



## **English**

### **Directions for Syllabus Development**

### **Consultation Report**

**October 2014**

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## **1 Background information**

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) began its syllabus development process for Stage 6 English following state and territory education ministers' endorsement of the senior secondary Australian curriculum for English, Mathematics, Science and History as the agreed and common base for development of state and territory senior secondary courses. BOSTES has determined that there will be a need to modify, reorder and supplement the Australian curriculum content in order to maintain the breadth and current high standards of NSW curriculum.

In NSW, BOSTES develops syllabuses approved by the Minister for Education for use by all NSW schools. As part of the syllabus development process of BOSTES, broad directions are proposed to inform future development of syllabuses.

BOSTES conducted consultation from 11 August to 21 September 2014 to engage stakeholders and to seek their feedback on the proposed directions for the English syllabuses. The consultation program consisted of:

- a meeting of the Years 11–12 English Board Curriculum Committee on 4 September 2014
- afternoon teacher meetings at
  - Kogarah on 27 August 2014
  - Katoomba on 2 September 2014
- a targeted teacher meeting to review the Life Skills syllabuses at BOSTES on 8 September 2014
- an online survey on the BOSTES website for the period 11 August to 21 September 2014
- written submissions from
  - Association of Independent Schools of NSW
  - Catholic Education Office, Sydney
  - English Teachers Association
  - NSW Department of Education and Communities
  - NSW Teachers Federation
  - St Joseph's Catholic High School, Albion Park
  - SCEGGS Darlinghurst
  - Ravenswood School for Girls
  - English Extension 2 Markers
  - Mr Derek Hampton, Marrickville High School
  - Dr Don Carter, Senior Lecturer, English and Literacy, Australian Catholic University
  - Ms Geraldine Gray, State Coordinator, Special Learning Needs, Catholic Education Commission NSW
  - Assistant Professor Bree Jimenez, School of Education, University of North Carolina
- a meeting of the BOSTES Student Advisory Group on 28 August 2014. Due to the diverse range of subjects studied by members of this group, the meeting focused more broadly on the Higher School Certificate.

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

## 2 Executive summary

### Introduction

The *English Directions for Syllabus Development Consultation Report* ('Consultation Report') provides a description of the consultation process and a summary and analysis of feedback received. The Consultation Report includes feedback affirming the proposed directions, key matters raised and proposed actions for syllabus development.

The Consultation Report presents data and findings gathered through 81 survey responses, 13 written submissions, a Board Curriculum Committee meeting and three teacher meetings.

It was acknowledged by respondents that the Stage 6 English courses currently meet the needs of a wide variety of students and that this should be maintained. However, it was acknowledged that many students who wish to obtain an Australian Tertiary Admission Rank (ATAR) may find the current English (Standard) course too challenging. There was general support for catering for the diversity of learners by strengthening the literacy components of the courses and closer alignment of Life Skills outcomes and content with regular courses. It was also acknowledged that any review of the suite of courses should provide an appropriate progression from the outcomes and content of the *English K–10 Syllabus*.

Respondents supported a review of the complexity of some aspects of the English courses, such as: assessment and the need to reconsider the groupings of prescribed texts in the English (Standard), (Advanced) and ESL courses as schools currently find them too restrictive; the number of related texts and assessment requirements of the English (Standard) course and its conceptually challenging modules and electives which make the course too difficult for some of the students for whom it was designed; concern about the amount of content to be covered within all courses in the time allocated; the length of examinations for English (Standard), (Advanced), Extension 1 and ESL; and the perceived devaluing of creative writing should it be removed from the Higher School Certificate (HSC) examination.

### Key matters

The issues to emerge from consultation included:

- the syllabus modules and electives require revision to provide greater clarity and scope for the development of a range of electives appropriate to the course candidature
- the English (Standard) course has become progressively more challenging conceptually and requires review to ensure its relevance to the students for whom it was designed
- the number of related texts, particularly for English (Standard), requires review within current course structures
- more flexible combinations of types of texts in all modules and electives are required to broaden the text choice available to teachers and students
- the amount of content in all courses requires review to ensure it can be adequately covered in the time available
- maintaining the balance between the 'creative' and 'critical' is central to all English courses and creative writing should continue to be examined in English (Standard) and English (Advanced) to reflect the importance of the imaginative component
- the internal assessment requirements for English (Standard), (Advanced) and ESL courses are unnecessarily complex and require review to encourage the design of more authentic tasks while maintaining a balance across the modules and components
- any change to the duration of the English Extension 1 examination should consider the appropriate time required for students to demonstrate their learning

- the need for the alignment of the Life Skills outcomes and content with the regular Stage 6 English courses where appropriate.

### **Proposed actions in response to consultation feedback**

The following actions are proposed for key matters:

- the syllabus modules and electives will be revised to provide greater clarity and scope for the development of a range of electives appropriate to the course candidature
- the course content of English (Standard) will be reviewed to ensure relevant and appropriate challenge is provided for students and the requirement for studying related texts will be reviewed
- consideration will be given to providing for a more flexible pattern of texts in all courses while ensuring the amount of content is manageable and relevant to the course candidature
- the balance between the creative and critical will be maintained in all courses and consideration given to the creative writing section of the HSC examination in English (Standard) and (Advanced)
- the internal assessment requirements for English (Standard), (Advanced) and ESL courses will be reviewed to ensure they support authentic and manageable assessment
- assessment and examination specifications, including the duration of HSC examinations, will be considered
- the rationale, outcomes and content of the Stage 6 English Life Skills course will be reviewed to better meet the needs of the students for whom the course is intended, as well as to provide an appropriate progression from Stage 5 Life Skills outcomes and content and alignment with the regular Stage 6 courses where appropriate.

A summary of key matters and proposed actions is contained in section 4 of this report.

