



**English (Advanced)
Senior Years**

Writing Brief

February 2016

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1. Introduction

In 2014, the Board of Studies, Teaching and Educational Standards NSW (BOSTES) commenced a review of NSW senior secondary syllabuses for English, Mathematics, Science and History learning areas to determine directions for the incorporation of the senior secondary Australian curriculum. BOSTES conducted consultation in August and September 2014 on proposed directions outlined in [NSW Senior Secondary Review & Evaluation: English, Mathematics, Science and History](#).

The broad directions for each learning area, developed following consultation, were endorsed by BOSTES in December 2014 and are available in Appendix I of this writing brief.

The development of the *English (Advanced) Senior Years Writing Brief* takes account of the broad directions gathered through consultation conducted in Term 3, 2015.

The purpose of the writing brief is to inform the directions for draft syllabus development. The writing brief is structured according to the elements of a Senior Years syllabus. Each element includes proposed actions and key considerations for writers in the writing of the draft syllabus. These elements are:

- Rationale
- The place of English (Advanced) Senior Years syllabus in the K–12 curriculum
- Aim
- Objectives
- Outcomes
- Course structure
- Content, including how Australian curriculum content may be incorporated
- Glossary.

The draft syllabus package will include the elements of a syllabus and Australian curriculum content identified with codes, learning across the curriculum content identified by icons, further information about meeting the diversity of learners, and internal and external assessment.

The draft syllabus for English (Advanced) will be developed and available for consultation during 2016.

A summary of the BOSTES syllabus development process is available at <http://www.boardofstudies.nsw.edu.au/syllabuses/syllabus-development/>.

Diversity of learners

NSW senior secondary syllabuses will be inclusive of the learning needs of all students. The draft syllabuses will be designed to accommodate teaching approaches that support student diversity under the sections 'Students with special education needs', 'Gifted and talented students' and 'Students learning English as an additional language or dialect (EAL/D)'.

For example:

Special education needs

All students with special education needs are entitled to participate in and progress through the curriculum. Some students may require additional support or adjustments to teaching, learning and assessment activities. Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student to access syllabus outcomes and content and demonstrate achievement of outcomes.

Most students with special education needs will undertake regular Board Developed courses and/or Board Endorsed courses. Students with special education needs can access Years 11 and 12 outcomes and content in a range of ways. They should choose the most appropriate courses for the HSC in keeping with their goals, interests and learning needs.

Students may engage with:

- syllabus outcomes and content with adjustments to teaching, learning and/or assessment activities
- selected outcomes and content appropriate to their learning needs.

For some students with special education needs, the Years 11–12 Life Skills outcomes and content provided in the English Studies Senior Years draft syllabus may provide learning more appropriate to their individual needs.

Australian curriculum

BOSTES began its syllabus development process for Stage 6 English, Mathematics, Science and History in 2014. This follows state and territory Education Ministers' endorsement of senior secondary Australian curriculum in these learning areas as the agreed and common base for development of state and territory senior secondary courses. It was also agreed that states and territories would have the flexibility to integrate the approved senior secondary Australian curriculum as appropriate. The Writing Brief determines how Australian curriculum content can be modified, reordered and supplemented in each learning area, while remaining compatible with the NSW Senior Years assessment and examinations structures.

2. English (Advanced) key

i for your information

The following codes will be used in the English (Advanced) Senior Years draft syllabus.

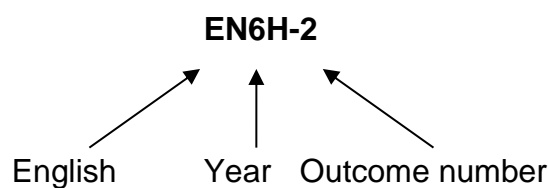
Outcome coding

Syllabus outcomes will be coded in a consistent way. The code identifies the subject, Year and outcome number.

Years of learning will be represented by the following codes:

Year	Code
Year 11	P
Year 12	H

In the English (Advanced) syllabus, outcome codes indicate the subject, Year, course and outcome number. For example:



Coding of Australian curriculum content

Australian curriculum content descriptions included in the syllabus will be identified.

