)	
The inclusion of a <i>Critical Study of Literature</i> module in Year 11 and/or Year 12 is appropriate.	AHISA AIS Armidale (CM) Bankstown (CM) BCC DoE Cammeray (CM) ETA Pennant Hills (CM) Submissions 1, 5 Survey (x23) Sydney (CM)	All comments and suggestions regarding Year 12 modules and content will be taken into account as part of the syllabus development process.

Key matters	Sources	Actions
	Tumbi Umbi (CM) Wollongong (CM)	
The scope for inclusion of a <i>Shaping Vistas: Language and Landscape</i> module or elective in Year 12 is appropriate.	Armidale (CM) Bankstown (CM) BCC CEOSYD Cammeray (CM) Pennant Hills (CM) Submission 5 Survey (x8) Tumbi Umbi (CM)	
The <i>Shaping Vistas: Language and Landscape</i> module is restrictive and holds limited appeal for students.	AHISA AIS Bankstown (CM) BCC CEOSYD CCSOBB ETA NSWTF Pennant Hills (CM) Submission 3 Survey (x14) Sydney (CM) Tumbi Umbi (CM)	<i>Textual Conversations, Critical Study of Literature and Transforming Text: Wide Reading</i> will be the HSC modules for English (Advanced). In view of the limited support for the other proposed modules, <i>Shaping Vistas: Language and Landscape</i> , and <i>Comparison of Texts</i> will not be included as modules in the Year 12 English (Advanced) course in the new syllabus.
The scope for inclusion of a <i>Transforming Texts: Wide Reading</i> module or elective in Year 12 is appropriate.	AHISA Armidale (CM) Bankstown (CM) Cammeray (CM) NSWTF Pennant Hills (CM) Submissions 1, 3 Survey (x11) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)	All comments and suggestions regarding Year 12 modules and content will be taken into account as part of the syllabus development process.
A <i>Transforming Texts: Wide Reading</i> module or elective is suited to the English (Advanced) course and student cohort. However, this module should not be assessed in the HSC examination.	AHISA Survey (x2) Sydney (CM) Tumbi Umbi (CM)	
Clarification of the focus and requirements of study for the <i>Transforming Texts: Wide Reading</i> module is required.	AIS Bankstown (CM) BCC NSWTF Survey (x3) Sydney (CM)	
The <i>Transforming Texts: Wide Reading</i> module holds limited appeal for students.	Bankstown (CM) Cammeray (CM) Pennant Hills (CM) Submission 3 Survey (x3)	

<p>Texts</p> <p>Students should be required to study the required number of types of texts across Years 11 and 12 in order to afford greater flexibility and suitability of text choices and enhance student engagement.</p>	<p>AIS Bankstown (CM) Cammeray (CM) Survey (x8) Sydney (CM) Tumbi Umbi (CM)</p>	<p>All consultation feedback received on the draft writing brief will be considered during the syllabus development process.</p> <p>Consultation on the draft syllabus will include opportunities to provide additional feedback on the proposed course text requirements.</p>
<p>Clarification is required regarding what is meant by 'short texts'.</p>	<p>AIS Bankstown (CM) CEOSYD NSWTF Survey (x4) Sydney (CM) Wollongong (CM)</p>	
<p>The Shakespearean text should be prescribed for Year 12 to ensure parity.</p>	<p>Survey (x1) Wollongong (CM)</p>	
<p>Compulsory study of Shakespearean drama in both Year 11 and Year 12 does not cater to the needs, interests and abilities of many students.</p>	<p>CCSOBB Survey (x3)</p>	
<p>The prescription to study Shakespearean drama and other 'old classics' should be removed from the English (Advanced) course. Students should be presented with interesting and relevant modern texts to study.</p>	<p>Submission 2 Survey (x1)</p>	
<p>More contemporary drama texts are required.</p>	<p>Tumbi Umbi (CM)</p>	

5.7 Assessment and reporting

Summary

Respondents indicated that additional information regarding assessment would be welcome. There was consensus that more flexibility in school-based assessment requirements is required. Many respondents indicated that a reduction in the number of modules assessed is required.

Feedback affirming the information on assessment and reporting

Feedback	Sources
Current assessment requirements for English (Advanced) are satisfactory. Existing assessment practices allow students to demonstrate a wide variety of skills.	Survey (x9)