### 3 Summary of respondents

#### Stakeholder and teacher consultation meetings

##### One Board Curriculum Committee (BCC) and three teacher meetings

BCC members	12
Teachers	34

#### Online survey respondents

##### 81 online survey responses

Government sector	53
Catholic sector	11
Independent sector	15
Other	2

##### *Response from:*

Principal	1
School Executive	8
Coordinator/Head of Department	33
Teacher	37
Parent	2
Student	0

##### *Individuals identifying as:*

an Aboriginal person	2
a Torres Strait Islander person	0
an Aboriginal and Torres Strait Islander person	0

##### *Number of people contributing to the response:*

1	69
2	0
3	2
4	1
5	1
6 or more	8

## 4 Summary of key matters raised and proposed actions

Key matters raised for directions for syllabus development for English from the consultation process	Summary of actions
The syllabus modules and electives require revision to provide greater clarity and scope for the development of a wide range of electives appropriate to the course candidature and to ensure the breadth of content is appropriate for the time allocated.	Modules and electives will be reviewed to provide greater clarity, scope and appropriate breadth for the development of a range of electives appropriate to the course candidature.
The English (Standard) course has become progressively more challenging conceptually and requires review to ensure its relevance to the students for whom it was designed.	The course content of English (Standard) will be reviewed to ensure relevant and appropriate challenge is provided for students and the requirement for studying related texts will be reviewed.
The number of related texts particularly in relation to English (Standard) requires review.	
More flexibility is required in determining the pattern of texts that may be studied in English (Standard), (Advanced) and ESL.	More flexible combinations of types of texts will be considered in order to provide broader choice for teachers and students and more opportunities for authentic assessment.
The balance between the creative and critical elements of the courses should be maintained, with strong support for retaining creative writing in the HSC examination.	A balance between the creative and critical will be considered in all courses. The most effective assessment of creative writing will be further considered when developing the Draft Writing Brief.
The complex requirements of the English Extension 1 course require current examination times to be maintained.	Assessment and examination specifications, including examination duration and internal assessment, will be reviewed throughout the syllabus development process, with consideration given to supporting authentic and manageable assessment.
The internal assessment weightings for English (Standard), (Advanced) and ESL courses are too complex and require review.	
The English Life Skills course should be revised and aligned more closely with the content and structure of the regular English courses.	The rationale, outcomes and content of the Stage 6 English Life Skills course will 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 Life Skills outcomes and content and alignment with the regular Stage 6 courses where appropriate.

## 5 Analysis

### 5.1 Stage 6 English (Standard) English (Advanced) course

#### 5.1.1 Proposed directions for syllabus content

##### Summary

Respondents generally supported the proposals, particularly the review of modules within the English (Standard) course. Respondents were divided regarding the emphasis given to the Area of Study but indicated any reduction in time should be accompanied by a corresponding reduction in the amount of content. While there was acknowledgement that the study of related texts provides opportunities for independent investigation and conceptual thinking, students studying the English (Standard) course find this challenging and a review was supported. More flexible text requirements would allow for broader text choices across electives.

##### Feedback affirming the proposed directions for syllabus content

Feedback	Source/s
Rewording and reordering Australian curriculum content will maintain quality and create cohesion with existing syllabus content; however, any inclusion of Australian curriculum content needs to complement and maintain the integrity of the NSW syllabuses.	BCC, AIS, CEO Sydney, ETA, DEC
The time allocated to the Area of Study should be reduced while ensuring a corresponding reduction in content, assessment and examination specifications.	Katoomba CM, Kogarah CM, ETA, DEC, Submission 4, Survey x 4
Rubrics for modules and electives should be reviewed to ensure student and teacher accessibility and engagement.	BCC, Kogarah CM, ETA, DEC, Submission 3, Survey x 4
Related text requirements require review, including their application in the Higher School Certificate (HSC) examination.	Katoomba CM, Kogarah CM, BCC, CEO Sydney, ETA, DEC, TF, Submission 2, Submission 3, Submission 4, Survey x 5
The inclusion of a school-based option without prescribed texts will provide opportunities for independent investigation.	Katoomba CM, CEO Sydney, ETA, DEC, Submission 3, Survey x 3
Inclusion of more explicit aspects of literacy in the English (Standard), ESL and English Studies courses must ensure a balance is maintained with existing content and is not overly atomised or prescriptive.	CEO Sydney, DEC, Submission 2

**Matters raised and proposed actions**

<b>Matters Raised</b>	<b>Source/s</b>	<b>Proposed Action</b>
<p><b>Australian curriculum</b> Current NSW course names should be maintained rather than the Australian curriculum titles eg <i>Essential English</i> and <i>Literature</i>, as these do not clearly demonstrate the breadth of the NSW courses.</p>	BCC, TF	The NSW nomenclature will be maintained with the exception of ESL, which will become English as an Additional Language or Dialect (EAL/D).
<p><b>Amount of course content</b> Both the English (Standard) and English (Advanced) courses are dense, overly prescriptive and repetitive which allows little time to extend students, identify students' learning needs and develop students' writing skills. Consideration should be given to reducing the amount of content in the HSC year in particular.</p>	Katoomba CM, Kogarah CM, Survey x 4	The scope and breadth of outcomes and content will be reviewed, particularly in the English (Standard) course, in the development of the Draft Writing Briefs.
<p>The English (Standard) course has a heavy workload for teachers and students and consideration should be given to reviewing the number of outcomes and content points.</p>	Submission 5	
<p><b>Area of Study</b> Time devoted to the Area of Study in the Preliminary and HSC years should be reduced to enable more time to be directed to the modules. A variety of suggestions were made regarding the revised weighting.</p>	Katoomba CM, Kogarah CM, BCC, AIS, ETA, DEC, TF, Submission 4, Survey x 4	Content of the Area of Study will be considered along with the time allocation.  Examination weighting and assessment requirements will be reviewed in the light of any changes made to the time and weighting of the Area of Study.
<p>Reduction in time necessitates a reduction in content, examination weighting and assessment.</p>	BCC, CEO Sydney, ETA, DEC, Submission 5, Survey x 1	
<p>The time for the Area of Study should not be reduced as the breadth and complexity of the module requires a greater allocation of time than the other modules.</p>	Submission 2, Submission 3, Survey x 1	
<p>The Area of Study should be maintained to provide moderation between the courses and ensure more capable students choose the English (Advanced) course.</p>	CEO Sydney, TF, Survey x 1	The Area of Study will be retained as a common core.
<p>Consider whether there is need to retain the Area of Study as common content.</p>	Kogarah CM	