Actions for writers and key considerations

- Identify Australian curriculum content descriptions by using Australian curriculum codes. The codes should appear in brackets at the end of each content description.
- The content descriptions for the Australian Curriculum Literature subject should be considered for the Senior Years English (Advanced) course.

2. Rationale

i for your information

The rationale describes the distinctive nature of the subject and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum, including:

- why the subject exists
- the theoretical underpinnings
- what makes the subject distinctive
- why students would study the subject
- how it contributes to the purpose of the Senior Years curriculum
- how it prepares students for post-school pathways.

Proposed rationale for English (Advanced) Senior Years

Language shapes our understanding of ourselves and our world. In the English (Advanced) course, students explore opportunities that sophisticated and challenging language and texts offer to investigate complex and visionary ideas, to identify, analyse and emulate powerful and creative ways to use language, and to find enjoyment.

The Advanced English course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students analyse, appreciate and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literary texts from the past and present and from Australian and other cultures. They study challenging written, spoken and visual texts.

Students have opportunities to become sophisticated and creative communicators. They learn to use language in subtle and complex ways to express experiences, ideas and emotions. They refine their understanding of, and their capacity to analyse and skilfully manipulate the relationship between, language and meaning. They do this through critical study and through sophisticated, creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. They gain experience in researching, accessing, evaluating and synthesising information from a range of sources to fulfil a variety of purposes.


Through exploring processes of composition and response, students develop understanding of how language is employed to create aesthetic expression in texts. They consider the different ways in which texts may reflect and/or challenge and extend the conventions of other, sometimes earlier, texts. They consider the meanings conveyed in these texts, and how this is achieved. They learn about different ways of reading that may in turn produce differing meanings and may reflect attitudes and values.

Students develop skills in independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The courses encourage students to reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

Actions for writers and key considerations

- Include the overarching rationale for English as the mandatory subject in Senior Years
- Review and amend the rationale to:
 - provide a stronger sense of the distinctive nature of English as a subject
 - make reference to students valuing a range of approaches to texts
 - explicitly refer to the integration of the language modes
 - foreground love for and enjoyment of literature
 - emphasise cultural analysis and the relevance of studying English to students' understanding of themselves and their world.

3. The place of the English (Advanced) Senior Years syllabus in the K–12 curriculum

 for your information

NSW syllabuses will include a diagram that illustrates how the syllabus relates to the learning pathways K–12. This section places the Senior Years syllabus in the K–12 curriculum as a whole.

This diagram will be included in the draft syllabus.

4. Aim

i for your information

In NSW syllabuses, the aim provides a statement(s) of the overall purpose of the syllabus. It indicates the general educational benefits for students from programs based on the syllabus.

The aim, objectives, outcomes and content of a syllabus are clearly linked and sequentially amplify details of the intention of the syllabus.

Proposed aim for English (Advanced) Senior Years

The aim of English Senior Years is to enable students to analyse, understand, enjoy and appreciate how language is used to shape understanding of ourselves and the world and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

Actions for writers and key considerations

- In the draft writing brief the proposed aim of the English (Advanced) course was worded as shown above, and differed from the aim of the English (Standard) course.
- Revise the aim to develop a single overarching aim that is common to all Senior Years English courses
- Review the aim to ensure consistency of length, detail and complexity with other senior syllabuses.

5. Objectives

i for your information

In NSW syllabuses, objectives provide specific statements of the intention of a syllabus. They amplify the aim and provide direction to teachers on the teaching and learning process emerging from the syllabus. They define, in broad terms, the knowledge, understanding, skills, values and attitudes to be developed through study in the subject. They act as organisers for the intended outcomes.

Proposed objectives for English (Advanced) Senior Years

Knowledge, understanding and skills

Through responding to and composing a wide range of texts, and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

Values and attitudes

Students will come to value and appreciate:

- the importance of the English language as a key to learning
- the personal enrichment to be gained from a love of English, literature and learning
- the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
- the role of language in developing positive interaction and cooperation with others
- the diversity and aesthetics of language through literary and other texts
- the independence gained from thinking imaginatively, creatively, interpretively and critically.