Key matters and actions

Key matters	Sources	Actions
Insufficient information about the proposed assessment and reporting requirements has been provided in the draft writing brief.	AIS CEOSYD DoE ETA NSWTF Survey (x23)	The assessment of language modes and weightings will be reviewed and simplified as part of the draft syllabus development process.
School-based assessment Existing school-based assessment requirements in Year 12 are overly complicated and mandate an excessive number of tasks, task components and/or inauthentic tasks. A greater degree of flexibility in the types and weighting of school-based assessment tasks in Year 12 is required.	AHISA AIS Armidale (CM) Bankstown (CM) Cammeray (CM) ETA Pennant Hills (CM) Survey (x19) Tumbi Umbi (CM) Wollongong (CM)	The assessment of language modes and weightings will be reviewed and simplified as part of the draft syllabus development process. Comments and suggestions arising from the consultation will be taken into account as part of the revision process.
The existing requirement that no more than 30% weighting may be allocated to tests and examinations for Year 12 school-based assessment should be lifted.	AHISA AIS Bankstown (CM) Cammeray (CM) Pennant Hills (CM) Survey (x5)	
Clarification is required regarding how the portfolio of creative writing will be assessed.	AHISA AIS Cammeray (CM) CEOSYD NSWTF Survey (x3) Tumbi Umbi (CM)	
Language modes need to be assessed more authentically.	AHISA AIS	

Key matters	Sources	Actions
	Bankstown (CM) Camberay (CM) ETA Pennant Hills (CM) Survey (x21)	Comments and suggestions arising from the consultation will be taken into account as part of the revision process.
School-based assessment of: <ul style="list-style-type: none"> listening, viewing and representing is problematic and should not be compulsory speaking is inauthentic. 	AHISA Bankstown (CM) Pennant Hills (CM) Bankstown (CM) Sydney (CM) Survey (x5)	
Retention of the study of related texts in the English (Advanced) courses is appropriate and can be a discriminator in assessments.	Bankstown (CM) NSWTF Survey (x2) Sydney (CM) Wollongong (CM)	
HSC examination The existing HSC examination specifications for two papers and four hours of examinations in total are inconsistent with other HSC course examinations.	Armidale (CM) Bankstown (CM) Camberay (CM) Pennant Hills (CM) Survey (x6) Sydney (CM) Tumbi Umbi (CM)	Examination specifications will be reviewed and developed during draft syllabus development. Consultation on the draft syllabus will include opportunities to further provide feedback on any proposed amendments to the HSC examination.
Reading comprehension should be retained as a common content component of the HSC examination.	DoE Pennant Hills (CM) Submission 4 Survey (x3)	
Removal of the common content module from the HSC examination is appropriate.	Survey (x2)	
If common content is to be retained it will require a separate HSC examination to allow valid moderation.	NSWTF	
Imaginative writing should be retained as a component of the HSC examination.	AIS Survey (x2)	
Imaginative writing should be removed from the HSC examination. School-based assessment of students' creative writing is preferred.	Bankstown (CM) Camberay (CM) Pennant Hills (CM) Survey (x5) Tumbi Umbi (CM) Wollongong (CM)	
Current examination specifications and types of tasks need to be reviewed, particularly for the imaginative response in HSC Paper 1.	Camberay (CM) Bankstown (CM) NSWTF Pennant Hills (CM) Submissions 2, 4 Survey (x9) Sydney (CM) Tumbi Umbi (CM)	
All modules should have equal weighting	AIS	

Key matters	Sources	Actions
in the HSC examination.		
Reference to related texts should not be mandated for extended analytical responses in the HSC examination/s.	Bankstown (CM) Cammeray (CM) DoE NSWTF Pennant Hills (CM) Survey (x7) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)	Examination specifications will be reviewed and developed during draft syllabus development. Consultation on the draft syllabus will include opportunities to further provide feedback on any proposed amendments to the HSC examination.
The use of technology in assessment raises equity, security and practical issues.	AIS Survey (x8)	
If online assessment is introduced, students should retain the option to handwrite their responses.	Survey (x3)	
The existing HSC examination does not reflect a 21 st -century learning environment and does not adequately prepare students for real-world experiences or tertiary study.	Bankstown (CM) Survey (x1)	

5.8 Other comments

Summary

Respondents confirmed that the draft writing brief provides a sound basis for development of the English (Advanced) syllabus. However, some respondents indicated that it provides insufficient detail in relation to outcomes, course structure, and/or assessment requirements.

Feedback affirming the draft writing brief

Feedback	Sources
The draft writing brief provides a sound basis for developing the final writing brief, which is the blueprint for the development of the draft syllabus.	Submission 5 Survey (x48)
The rationale, aims and objectives provide a solid basis for syllabus development.	AIS Survey (x4)

Key matters and actions

Key matters	Sources	Actions
<p>Text prescriptions</p> <p>Insufficient information has been provided in the draft writing brief. Details of text prescriptions are required in order for an informed response to be made.</p>	AHISA AIS CCSOBB Survey (x21) Sydney (CM)	<p>The prescribed text list requirements will be reviewed once the new syllabus development.</p> <p>Consultation on the draft syllabus will include opportunities to provide additional feedback on any proposed changes to the text requirements.</p>
<p>Link with English K–10 Syllabus</p> <p>The proposed content outlined in the draft writing brief will widen the gap between Stage 5 and Stage 6.</p>	CCSOBB	<p>Consideration will be given to the continuum of learning K–12 as part of the new syllabus development.</p>
<p>Syllabus structure</p> <p>Students studying English (Advanced) should have the option of undertaking the English Extension 2 course independently of Extension 1.</p>	Armidale (CM) Pennant Hills (CM)	<p>Consideration will be given to the articulation between English (Advanced) and the English Extension courses as part of the new syllabus development.</p>
<p>Online survey</p> <p>A few respondents were unable to provide feedback on Option 3 as it was omitted from the choices in the online survey until 18 November.</p>	Survey (x6)	<p>A majority of respondents indicated a preference for mixing and matching modules from the options provided in both Year 11 and Year 12. Preferences</p>