Matters Raised	Source/s	Proposed Action
<p><b>Modules and electives</b> Review of the syllabus modules and electives is required to provide more clarity and scope for the development of a wide range of electives as well as ensure they are accessible to the full range of students.</p>	<p>Katoomba CM, Kogarah CM, BCC, AIS, TF, Submission 2, Survey x 1</p>	<p>The modules and electives, including the module descriptions, will be reviewed in the development of the Draft Writing Briefs to provide greater clarity and scope, include more explicit aspects of literacy and ensure accessibility for the full range of students.</p>
<p>Review of module descriptions should include more explicit aspects of literacy in the English (Standard) course with the understanding that it does not become a competency-based vocational course.</p>	<p>BCC, DEC Submission 5</p>	
<p><b>Text requirements</b> The breadth of text requirements across English courses should be maintained.</p>	<p>ETA, Survey x 1</p>	<p>Consideration of text requirements will be made in the development of the Draft Writing Briefs to ensure appropriate flexibility and breadth and to meet the needs of the full range of students.</p>
<p>Greater flexibility is required regarding text choices, as the current text requirements narrow choices. An expanded range of texts within electives would allow more appropriate text choice.</p> <p>Flexibility could be provided through alternative means of meeting the Shakespeare text requirement, alternative groupings of texts, such as pre/post twentieth century, and the inclusion of more workplace texts.</p>	<p>Kogarah CM, BCC, AIS, ETA, DEC, TF, Submission 2</p>	
<p>Consider the study of two prescribed texts in the Area of Study and remove related texts from the modules in both the English (Standard) and English (Advanced) courses.</p>	<p>Submission 2</p>	
<p><b>School-based option</b> Should a school-based option be available in the Preliminary year, a degree of prescription will be required, such as providing a range of option choices, to encourage the development of modules that are not simply a reflection of the HSC modules. Sample modules will provide exemplars for schools.</p>	<p>BCC, AIS, DEC, Submission 2 Survey x 1</p>	<p>The provision of a school-based option will be reviewed in the development of the Draft Writing Briefs, with consideration given to including some prescription to address replication of the HSC course in the Preliminary year.</p> <p>A range of support materials will be developed to support implementation of the new Stage 6 English courses.</p>
<p>Sample school-based modules will be required to provide examples for assessment and programming.</p>	<p>BCC</p>	
<p>The syllabus currently provides flexibility for schools to implement electives developed by teachers. In many cases, these simply mirror the HSC modules. Removing the mandatory Area of Study may help to prevent repetition of HSC topics.</p>	<p>BCC, AIS, ETA TF, Submission 5, Survey x 1</p>	

Matters Raised	Source/s	Proposed Action
<p><b>English (Standard) course content</b> The English (Standard) course is too abstract for the majority of candidature and consideration should be given to making it more relevant to the needs and interests of students. Course content should be reviewed to allow further opportunity for students to engage with language and texts in a range of contexts.</p>	<p>Kogarah CM, BCC, CEO Sydney, Submission 5, Survey x 1</p>	<p>The outcomes and content of the English (Standard) course will be reviewed in the development of the Draft Writing Brief, with particular consideration given to providing accessible and meaningful learning opportunities for the students for whom the course is intended, providing a balance between specific literacy content and existing content, and ensuring opportunities for metacognition and independent investigation are maintained.</p>
<p>Additional content addressing specific aspects of literacy should be balanced with existing content so that it does not become a functional and vocationally based course.</p>	<p>AIS, CEO Sydney, DEC, Submission 5, Survey x 1</p>	
<p>A review of the English (Standard) course content should maintain focus on student reflection and independent investigation.</p>	<p>Survey x 1</p>	
<p><b>Related material in English (Standard)</b> Related material in the English (Standard) course should be retained as it requires independent investigation, develops conceptual thinking and provides students with a sense of 'choice'.</p> <p>The provision of more explicit guidelines is needed, such as the requirement that students do not use texts from the prescribed text list as related texts.</p>	<p>CEO Sydney</p>	<p>The requirements for the use of related material will be reviewed in the development of the Draft Writing Briefs.</p>
<p>The requirement for students to study related material should be removed as currently students have more related text requirements than English (Advanced) students and students are not embracing the intent of this requirement.</p>	<p>Katoomba CM, BCC, TF, Submission 2, Submission 5, Survey x 3</p>	
<p>The requirement for students to study related material in the English (Standard) course should be reduced. This may be done through the inclusion of a comparative study (Module A).</p>	<p>Kogarah CM, BCC, AIS, DEC</p>	
<p>The requirement for students to study related material in English (Standard) should be optional to allow opportunities to extend students.</p>	<p>BCC Survey x 2</p>	
<p>More specificity is required regarding how many related texts are needed in English (Advanced).</p>	<p>Survey x 2</p>	

## 5.1.2 Proposed directions for assessment and examination specifications

### Summary

While respondents expressed support for the review of internal assessment requirements there was mixed support for proposals to review examination specifications, particularly with regard to the proposal to move the creative writing requirement from Paper 1 of the HSC examination to internal assessment. Various suggestions were received regarding the design of Paper 1 and the issue of pre-prepared responses.