Actions for writers and key considerations

- The objectives are to remain consistent with those in the English K–10 syllabus.
- Outcomes and content will reflect the progression of learning and extension of skills.

6. Outcomes

i for your information

In NSW syllabuses, outcomes provide detail about what students are expected to achieve at the end of each Stage in relation to the objectives. They indicate the knowledge, understanding and skills expected to be gained by most students as a result of effective teaching and learning. They are derived from the objectives of the syllabus.

Proposed outcomes for English (Advanced) Senior Years

Outcomes will be developed during draft syllabus writing. The following table presents a sample of some of the proposed outcomes.

Year 11 A student:	Year 12 A student:
1. responds to and composes and evaluates a range of complex, sustained and nuanced texts for interpretive, analytical, imaginative and pleasurable purposes	1. responds to and composes and evaluates a range of complex, sustained and nuanced texts in a variety of media and technologies for a wide variety of purposes
2. selects, uses and evaluates a specific range of skills, processes and knowledge appropriate for responding to and composing complex texts in specific media and technologies	2. strategically selects, evaluates and justifies the use of specific skills, processes and knowledge used for responding to and composing complex texts in specific media and technologies
3. identifies, selects and uses specific language forms, features and structures of texts appropriate to specific purposes, audiences and contexts and evaluates their effect on meaning	3. strategically selects, uses and justifies the use of specific language forms, features and structures of texts for specific purposes, audiences and contexts and skilfully evaluates their effects on meaning

Actions for writers and key considerations

- Reorder and review the current course outcomes for alignment with the K–10 outcomes, to ensure a continuum of learning.
- Compare and correlate the English (Advanced) outcomes with the English (Standard) and English Extension outcomes, checking for:
 - consistency in the focus, organisation and terminology
 - suitability to the needs, interests and abilities of English (Advanced) students
 - sufficient and appropriate progression and discrimination between the courses.

7. Course structure

i for your information

The following provides an outline of the course structure for the English (Advanced) Senior Years Syllabus with indicative course hours and the arrangement of course content, along with outlining relationships between specific components and between core and options.

Proposed course structure for English (Advanced) Senior Years

	English (Advanced)	Indicative hours
Year 11 course (120 hours)	Common Content – Reading to Write: Creative and Critical Texts	40
	Critical Study of Literature	40
	Narratives that Shape Our World	40
Year 12 course (120 hours)	Common Content – Texts and Human Experience	30
	Textual Conversations	30
	Critical Study of Literature	30
	The Craft of Writing: Writing Through Time	30
Hours	Year 11: 120 indicative hours, 3 modules, 40 hours per module Year 12: 120 indicative hours, 4 modules, 30 hours per module	
Text requirements	Students are required to study Australian and other texts and to explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts. Students are required to study five different types of texts as prescribed texts in Year 12, including one Shakespearean drama text. Shakespearean drama can be studied in any Senior Years English (Advanced) module(s).	

Actions for writers and key considerations

- The common content module 'Reading to Write: Creative and Critical Texts' will be the mandatory first module supporting students' transition to Senior Years. Three further modules may be sequenced in any order.
- Ensure that scope is provided for a flexible pattern of study of the modules in Year 12.

- All modules should provide opportunities to study literary texts and engage in fundamental processes such as close study, wide reading, composition and critique.
- A continuum of learning from the Year 11 to the Year 12 modules needs to be evident.

8. Content

i for your information

In NSW syllabuses for Senior Years, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for each Year. In considering the intended learning, teachers will make decisions about the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

Organisation of the content

The English (Advanced) Senior Years syllabus will be organised in the following way:

Content for Year 11

(120 hours minimum teaching time)

Common content – Reading to Write:
Creative and Critical Texts (first module)

Critical Study of Literature

Narratives that Shape Our World

These descriptions are broad summaries only. They are not intended as rubrics.