Key matters	Sources	Actions
		for modules rather than for options are indicated in this Consultation Report. Data from the online surveys were cross-referenced and carefully tabulated.
<p>Teaching standards</p> <p>Appropriate alignment with the Australian Professional Standards for Teachers is required.</p>	CCSOBB	Consideration will be given to alignment with the Australian Professional Standards for Teachers as part of the new syllabus development.
<p>Cross-curriculum priorities</p> <p>The inclusion of cross-curriculum priorities and general capabilities is supported in principle. However, in practice, these are often difficult to integrate into an already crowded study program and might be treated in a superficial way.</p>	AHISA CEOSYD	Learning across the curriculum content, including identified cross-curriculum priorities and general capabilities, will be embedded in the descriptions of content while ensuring that the integrity of the course is maintained.
<p>Implementation</p> <p>The proposed syllabus revision following implementation of the 2015 Prescriptions is premature. Planning and writing units for a new set of modules and prescriptions places unreasonable stress on teachers' workloads and school budgets.</p>	Pennant Hills (CM) Survey (x1)	BOSTES will develop support materials to assist teachers with implementation of the new syllabus.

6 Quantitative analysis of survey responses

Note: Due to rounding, some percentages may not total 100%.

Survey Item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree	Yes	No
Rationale							
1. The proposed rationale describes the nature of the course in broad terms and explains its purpose in the curriculum.	114	13%	76%	5%	5%		
2. The proposed rationale reflects a contemporary view of the course.	115	15%	62%	18%	5%		
Aim							
3. The proposed aim provides a statement of the overall purpose of the syllabus.	113	22%	70%	4%	3%		
Objectives							
4. The proposed objectives define in broad terms the knowledge, understanding, skills, values and attitudes to be developed through study in this course.	106	22%	65%	10%	3%		
Outcomes							
5. The sample of outcomes is appropriate.	109	10%	61%	25%	4%		
Course structure and options							
6. Please indicate your preferred common content module for English (Standard) and (Advanced).							
<i>Representation Through Language</i>	20						
<i>Texts and Human Experience</i>	46						
<i>Genres</i>	14						
7. Does the study of texts focus sufficiently on opportunities to investigate the qualities of the text, and the ideas and intentions expressed in the text?	72					76%	24%
8. Is there another structure or option BOSTES should consider?	71					66%	34%
9. The draft writing brief provides a sound basis for developing the final writing brief, which is the blueprint for the development of the draft syllabus	77	8%	55%	27%	10%		

7 Respondents

7.1 Consultation meetings

Afternoon consultation meetings (code: CM)

Location	Date (2015)	Total
Bankstown	26 October	26
Tumbi Umbi	27 October	15
Wollongong	29 October	10
Cammeray	2 November	34
Pennant Hills	4 November	20
Armidale	5 November	9
Sydney	25 November	28

Board Curriculum Committee consultation meeting at the BOSTES on 11 November 2015 (code: BCC)

Name	Organisation
Mr Gary Johnson	Chair
Professor Will Christie	Committee of Chairs of Academic Boards/Senates NSW
Mr David Eccleston	NSW Teachers Federation
Ms Lyn Fetterplace	Catholic Education Commission NSW
Ms Roslyn Giles	NSW Department of Industry – TAFE NSW
Mrs Prue Greene	NSW Department of Education
Mrs Linda McNeil	Council of Catholic School Parents, NSW
Mr Peter Moore	NSW/ACT Independent Education Union
Mr Callan Moroney (for Mr John Turner)	NSW Department of Education
Mr Bradden Spillane	NSW Teachers Federation
Mr Jason Vials	Federation of Parents and Citizens Associations of NSW
Mr Matthew White	Australian Association for Special Education NSW Chapter
Ms Karen Yager	English Teachers' Association of NSW

7.2 Written submissions

Organisations, groups and individuals	Code
Association of Heads of Independent Schools of Australia	AHISA
Association of Independent Schools of NSW	AIS
Catholic Education Office Sydney	CEOSYD
Cherrybrook High School English Faculty	Submission 1
Community of Catholic Schools Office – Diocese of Broken Bay	CCSOBB
English Teachers Association of NSW	ETA
NSW Department of Education	DoE
NSW Teachers Federation	NSWTF
TAFE NSW – Western Sydney Institute – OTEN	Submission 5
Individual Respondent	Submission 2
Individual Respondent	Submission 3
Individual Respondent	Submission 4