### Feedback affirming the proposed directions for assessment and examination specifications

Feedback	Source/s
There should be a reduction in complexity of internal assessment to facilitate more flexible and authentic tasks.	Katoomba CM, Kogarah CM, BCC, CEO Sydney, DEC, TF, Survey x 6
The examination rubrics should be reviewed annually.	AIS, CEO Sydney, ETA, DEC, TF
Moving creative writing from the external assessment to an internal assessment requirement was given some support; however, respondents were generally divided on this proposal.	Katoomba CM, Kogarah CM, ETA, Submission 2, Submission 4, Survey x 8
The design of Paper 1 should be reviewed to prevent pre-prepared responses.	ETA, DEC, TF, Submission 2, Submission 4, Survey x 1
The design of specific questions related to each text in the modules acknowledges the difficulty of designing generic questions equitable to all texts.	ETA, DEC, TF, Survey x 2

### Matters raised and proposed actions

The following matters raised in relation to assessment and examination specifications will be further considered throughout the syllabus development process.

Matters Raised	Source/s
<p><b>Internal assessment</b> The internal assessment requirements are overly complex and require revision.</p> <p>A number of suggestions were made, including:</p> <ul style="list-style-type: none"> <li>ensuring that any reduction in specificity should not encourage schools to narrow assessment experiences</li> <li>retaining the 30% examination style task requirement along with the requirement for a diverse range of tasks</li> <li>basing internal assessment solely on the HSC courses</li> <li>reviewing assessment requirements in relation to the modes and consider assessment of creative and critical thinking.</li> </ul>	Katoomba CM, SAG, AIS, ETA, DEC, TF, Submission 2, Survey x 3
<p><b>Examination rubrics</b> Annual review of examination rubrics may affect student and teacher examination preparation and create confusion.</p>	Submission 5, Survey x 1
Review of exam rubrics annually will provide students with clearer direction for examinations.	CEO Sydney, ETA, DEC, TF, Submission 2, Survey x 1

Matters Raised	Source/s
<p><b>Creative writing</b> The balance between the creative and critical components of the course will be affected if creative writing is moved to an internal assessment requirement.</p>	<p>Katoomba CM, Kogarah CM, BCC, SAG, AIS, ETA, DEC, TF, Submission 1, Submission 4, Submission 7 Survey x 15</p>
<p>Creative writing should be retained in the examination and be examined through a more precise question, the use of effective contemporary stimulus and more rigorous criteria. A broader definition of ‘creative’ is required.</p> <p>An increase in the time allocation or moving this component to Paper 2 may be appropriate.</p>	<p>Kogarah CM, BCC, CEO Sydney, Survey x 3</p>
<p>The concern that creative writing under the time pressure of an examination is not a legitimate task could equally apply to all essay responses.</p>	<p>TF, Submission 1, Survey x 2</p>
<p>If creative writing were to become an internal assessment, a portfolio of work with reflection statement may be effective. Support material would need to be provided.</p>	<p>BCC, Submission 2</p>
<p>Maintain essay writing as a fundamental skill and avoid asking students to write in a range of text types.</p>	<p>Survey x 1</p>
<p><b>Design of Paper 1</b> Use of distinct but equitable questions would reduce the likelihood of pre-prepared responses in Paper 1.</p>	<p>TF</p>
<p>Retain a two-hour paper with one hour for the reading task and one hour for the extended response.</p>	<p>Submission 2, Survey x 2</p>
<p>Consider combining the examinations into one three-hour paper, reducing content examined but not including objective response questions.</p>	<p>Katoomba CM</p>
<p>Retain the examination duration but ensure a variety of reading and writing skills are assessed. This could be achieved in part by amalgamating the creative writing question with Section 1.</p>	<p>AIS</p>
<p>Paper 1 should not solely examine responses to unseen texts or short answer questions.</p>	<p>Submission 5</p>
<p>Pre-prepared responses are recognisable and this is addressed within the marking criteria.</p>	<p>Survey x 1</p>
<p><b>Question styles in Paper 2</b> Generic questions can privilege some texts over others but consideration should be given to where a generic question can be used without disadvantaging students.</p>	<p>Kogarah CM, AIS</p>
<p>Use one question to cover the entire module or keep generic questions to reduce inequity.</p>	<p>Submission 2, Survey x 2</p>
<p><b>General comments</b> Reconsider the emphasis on extended responses in the examinations for English (Standard).</p>	<p>Kogarah CM</p>

## 5.2 Stage 6 English Extension 1 course

### 5.2.1 Proposed directions for syllabus content

#### Summary

There was overall support for reviewing the Preliminary Extension module description, although some opposing views were presented. Some respondents saw the review as an opportunity to refresh the Preliminary course by providing more variety and choice through increasing the number of options.