Reading to Write: Creative and Critical Texts (common content)

In this module, students engage in intensive reading, studying suggested quality texts that provide examples of different types of writing, including informative, persuasive and imaginative writing. Schools may also select quality texts to address the needs and interests of their students. Students further develop skills in comprehension, analysis, interpretation and evaluation. The texts provide models for the students to develop increasing command of their own written expression, empowering them to employ language imaginatively, critically, accurately and appropriately. Students gain further understanding of how their own distinctive voice may be formulated. They develop a portfolio of their own crafted writing, including a range of texts for a variety of audiences and purposes.

Critical Study of Literature

The focus of this module is critical and evaluative study of a substantial literary text. The study further develops students' understanding and capacity to evaluate how the authors' ideas, form, structure and language interact within the text and may affect those responding to it. Students also gain awareness of the text's contexts of composition and reception. They develop their own interpretation of the text, basing their judgements on evidence drawn from the text. They have opportunities to appreciate and articulate views about the aesthetic and imaginative aspects of the text. Students compose their own critical and creative texts in response to the work selected for study.

Narratives that Shape Our World

In this module, students explore a range of narratives and investigate how an author's use of textual structures, language forms and features can reveal and illuminate values and attitudes towards specific ideas, individuals and groups within society. Students come to understand that the ways we respond to and compose narratives are acts of representation shaped by the values of composers and responders alike. Students analyse how narratives have shaped specific individuals, cultures or nations and respond critically and imaginatively in a range of modes and media.

Content for Year 12

(120 hours minimum teaching time)

Common content – Texts and Human Experiences

Textual Conversations

Critical Study of Literature

The Craft of Writing: Writing Through Time

These descriptions are broad summaries only. They are not intended as rubrics.

Texts and Human Experiences (common content)

Students consider how texts may represent individual and/or collective human experiences. They also consider how these texts represent human qualities and emotions associated with, or arising from, these experiences. They explore, interpret, analyse and evaluate the ways language is used in these representations in a range of short texts in a variety of forms and media. They also undertake study of one prescribed text. They make increasingly informed judgements about how aspects of these texts, such as context, purpose, register, structure, stylistic and grammatical features, and other features, contribute to the representation of human experiences, qualities and emotions. They compose their own analytical, interpretive and imaginative texts.

Textual Conversations

In this module, students identify, interpret, analyse and evaluate the textual features, conventions, contexts and values of two prescribed texts that resonate with each other. The two texts may be connected through their exploration of similar ideas, events or issues. Students explore individual and common textual features, concepts and values and evaluate the effectiveness of these features. They compose a range of critical, interpretive and imaginative texts in a range of modes and media for different audiences.

Critical Study of Literature

In this module, students respond analytically, critically and imaginatively to a single substantial literary text, gaining detailed knowledge and understanding of the text. Students develop individual responses to, and interpretations of, the text by exploring, analysing and evaluating language forms and features used by the author. They explore, analyse and evaluate the ideas, values and assumptions of the text in the light of their own experiences, ideas and values. In response to the text, they compose critical, interpretive and imaginative texts for different audiences and purposes.

The Craft of Writing: Writing Through Time

Students will be required to respond to and create texts that have distinctive literary features and aesthetics that are characteristic of literary periods in time. They explore and evaluate two short prescribed texts from different historical periods to identify how language has been crafted to create meaning. They will be encouraged to read widely to explore how writers who have been valued through time have a distinctive style. Students examine how language forms and features are used to create great writing and how these techniques can be employed in their own imaginative writing. They will experiment with the craft of writing to express personal experience, a specific person, idea or event.

Actions for writers and key considerations

- The module descriptions, above, should be used as the basis for the development of the English (Advanced) module descriptions in the draft syllabus.
- The module descriptions should provide clarification of content focuses and the expected knowledge, skills and understanding to be developed.
- Analyse and select Australian curriculum content, and modify, reorder and supplement to align with and complement draft syllabus content as appropriate.
- Identify, by underlining, specific terms for inclusion in and links to a glossary.
- Design the common content module 'Texts and Human Experiences' to provide students with a broad focus to explore ideas in texts.
- Clarify the focus and requirements of study for the 'Transforming Texts: Wide Reading' module.
- Close correlation between modules and content prescribed in the English (Advanced) and English (Extension) courses is not appropriate.
- Content should be carefully monitored to reflect the indicative time of the course.
- Create a flexible pattern of texts that may be studied in the course.
- Appropriate and authentic opportunities to develop knowledge, understanding, skills, values and attitudes specific to learning across the curriculum areas should be identified by icons.
- Ensure the terminology used in module descriptions is consistent with the terminology and definitions provided in all Senior Years English courses and the English K–10 syllabus.
- Refine the title and description of 'The Craft of Writing: Writing Through Time' module to ensure the focus is on the *style* of writing rather than on *time*.