#### Feedback affirming the proposed directions for syllabus content

Feedback	Source/s
<p><b>Review Preliminary course module description</b> Revision of the Preliminary course module description would clarify the intent of the module.</p>	AIS, DEC, ETA, BCC, Submission 2, Submission 4, Survey x 3

#### Matters raised and proposed actions

Matters Raised	Source/s	Proposed Action
<p><b>Preliminary course module description</b> A revision of the Preliminary module description will facilitate schools to develop a distinctive Preliminary course.</p>	BCC	The module description for the Preliminary Extension course will be reviewed in the development of the Draft Writing Brief.
<p>Clarity of the Preliminary Extension module description could be enhanced by text suggestions, samples and ideas for constructing the module.</p> <p>The terms ‘manifestations’ and ‘a text from the past’ require clarification and the correlation between ‘popular culture’ and ‘context’ needs to be strengthened.</p> <p>Greater emphasis is required on the requirement for students to ‘examine a key text from the past and its manifestations’.</p>	AIS, ETA, Submission 2, Survey x 2	
<p>The Preliminary Extension course should provide flexibility for schools to design more than one module and use a wide range of texts and critical approaches to meet the needs of their students.</p>	ETA, TF, Survey x 1	
<p>There is no need to change the Preliminary module. The Preliminary Extension course module description is clear.</p>	Kogarah CM, CEO Sydney, Submission 3	

## 5.2.2 Proposed directions for assessment and examination specifications

### Summary

There was widespread agreement with the proposals and strong endorsement to retain the HSC English Extension 1 examination at its current length due to the rigour and demands of the course. The proposal in relation to including a core component was found by many respondents to require greater clarification.

### Feedback affirming the proposed directions for assessment and examination specifications

Feedback	Source/s
The duration of the HSC English Extension 1 examination must be maintained due to the complex nature of the requirements and scope of the course.	Kogarah CM, BCC, AIS, CEO Sydney, ETA, DEC, TF, Submission 3, Submission 4, Submission 5, Survey x 18
The examination rubrics should be reviewed to reflect the focus of each question and correlate to the course modules.	AIS, CEO Sydney, ETA, DEC, Submission 2, Survey x 3
A core component should be included in the assessment requirements.	Survey x 3

### Matters raised and proposed actions

The following matters raised in relation to assessment and examination specifications will be further considered throughout the syllabus development process.

Matters Raised	Source/s
<p><b>Duration of the examination</b> The complex nature of the content, the number of texts studied and the sophistication required in the responses means that the current time allocation should be maintained to enable discrimination and ranking of candidates. A reduction in time may diminish the status of the examination.</p> <p>It is important to retain the creative response and its current time allocation in the examination.</p> <p>Reducing the duration of the English Extension 1 examination may encourage more students to choose the courses.</p>	Katoomba CM, Kogarah CM, BCC, CEO Sydney, ETA, DEC, TF, Submission 1, Submission 2, Submission 3, Submission 4, Submission 5, Survey x 23
<p><b>Examination rubrics</b> Examination rubrics should be reviewed to reflect the focus of each module and elective but should also be available to teachers and students prior to the commencement of the HSC course.</p>	TF
<p><b>Core component in the assessment requirements</b> A core component is already implicit in the course and further prescription may dilute the rigour of the modules.</p> <p>The creative writing could be considered core as it is assessed with a similar question across all electives.</p> <p>Further clarity as to the nature of the proposed core component is required. If this proposal is undertaken, it could involve the submission of a portfolio of related material.</p>	Katoomba CM, BCC, AIS, CEO Sydney, ETA, DEC, TF, Submission 2, Submission 3, Submission 5, Survey x 6

### 5.3 Stage 6 English Extension 2 course

#### 5.3.1 Proposals for syllabus content, assessment and examination specifications

##### Summary

Respondents widely supported the proposal to retain the current English Extension 2 syllabus content. Some suggestions were made in relation to current course requirements, content and support materials.

##### Feedback affirming the proposed directions for syllabus content

Feedback	Source/s
The English Extension 2 course has an important place in the suite of senior English courses for the opportunity it affords students to undertake independent investigation and composition based on their area of interest, and to document and reflect on the process.	CEO Sydney, ETA, DEC, Submission 4

##### Matters raised and proposed actions

Matters Raised	Source/s	Proposed Action
<b>Pathway</b> The requirement for students to complete English Extension 1 prior to English Extension 2 should be removed.	CEO Sydney, ETA, Survey x 2	Course requirements and scope of content will be reviewed in the development of the Draft Writing Brief.  Further guidance for teachers will be considered as support materials are developed.
A Preliminary Extension 2 English course should be created.	ETA, Submission 2	
<b>Course content</b> The English Extension 2 Short Story option should be broadened to include other types of creative writing eg graphic novels, adult picture books.	ETA, Survey x 1	
<b>Support materials</b> Support material such as sample resources and programs should be developed for Extension 2 English.	ETA, Survey x 2	
Create support material for the Reflection Statement and a new Standards Package.	Survey x 2	

### 5.3.2 Proposals for syllabus content, assessment and examination specifications

#### Summary

The proposal to review the marking guidelines and standards of the HSC examination to enhance specificity and clarity was also strongly supported by respondents, with a variety of suggestions on the development of marking criteria to include the process for the internal assessment of the draft Major Work.

#### Feedback affirming the proposed directions for assessment and examination specifications

Feedback	Source/s
The development of specific criteria for the internal assessment of the draft Major Work would provide parity between internal and external assessment.	BCC, AIS, ETA, DEC, Submission 2, Submission 3, Survey x 4
The review of marking guidelines and standards will improve clarity.	AIS, ETA, DEC, Submission 2, Submission 3

#### Matters raised and proposed actions

The following matters raised in relation to assessment and examination specifications will be further considered throughout the syllabus development process.

Matters Raised	Source/s
<p><b>Criteria for the internal assessment of the draft Major Work</b> Marks need to be awarded in the draft Major Work to reflect the product not just the process to appropriately reflect final student achievement.</p> <p>Processes for ensuring the Major Work is completed ethically and authentically by students should be considered, such as introducing a requirement to provide a Turnitin report with the draft Major Work and/or journal.</p>	ETA, TF, Submission 2, Survey x 1
<p><b>Marking guidelines and standards</b> The current marking criteria is clear and does not require review.</p>	Survey x 2
<p><b>Reflection statement</b> Retain the English Extension 2 Reflection Statement but remove it from external marking.</p>	Kogarah CM

## 5.4 Stage 6 English EAL/D course

### 5.4.1 Proposed directions for syllabus content

#### Summary

Respondents identified many positive aspects of the proposed review. In particular, there was strong support for the review of the text requirements, both groupings of texts and choices available on the HSC English Prescriptions. The proposal to introduce a school-based option was also supported.

#### Feedback affirming the proposed directions for syllabus content

Feedback	Source/s
The Australian curriculum content should be reworded and reordered for the NSW syllabus to ensure it complements the aims and rationales of the course.	BCC, AIS, CEO Sydney, ETA, DEC
A reduction of time for the Area of Study is needed.	BCC, AIS, ETA, DEC, Survey x 1
There was broad agreement for the review of the rubrics for modules to allow more scope for the development of electives.	BCC, AIS, ETA, DEC, Survey x 1
Text requirements should be reviewed to provide more flexibility.	BCC, AIS, ETA, DEC
Opportunities for reflection and higher-order thinking should be maintained.	BCC, AIS, , CEO Sydney, ETA, DEC Submission 2, Survey x 1
A school-based option or a module without prescribed texts to be internally assessed in the Preliminary year should be included within the course.	BCC, AIS, ETA, DEC
Key aspects of literacy should be made more explicit throughout the course to facilitate effective language use.	BCC, AIS, ETA, DEC, Survey x 1

#### Matters raised and proposed actions

Matters Raised	Source/s	Proposed Action
<p><b>Australian curriculum</b> The bridging units from the Australian curriculum EAL/D course could provide support for meeting the diversity of students in this course.</p>	CEO Sydney	The Australian curriculum content will be modified, reordered and supplemented as appropriate.
<p><b>Area of Study</b> A reduction in time necessitates a reduction in examination and assessment weightings and consideration should be given to the requirement for students to study two prescribed texts.  A reduction in time will not enable conceptual content to be covered.</p>	AIS, DEC Submission 2, Survey x 1	<p>Content of the Area of Study will be reviewed should the time allocation be reduced.</p> <p>Examination weighting and assessment requirements will be reviewed in the light of any changes made to the time and weighting of the Area of Study.</p>

<b>Matters Raised</b>	<b>Source/s</b>	<b>Proposed Action</b>
<p><b>Text requirements</b> The text requirements should be simplified into two broad categories: fiction and non-fiction.</p> <p>Review the quality and relevance of prescribed texts to include more contemporary texts and texts from different cultural perspectives.</p> <p>The number of required texts and the Module B Support Document should be retained as this current variety of texts contains appropriate rigour.</p>	<p>CEO Sydney, DEC, Submission 2, Survey x 1</p>	<p>Text requirements, including text suggestions and groupings of texts, will be reviewed in the development of the Draft Writing Brief.</p>
<p><b>School-based option</b> Students require direct instruction and inquiry-based learning with a focus on a prescribed text.</p>	<p>Survey x 1</p>	<p>Text options for this module will be reviewed in the development of the Draft Writing Brief.</p>
<p><b>Explicit teaching of key aspects of literacy</b> The syllabus should maintain a balance between a literacy focus and real world and textual applications.</p>	<p>Submission 2</p>	<p>Course content will be reviewed, including the balance between literacy and literature, in the development of the Draft Writing Brief.</p>

## 5.4.2 Proposed directions for assessment and examination specifications

### Summary

#### Feedback affirming the proposed directions for assessment and examination specifications

Feedback	Source/s
The complexity of internal assessment weightings and components should be reviewed.	BCC, AIS, CEO Sydney, ETA, DEC
The examination rubrics should be reviewed to reflect the focus of each module.	BCC, AIS, ETA, DEC
Module B should be assessed internally.	Kogarah CM, BCC, AIS, CEO Sydney, ETA, DEC, Survey x 2
The Listening component should be moved from the external examination and become an internal assessment requirement.	BCC, Katoomba CM, Kogarah CM, CEO Sydney, ETA, DEC, Survey x 1
The examination should be restructured to one paper.	BCC, ETA, DEC, Survey x 1

### Matters raised and proposed actions

The following matters raised in relation to assessment and examination specifications will be further considered throughout the syllabus development process.

Matters Raised	Source/s
<p><b>Assessment of Module B</b> Module B electives should be assessed externally as examination responses in this area are difficult to pre-prepare. This would provide a better assessment of students' literacy skills.</p>	Kogarah CM, Survey x 2
<p><b>Listening component</b> It will be difficult to maintain the balance between Speaking and Listening and Reading and Writing if there is only a written examination.</p> <p>Inclusion of an external listening component creates a better balance between the modes and enables rigour of this component to be maintained.</p>	AIS, ETA, Submission 2, Survey x 3
<p><b>Restructure of the examination</b> ESL students need more time to engage with language and a reduction in time would not allow them to demonstrate achievement of outcomes.</p> <p>The examinations should not be restructured into one paper. Two papers are required, one to assess Area of Study and Module A, and one to assess students' listening skills.</p>	AIS, Survey x 1

## 5.5 Stage 6 English Life Skills course

### Proposed directions for syllabus content

#### Summary

There was strong support for the review of the Life Skills course to provide an appropriate progression from the English K–10 syllabus and align with the Stage 6 English syllabuses where appropriate.