Sample content page

Outcome

A student:

- responds to and composes and evaluates a range of complex, sustained and nuanced texts for interpretive, analytical, imaginative and pleasurable purposes (EN6PA-1)

Students:



Engage personally with texts

- engage with a wide range of texts in personal, social, historical, cultural and workplace contexts
- articulate the ways they approach texts
- investigate and reflect on the differences between initial personal responses and more studied and complex responses (ACELR003)

Develop and apply contextual knowledge

- identify and describe the situational, historical and cultural contexts of texts
- identify and describe the ways in which particular texts are influenced by other texts and contexts
- relate responses to aspects of human experience
- investigate and reflect on the degree to which individual points of view, experiences and contexts shape responses to texts (ACELR001)

Understand and apply knowledge of language forms and features

- describe the effects of different textual forms, technologies and media of production on the language, structure and meaning of particular texts 
- identify and describe the ways in which text structures, language features and stylistic choices provide a framework for audiences' expectations, responses and interpretations (ACELR023)
- analyse how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example, through allusions, paradoxes and ambiguities (ACELR005) 
- use appropriate linguistic, stylistic and critical terminology to respond to texts (ACELR012)

Respond to and compose texts

- compose personal responses to texts and consider the responses of others
- respond to and compose texts from a range of perspectives, using different images and through different voices
- develop and present information and ideas in a range of texts and in analytical, expressive and imaginative ways**
- analyse and reflect on the ways in which informed reading influences interpretation of texts (ACELR022)
- examine and discuss the wider issues arising from their engagement with texts.

Outcome

A student:

- identifies, selects and uses specific language forms, features and structures of texts appropriate to specific purposes, audiences and contexts and evaluates their effect on meaning (EN6PA-3)

Students:

Engage personally with texts

- compose a variety of texts using a range of textual forms, technologies and media of production
- create imaginative texts developing connections between real and imagined experiences (ACELR015) **
- organise points of view and arguments in different ways, for example, in essays, reviews and visual presentations (ACELR029)
- monitor and assess the most appropriate technologies and processes for particular purposes of investigating, clarifying, organising and presenting information and ideas

Develop and apply contextual knowledge

- shape compositions appropriately to purpose, audience, medium and context
- express complex ideas for a range of audiences and purposes in personal, social, historical, cultural and workplace contexts
- recreate texts into new texts by changing perspective and context **
- reflect on familiar and emerging literary forms for particular audiences and purposes (ACELR018)

Understand and apply knowledge of language forms and features

- experiment with aspects of style and form to achieve deliberate effects (ACELR017)
- use stylistic features to craft and articulate points of view (ACELR013)
- draw on knowledge and understanding of storytelling, style and the structure of texts (ACELR016)
- edit their work to correct errors, reshape structure and refine style

Respond to and compose texts

- compose and adapt texts to address different purposes and audiences
- structure arguments and points of view using relevant textual evidence (ACELR011)
- experiment with different modes, mediums and forms (ACELR014)
- integrate real and imagined experiences by selecting and adapting particular aspects of texts to create new texts. (ACELR033)

9. Learning across the curriculum

 for your information




NSW syllabuses provide a context within which to develop core skills, knowledge and understanding considered essential for the acquisition of effective, higher-order thinking skills that underpin successful participation in further education, work and everyday life including problem-solving, collaboration, self-management, communication and information technology skills.