#### Feedback affirming the proposed directions for syllabus content

Feedback	Source/s
The rationale should be reviewed to better support the needs of the senior secondary cohort for whom this course is intended.	BCC, LSM, CEO Sydney, AIS, ETA, DEC
Revise the nature of outcomes and content to provide appropriate progression from the English K–10 syllabus and align with the regular Stage 6 English syllabuses where appropriate.	BCC, Kogarah CM, AIS, CEO Sydney, ETA, DEC, Submission 4, LSM
Ensure the outcomes and content maintain a focus on the skills of literacy, numeracy and personal and social capability.	BCC, LSM, AIS, CEO Sydney, ETA, DEC

#### Matters raised and proposed actions

Matters Raised	Source/s	Proposed Action
<p><b>Rationale</b> The rationale should make specific reference to subject-related skills and knowledge as is done in the rationale of other Stage 6 syllabuses.</p> <p>Clearly identify the intended students for the course, skills to be developed and suggested post-school pathways from the course.</p>	LSM, AIS	The rationale for the Stage 6 English Life Skills course will be reviewed in the development of the Draft Writing Brief.
<p><b>Outcomes and content</b> The relationship between English (Standard), ESL and Life Skills needs to be considered as these courses are sometimes delivered using an integrated model.</p> <p>Include the English Life Skills outcomes within the regular Stage 6 English syllabuses as in the K–10 model.</p> <p>Further consideration is required regarding which syllabus/es the Life Skills course should align with eg (Standard), EAL/D, Fundamentals.</p> <p>Broad, flexible Life Skills outcomes should be developed as alternative measures of achievement that can provide access points to regular content.</p>	Katoomba CM, BCC, LSM, AIS, Submission 6, Submission 8, Survey x 3	The scope and structure of the outcomes and content for English Life Skills will be reviewed in the development of the Draft Writing Brief.

<b>Matters Raised</b>	<b>Source/s</b>	<b>Proposed Action</b>
<p><b>Skills</b> The English modules should be embedded as key competencies eg reading and writing, and consideration should be given to the concept of multiliteracy.</p> <p>The inclusion of outcomes and content relating to early communication skills should be considered.</p>	<p>AIS, LSM, CEO Sydney, Survey x 1</p>	<p>The scope and structure of the outcomes and content for English Life Skills will be reviewed in the development of the Draft Writing Brief.</p>

## 5.6 Stage 6 Fundamentals of English course

### Proposed directions for syllabus content

#### Summary

There was strong support for retaining Fundamentals of English as a course option to meet the needs of a diverse range of students.

#### Feedback affirming the proposed directions for syllabus content

Feedback	Source/s
The Fundamentals of English course should be retained as it provides additional support to students in achieving the outcomes of the English (Standard) and English ESL courses.	Katoomba CM, Kogarah CM, BCC, AIS, CEO Sydney, ETA, DEC, Submission 7, Survey x 5

#### Matters raised and proposed actions

Matters Raised	Source/s	Proposed Action
The need for this course is contingent upon the nature of the revisions undertaken in the English (Standard) and English Studies courses.	ETA, Submission 4, Submission 5, Survey x 8	The retention of the Fundamentals of English course will be reviewed in the development of the Draft Writing Brief in light of the changes to the English (Standard), ESL and English Studies courses.
The Fundamentals course enables teachers to provide explicit instruction for spoken and written English but also allows for a flexible learner-centred approach where other English courses are content driven.	Submission 7	

## 5.7 Stage 6 English Studies course

### Proposed directions for syllabus content

#### Summary

There was strong support for this course and respondents indicated that the course is significant for meeting the needs of those students who are completing the HSC and do not wish to obtain an ATAR. Respondents indicated that the course is engaging for students, is appropriate in its focus on the use of language, and provides a meaningful transition from the new English K–10 syllabus. Some respondents suggested reviewing the course requirements to enable it to contribute towards a student’s ATAR.

#### Feedback affirming the proposed directions for syllabus content

Feedback	Source/s
The integration of content from the Essential English course of the Australian curriculum will ensure opportunities for students to develop critical and analytical skills for use beyond the classroom.	Katoomba CM, BCC, AIS, CEO Sydney, ETA, DEC, Submission 2, Submission 4, Survey x 3
Consider further opportunities to make key aspects of literacy explicit in the syllabus.	Katoomba CM, BCC, AIS, CEO Sydney, ETA, DEC, Submission 2, Submission 4, Submission 6, Survey x 6

#### Matters raised and proposed actions

Matters Raised	Source/s	Proposed Action
<p><b>Australian curriculum content</b> The English Studies course would benefit from further development and new modules. However, any inclusion of Australian curriculum content needs to complement and maintain the rigour of the NSW course.</p>	BCC, AIS, Survey x 1	Outcomes and content of the English Studies course will be reviewed in the development of Draft Writing Briefs.
<p><b>Key aspects of literacy</b> English Studies would benefit from providing further opportunities for students to gain knowledge and skills relevant to post-school vocational pathways.</p>	Kogarah CM	
<p><b>Internal assessment</b> Review the requirement to have a formal internal examination in the English Studies course.</p>	CEO Sydney	Matters raised in relation to assessment specifications will be further considered throughout the syllabus development process.
<p><b>Status</b> English Studies needs to move from its status as a pilot course to a regular course within the suite of English subjects.</p>	Submission 5, Survey x 2	A suitable course provision will be maintained to cater for the full range of students including those studying English Studies.

## 5.8 Additional comments for English

### Summary

Many respondents provided feedback in relation to options for structuring courses and how to better meet the needs of the full range of students. There were a number of respondents suggesting the need for further support material to be provided for a range of courses.

### Matters raised and proposed actions

Matters Raised	Source/s	Proposed Action
<p><b>Access for the diversity of learners</b> Stage 6 English courses should provide flexibility to cater for the full range of students.</p> <p>Clear and direct reference to the requirement for teachers to provide adjustments to learning experiences and assessment practices for students with special education needs should be made in all senior English courses.</p> <p>A provision for students not wishing to obtain an ATAR but still undertake the study of English in Stage 6 was also considered.</p>	<p>Kogarah CM, LSM, AIS, ETA, Submission 6 Survey x 1</p>	<p>Course requirements will be considered in the development of Draft Writing Briefs to provide greater flexibility for teachers to meet the full range of learners.</p>
<p><b>Course content</b> Review rationales for each course in the light of current research concerning student agency, twenty-first century learning and technology.</p>	<p>Submission 5</p>	<p>The rationales and content for each course will be reviewed in the development of the Draft Writing Briefs to reflect contemporary and relevant learning experiences for students, as well as ensure continuity of knowledge, skills and understandings from Stage 5.</p>
<p>The review must ensure that the revised senior English courses align with the English K–10 syllabus.</p>	<p>Submission 5</p>	
<p>The revised English courses must be appropriate for the twenty-first century world and this will mean increasing their flexibility and allowing scope for teaching in less formalised or limited ways. Creating more flexible structures that allow more choice including text selection, assessment and examination practices would help.</p>	<p>Survey x 1</p>	
<p>A common Preliminary course should be developed for English (Standard) and English Studies, as is the case for Mathematics General.</p>	<p>BCC</p>	<p>Course structures and requirements will be reviewed in the development of the Draft Writing Briefs.</p>
<p><b>Internal assessment</b> Preliminary year assessment should contribute towards HSC assessment.</p>	<p>SAG</p>	<p>Assessment and examination specifications will be further considered throughout the syllabus development process.</p>
<p><b>Consultation for new syllabus documents</b> Schools should be given at least six months to review the new syllabus documents and at least a further full year before implementation.</p>	<p>Katoomba CM, TF, Submission 5, Survey x 1</p>	<p>BOSTES will provide further opportunities for feedback during the development of the Draft Writing Briefs and the draft syllabuses.</p>

## 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		Non response	
		n	%	n	%	n	%	n	%	n	%
The proposed Stage 6 English courses provide flexibility to meet the needs of the diversity of learners.	81	22	27.2	31	38.3	13	16.0	14	17.3	1	1.2
The proposed revisions of the English (Standard) and English (Advanced) syllabus content are appropriate.	81	13	16.0	37	45.7	15	18.5	12	14.8	4	4.9
The proposed revisions of the assessment and examination specifications for English (Standard) and English (Advanced) are appropriate.	81	12	14.8	29	35.8	22	27.2	15	18.5	3	3.7
The proposed revisions of the English Extension 1 syllabus content are appropriate.	81	15	18.5	30	37.0	18	22.2	13	16.0	5	6.2
The proposed revisions of the assessment and examination specifications for English Extension 1 are appropriate.	81	10	12.3	22	27.2	25	30.9	17	21.0	7	8.6
The proposal to retain the current English Extension 2 syllabus content is appropriate.	81	31	38.3	33	40.7	5	6.2	7	8.6	5	6.2
The proposed revisions of the assessment and examination specifications for English Extension 2 are appropriate.	81	16	19.8	40	49.4	10	12.3	8	9.9	7	8.6
The proposed revisions of the English EAL/D syllabus content are appropriate.	81	11	13.6	25	30.9	12	14.8	6	7.4	27	33.3
The proposed revisions of the assessment and examination specifications for English EAL/D are appropriate.	81	10	12.3	23	28.4	13	16.0	7	8.6	28	34.6
The proposed revisions of the English Life Skills syllabus content are appropriate.	81	12	14.8	32	39.5	6	7.4	6	7.4	25	30.9
The Fundamentals of English course should be retained as a course option.	81	22	27.2	20	24.7	9	11.1	13	16.0	17	21.0
The proposed revisions of the English Studies syllabus content are appropriate.	81	16	19.8	32	39.5	7	8.6	8	9.9	18	22.2

## 7 Respondents

### 7.1 Consultation meetings

#### Teacher meetings

(code: CM)

Venue	Date	Number of participants
Kogarah	27 August 2014	20
Katoomba	2 September 2014	7

#### Board Curriculum Committee (BCC) meeting at BOSTES on 4 September 2014

(code: BCC)

Name	Organisation
Mr Gary Johnson	Chair of the Committee
Ms Karen Stapleton	Association of Independent Schools
Ms Lyn Fetterplace	Catholic Education Commission NSW
Mrs Linda McNeil	Council of Catholic School Parents, NSW & ACT
Mr Matthew White	NSW Chapter of the Australian Association of Special Education
Mrs Prue Green	NSW Department of Education and Communities
Mr John Turner	NSW Department of Education and Communities
Mr David Eccleston	NSW Teachers Federation
Mr Bradden Spillane	NSW Teachers Federation
Professor Will Christie	NSW/Territories Committees of Chairs of Academic Boards/ Senates
Mr Matthew Bentley	Professional Teachers' Council
Ms Roslyn Giles	TAFE NSW

#### Targeted teacher meeting: Life Skills

(code: LSM)

Venue	Date	Number of participants
BOSTES	8 September 2014	7

Feedback on the English proposed directions for syllabus development was also gathered at the following meetings:

(Code: SAG )

Venue	Date	Number of participants
Student Advisory Group Meeting	28 August 2014	6

## 7.2 Written submissions

<b>Organisations, groups and individuals</b>	<b>Code</b>
Association of Independent Schools of NSW	AIS
Catholic Education Office, Sydney	CEO Sydney
English Teachers Association	ETA
NSW Department of Education and Communities	DEC
NSW Teachers Federation	TF
English Extension 2 Markers	Submission 1
Ravenswood School for Girls	Submission 2
SCEGGS Darlinghurst	Submission 3
St Joseph's Catholic High School, Albion Park	Submission 4
Dr Don Carter, Senior Lecturer, English and Literacy, Australian Catholic University	Submission 5
Ms Geraldine Gray, State Coordinator, Special Learning Needs, Catholic Education Commission NSW	Submission 6
Mr Derek Hampton, Marrickville High School	Submission 7
Assistant Professor Bree Jimenez, School of Education, University of North Carolina	Submission 8