BOSTES has described learning across the curriculum areas that are to be included in syllabuses. In Senior Years syllabuses, the identified areas will be embedded in the descriptions of content and identified by icons. Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the BOSTES *Statement of Equity Principles*, the *Melbourne Declaration on Educational Goals for Young Australians (December 2008)* and in the Australian Government's *Core Skills for Work Developmental Framework (2013)*.

Knowledge, understanding, skills, values and attitudes derived from the learning across the curriculum areas will be included in BOSTES syllabuses, while ensuring that subject integrity is maintained.

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:




- Aboriginal and Torres Strait Islander histories and cultures 
- Asia and Australia's engagement with Asia 
- Sustainability 

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- Intercultural understanding 
- Literacy 
- Numeracy 
- Personal and social capability 

BOSTES syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 
- Difference and diversity 
- Work and enterprise 

Sample learning across the curriculum area for English (Advanced) Senior Years


Critical and creative thinking

Students develop critical and creative thinking by seeking new pathways or solutions when they evaluate knowledge, ideas and possibilities. English provides students with opportunities to think in ways that are critical and creative, using information and ideas and arguments to respond to and compose texts, evaluate their own work and the work of others, and plan for future learning. These skills are integral to activities that require reason, logic, imagination and innovation. In learning to think broadly and deeply, students use reason and imagination to direct their thinking for different purposes.

Actions for writers and key considerations

- For each learning across the curriculum area, develop a succinct statement that describes how English provides opportunities to develop knowledge, understanding, skills, values and attitudes related to the area and its relevance.

10. Glossary


 for your information

One glossary will be developed for each Senior Years learning area. The glossary to be developed for the English Senior Years draft syllabus will explain terms that will assist teachers in the interpretation of the subject. The glossary will be based on the NSW K–10 English glossary and Australian curriculum Senior Years English glossary.

Actions for writers and key considerations

- Identify and underline words and/or terms additional to those in the K–10 English glossary in the content for inclusion in the Senior Years glossary.

11. Assessment and reporting

 for your information

BOSTES continues to promote a standards-referenced approach to assessing and reporting student achievement in NSW, and the importance of assessment for, of and as learning as essential components of quality teaching and learning.

Information on assessment and reporting for the Year 11 and Year 12 courses will be reviewed and developed for draft syllabus consultation in 2016. The information will include:

- mandatory components and weightings for school-based assessment of the Year 12 course
- HSC examination specifications which describe the format of the HSC examination program for English (Advanced).

12. Appendix I

Broad directions from consultation

The following broad directions for syllabus development have been informed through consultation with stakeholders. These broad directions will guide the development of the NSW Stage 6 English syllabuses.

1. In the revision of the courses, consideration be given to how the courses provide flexibility to meet the needs of all students.
2. In the revision of the courses consideration be given to ensuring an appropriate progression from the outcomes and content of the English K–10 Syllabus.
3. The modules and electives in all courses require revision to provide greater clarity and scope for the development of a range of electives appropriate to the course candidature.
4. The content prescribed for each of the revised courses
 - be carefully monitored to reflect the indicative time of the course
 - be reviewed for relevance and opportunities for engaging and challenging learning
 - maintain the balance between the creative and critical components of each course.
5. The number of related texts, particularly for English (Standard), be reviewed.
6. More flexibility is required in determining the pattern of texts that may be studied in English (Standard), English (Advanced) and English (ESL) to provide broader choice for teachers and students.
7. The internal assessment requirements for HSC English (Standard), English (Advanced) and English (ESL) be simplified while maintaining a balance across the modes and components.
8. The inclusion of more explicit literacy content in the English (Standard), English (ESL) and English Studies courses must ensure a balance and integration with the study of literature.
9. The review of HSC examination specifications for English Extension 1 considers the sophisticated demands of this course and ensures appropriate time is provided for students to demonstrate their learning.
10. The rationale, outcomes and content of the Stage 6 English Life Skills course be reviewed to better meet the needs of the students for whom the course is intended, as well as provide an appropriate progression from Stage 5 English Life Skills outcomes and content and alignment with the regular Stage 6 English courses where appropriate.

13. Appendix II

Key matters raised during draft writing brief consultation and actions

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>